

The Effect of SOLE (Self Organized Learning Environment) Model and Reading Interest on Writing Skills

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ABSTRACT

This study evaluates the effectiveness of the Self-Organized Learning Environment (SOLE) model in improving 10th-grade students' writing skills, compared to traditional teaching methods. The study addresses the gap in existing literature regarding how the SOLE model may enhance writing abilities, especially among students with varying levels of reading interest. The research is significant in its contribution to understanding the practical applications of SOLE in promoting critical thinking and independent learning. A quantitative experimental design was employed, involving 10th-grade students from SMAN 2 Padang during the 2024/2025 academic year. Data were collected through pre- and post-test assessments of students' exposition text writing skills. Statistical analysis was performed to compare the outcomes between the experimental and control groups. The results indicated that students taught using the SOLE model demonstrated superior writing skills compared to those taught through traditional methods, regardless of their reading interest levels. The SOLE model had a particularly positive impact on both high and low reading interest students, though no significant interaction between the model and reading interest was found. These findings suggest that the SOLE model is an effective method for improving writing skills across diverse student populations. The study's implications point to the potential benefits of adopting the SOLE model in educational settings to promote independent learning and enhance writing instruction.

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1. INTRODUCTION

Writing skills are essential components of language mastery, requiring individuals to express their thoughts, ideas, and perspectives clearly and effectively through written text. This ensures that their intended message is accessible and comprehensible to the reader (Ilyas et al., 2024; Sapitri & Abdurrahman, 2020). Writing is not merely about transferring thoughts, ideas, and concepts onto paper; it involves several critical factors that influence to the quality and effect to the written work. These include language use, the coherence of the content, and the manner in which the material is

presented. Each of these elements plays a pivotal role in ensuring that the writing is not only clear and understandable but also engaging and appropriate for the intended audience. Writing skills are a multifaceted process that enables writers to transform their thoughts and ideas into something tangible and concrete (Fageeh, 2014). The pouring of ideas or ideas presented through written language is also a productive activity (Sardila, 2015; Sukenti & Tambak, 2023).

One of the essential writing skills that grade X students in SMA/SMK/MA need to develop is the ability to compose exposition texts. An expository text is a type of writing that aims to present information clearly to readers, with the goal of persuading or engaging their interest in the subject matter (Hikmah, 2021). It is a factual form of writing used to present ideas or make proposals, typically aimed at convincing others through strong arguments and supporting evidence (Aprilia, 2022).

Research by Aprilia (2022) highlights that students still face challenges when writing exposition texts. Common difficulties include struggling to articulate ideas effectively and selecting inappropriate diction. Additionally, Dewi, Utama, and Sriasih (2015) noted that students often lack creativity in developing ideas for exposition texts, resulting in writing of low quality. This issue is compounded by limited reading, which restricts students' access to information. Furthermore, the language used in exposition texts tends to be overly simplistic. As a result, it is essential for teachers to enhance students' reading skills in a communicative manner (Rumbouw, 2021). To improve writing abilities, learning approaches that foster active, creative, effective, and enjoyable student engagement are necessary (M. Li et al., 2023; Nurkilah, 2021; Yunus et al., 2019).

The Self-Organized Learning Environment (SOLE) model is one effective approach for teaching exposition text writing (Braten et al., 2011). The SOLE model promotes increased creativity and participation among students when writing exposition texts. Research by Tsamago & Bayaga (2023) found that the successful implementation of the SOLE model positively impacted the improvement of students' literacy skills.

In addition to selecting the appropriate teaching model, reading interest is also recognized as a key factor in students' success when writing expository texts (Tarchi, 2017; Atayeva et al., 2019). Research by Ellis & Roever (2021) further supports this, showing that the more frequently students engage with reading, the easier it becomes for them to grasp both explicit and implicit meanings. Despite this, many students still struggle with writing expository texts, a challenge that is influenced not only by the students themselves but also by teaching methods. The SOLE model has been found to enhance student motivation by encouraging them to actively seek information from reliable digital sources, keeping them engaged and informed (Render, 2024).

Given these challenges, this study aims to explore the effectiveness of the SOLE model in improving students' writing skills, particularly in the context of expository text composition. The novelty of this research lies in its focus on the interplay between the SOLE model and students' varying levels of reading interest, an area that has not been extensively explored in previous studies. Therefore, the aim of this research is to investigate how the SOLE model can enhance writing performance and engagement in students, while also considering the impact of their reading interest.

2. METHODS

This study employed a quantitative approach utilizing experimental methods. The research design applied is a 2x2 factorial design, which took into account potential moderator variables that could influence the effect of the treatment (independent variable) on the outcomes (dependent variable) (Sugiyono, 2015). This research focused on the application of SOLE model to the 10th grade students at SMA Negeri 2 Padang, involving in both of one experimental group and a control group. XE.1 as the experimental group that used the SOLE model, while XE.4 as the control group that used conventional method. 36 students were enrolled in each group, selected based on results from normality and homogeneity tests, as well as input from teachers indicating that the students had relatively equal academic abilities.

The validity and reliability for the instruments was ensured by various steps have been taken. Firstly, the reading interest questionnaire and the exposition text writing skills test were validated by expert. Expert validation involved consulting with educators and specialists in language teaching to confirm that the instruments were appropriate for measuring the constructs of reading interest and writing skills. Then, a pilot test was tried on a small number of students before the main study to assess the clarity and relevance of the questions in the questionnaire as well as the writing test. For reliability, a test-pretest procedure was used, which showed consistent results across multiple administrations.

The data collected for this research includes: (1) scores from the reading interest questionnaire, (2) scores from the exposition text writing skills test administered under both the SOLE and traditional teaching methods, (3) Students' score in writing skills with high reading interest, and (4) Students' scores in writing skill with low reading interest who were taught by using both of methods. This data was collected to analyse the connection between writing skills and reading interest.

Three stages of research procedure: preparation, implementation, and evaluation stage. In the preparation stage, instruments were distributed to students, and preliminary data were collected. In the implementation phase, students were taught either using the SOLE model or traditional methods for a set period. The assessment phase involved the collection of post-test data. The data collection techniques included both the reading interest questionnaire and the exposition writing skills test. The questionnaire was administered in six steps, from distribution to collection, to measure students' reading interest. The writing skills test was conducted by giving students 90 minutes to write an exposition text with a predetermined theme.

Students were grouped into two categories of reading interest, high or low, to analyze the results of a questionnaire about the relationship between reading interest and writing ability. The writing test results were analyzed using a rubric that assessed structure, content, language, and spelling. Normality and homogeneity tests are performed to ensure that the data meets the assumptions for further statistical analysis. Then, to test the influence of independent variables (teaching methods and reading interest levels) on students' writing ability, both individually and in interactions, a two-way variance analysis (ANOVA) test was carried out.

The choice of two classes, each with 36 students, was based on statistical considerations to ensure sufficient power for detecting meaningful differences between groups. This sample size was determined to provide an adequate basis for generalizing the results while controlling for variability between the two groups. Furthermore, the teachers' input regarding the students' relatively equal academic abilities in both groups helped minimize potential selection bias.

However, potential biases must be acknowledged. One concern is the influence of the teacher, particularly in how the SOLE model was implemented. The teacher's enthusiasm and familiarity with the SOLE model might have had an impact on how effectively the model was used in the classroom, possibly introducing a bias in the outcomes. Additionally, students' prior experiences with collaborative learning or other active learning models could influence how they respond to the SOLE approach, potentially skewing the results. These biases were mitigated by ensuring that both groups were exposed to the same teacher and teaching environment, and by using a controlled experimental design to isolate the effects of the SOLE model. All data analyses were performed manually with the support of statistical software, including Microsoft Excel and SPSS, to ensure accuracy and reliability in the results.

3. FINDINGS AND DISCUSSION

In this study, evaluating the impact of SOLE learning model and reading interest on exposition text writing skills were aimed by hypothesis testing. T-Test was used for hypotheses 1, 2, and 3, and ANOVA test is used for hypothesis 4. The following sections present the results of these hypothesis tests.

3.1 Hypothesis Test 1

The results of testing Hypothesis 1 are presented in the table below. These findings provide insight into the relationship between the variables being analyzed and help determine whether the proposed hypothesis holds true. The table illustrates the statistical outcomes, which will be further discussed and analyzed in the following sections.

Table 1. Hypothesis Test Results 1 with t-test

Description	Experiment Class	Control Class
N	36	36
\bar{x}	82.34	87.13
S^2	205.55	206.36
<i>t count</i>	5.9313	
<i>t table</i>	1.67	

In addition, further details are shown in the following diagram.

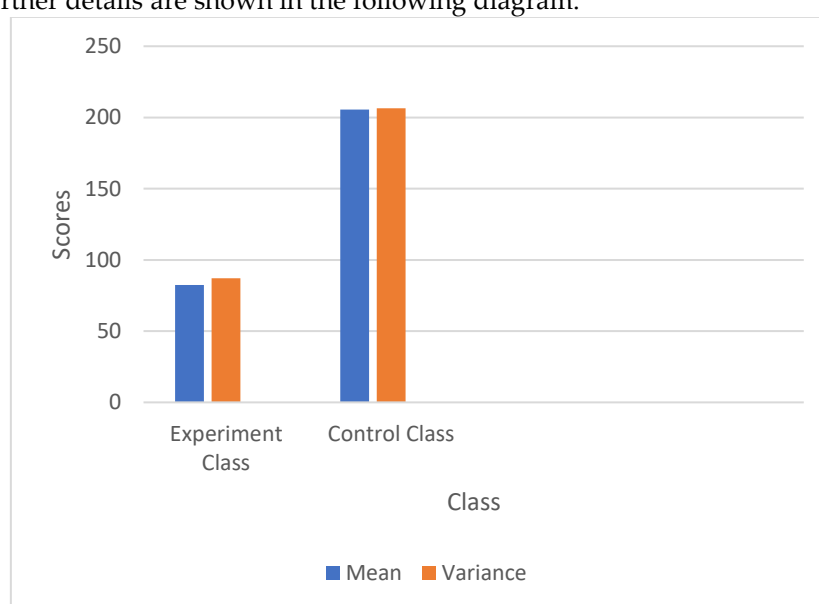


Figure 1. Hypothesis Test Results 1 with t-test

Figure 1 shows the result for hypothesis 1. 87.13 as the average score of the control class which was higher than the experimental class which had an average score of 82.34. In the bar graph above, the average value of the control class is longer than that of the experimental class. However, the results of the statistical test using the t-test showed that the t-count of 5.9313 far exceeded the t-table value of 1.67 at the significance level of $\alpha = 0.05$, so the difference between the two classes was statistically significant. As a result, H_0 was rejected and H_1 was accepted. Furthermore, it was proven to have a significant positive effect on the students' exposition text writing skills in the experimental class that used the SOLE learning model.

The variance in both classes is almost the same, 205.55 for experimental class and 206.36 for control class, indicating that the distribution of students' scores in both classes is relatively similar. This means that the SOLE method not only provides significant results, but also facilitates students with varying ability levels to achieve more consistent results.

Overall, these results support the superiority of the SOLE method as an innovative learning approach. Although the control class average was higher, the significant impact of the SOLE model shows that this approach is able to improve students' skills effectively compared to conventional methods. This graph emphasizes that the success of the SOLE model is not just a matter of average scores, but also consistency in achieving better results in the experimental class.

3.2 Hypothesis Test 2

The results of Hypothesis 2 testing shows in the table below.

Table 2. Hypothesis Test Results 2 with t-test

Description	Experiment Class	Control Class
N	10	10
\bar{x}	88.31	65.08
S^2	28.90	87.13
<i>t count</i>	6.8	
<i>t table</i>	1.73	

More detailed information is in the following diagram.

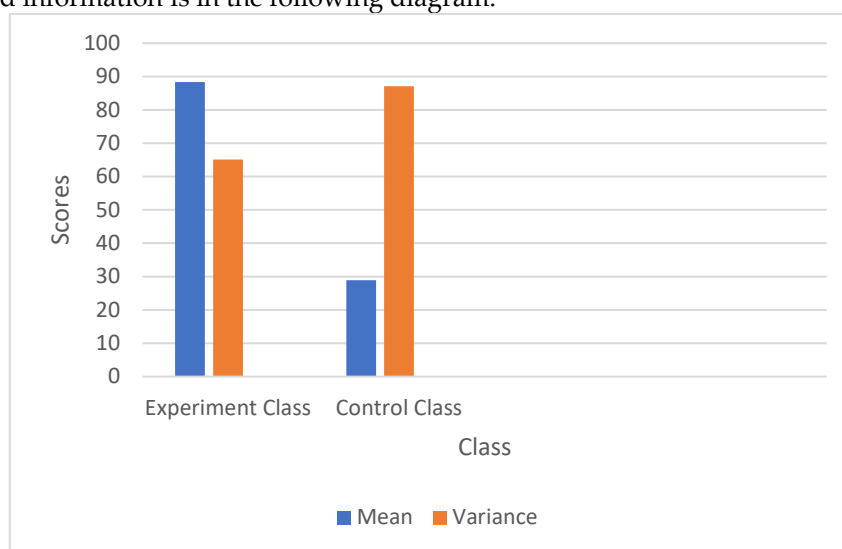


Figure 2. Hypothesis Test Results 2 with t-test

The results from testing Hypothesis 2, as shown in Figure 2, reveal a significant difference in the exposition text writing skills between the two classes, specifically for students with high reading interest. The experimental class, which applied the SOLE model, achieved an average score of 88.31, notably higher than the control class, which scored 65.08. This indicates that the SOLE model is highly effective in improving the writing skills of students with high reading interest.

Additionally, the variance in the experimental class was 28.90, significantly lower than the variance of 87.13 in the control class. This smaller variance suggests that the learning outcomes in the experimental class were more consistent. In contrast, the control class showed a larger gap between high and low-scoring students, pointing to the less consistent results of the traditional teaching method for students with high reading interest.

In conclusion, these findings show that the SOLE model not only enhances the average writing scores of students with high reading interest but also leads to more consistent learning outcomes. This suggests that the SOLE approach is more effective than traditional methods, helping to achieve a more even distribution of academic success. The graph supporting these results further emphasizes the critical role of the SOLE model in fostering interest-based learning and enhancing overall student performance.

3.3 Hypothesis test 3

The results of testing Hypothesis 3 are presented in the table below. These results are based on a t-test comparison between the experimental and control classes, providing insights into the differences in their performance. The table outlines key statistical measures, including sample size (N), mean scores (\bar{x}), variance (S^2), and the calculated t-value (t count) alongside the critical t-value (t table). These

findings will be discussed in detail to better understand the effectiveness of the teaching methods applied in each group.

Table 3. Hypothesis Test Results 3 with t-test

Description	Experiment Class	Control Class
N	10	10
\bar{x}	72.81	52.57
S^2	281.88	155.18
<i>t count</i>	2.65	
<i>t table</i>	1.73	

In addition, further details can be seen in the following diagram.

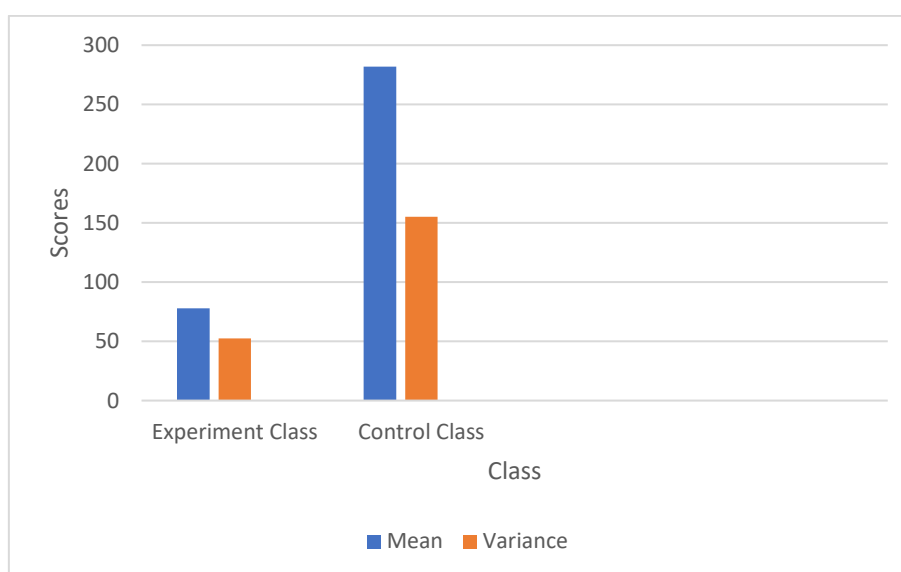


Figure 3. Hypothesis Test Results 3 with t-test

Figure 3 illustrates a significant difference in the exposition text writing skills between the two classes for students with low reading interest. The experimental class, which used the SOLE model, achieved an average score of 72.81, higher than the control class's score of 52.57. This indicates that, even for students with low reading interest, the SOLE learning model has a notably positive impact on writing skills.

Additionally, the graph reveals that the variance in the experimental class was 281.88, which is higher than the variance of 155.18 in the control class. The greater variance in the experimental class suggests a wider range of learning outcomes, likely due to differences in individual students' ability to engage with and apply the SOLE model effectively. In contrast, the smaller variance in the control class points to more consistent results, though these results were at a lower average.

Overall, these findings confirm that the SOLE method is effective in improving the writing skills of students with low reading interest. While the experimental class shows greater variability in student performance, it also produces higher mean scores compared to the conventional approach. The graph further highlights the substantial difference in average scores between the two groups, underscoring the importance of implementing innovative methods such as SOLE to accommodate students with diverse levels of reading ability and interest.

3.4 Hypothesis Test 4

The table below presents the results of the Hypothesis 4 test, which examines the variance in writing skills based on the interaction between the teaching model and students' reading interests. The table includes the sum of squares (JK), degrees of freedom (D_b), mean square (RJK), and the F-values

for both the main effects and the interaction effect. The F count values are compared with the F table to assess the statistical significance of these factors. These results provide a deeper understanding of how the model and reading interest influence student writing performance.

Table 4. Hypothesis Test Results 3 with F Test

Source of Variance	JK	D_b	RJK	F count	F table
A / Model	4709	1	4709	34,24	4.15
B / Interests	1959	1	1959	14,24	
AB	22	1	22	0.16	
Galat	4950	36			
Total		39			

The results of hypothesis testing using two-way ANOVA analysis, the FAB/F-count value is 0.16. With the degree of freedom for the numerator ($dbAB$) = 1 and the denominator ($n-ab$) = 36, the value of the F table (F_t) at the significance level $\alpha = 0.05$, is 4.15. Since $F_h < F_t$ ($0.16 < 4.15$), H_0 is accepted and H_1 is rejected. Then, between reading interest and the learning model on exposition text writing skills, there was no significant interaction effect.

Discussion

Writing Skills of Expository Texts taught with SOLE (Self Organized Learning Environment) Model and Conventional Model

The results of the first hypothesis test revealed that the t-count was greater than the t-table, indicating that the impact of the SOLE model on students' ability to write exposition texts was significantly better than the conventional teaching model. Consequently, H_0 was rejected, and H_1 was accepted, confirming the effectiveness of the SOLE model in improving writing skills.

The SOLE model actively engages and challenges students to comprehend learning material, motivating them to set and achieve higher academic goals. By fostering innovation and creativity, the SOLE model encourages students to approach exposition text writing in a more dynamic and inventive manner. The model provides students with the opportunity to translate conceptual knowledge into writing, which in turn increases their motivation (Fahrurrozi et al., 2022). Additionally, the SOLE model aids in mastering concepts, enhances critical thinking skills, and fosters creativity, while also encouraging collaboration and communication (Anggraeni & Sole, 2018).

As noted by Darwis et al. (2019), the SOLE model promotes a deeper, more sustainable understanding of concepts rather than mere rote memorization. Through the structured phases of the SOLE model, students can apply their knowledge in real-world contexts, engage in discussions, and create meaningful outputs. This approach nurtures active learning, fostering critical thinking and independence. Each stage of the SOLE model encourages students to become more engaged, develop skills, and improve their ability to collaborate, communicate, and understand (Hartati et al., 2023). According to Dewi et al. (2023) and Yetti (2024), the SOLE learning model represents a significant educational advancement, particularly suited to Indonesia's educational context, and has been shown to enhance students' critical thinking abilities within this environment.

Writing Skills of Expository Texts of Students with High Reading Interest taught with SOLE (Self Organized Learning Environment) Model and Conventional Model

The results of this study show that teaching exposition text writing skills using the SOLE model yielded better outcomes compared to conventional teaching methods. The SOLE model encourages greater student participation, which, in turn, fosters higher reading interest, leading to improved exposition writing skills. As evidenced by the results from hypothesis testing, where t-count was greater than t-table, H_1 was accepted, and H_0 was rejected, it can be concluded that students with high

reading interest benefit significantly from the SOLE model. These students maintained their interest in reading and demonstrated superior writing skills compared to those taught using conventional methods.

The SOLE model proved to have a substantial impact on enhancing the writing skills of students with high reading interest. This finding aligns with previous research, which indicates that the SOLE model positively influences students' writing abilities, particularly for those with a strong interest in reading. By emphasizing exploration and collaborative learning, the SOLE model allows students to seek information independently, discuss ideas, and develop them in a more open, engaging environment. This approach not only enhances critical and creative thinking but also improves writing skills.

Moreover, the SOLE model contributes to the development of students' metacognitive skills. As highlighted by Darmawansah et al. (2022), the model encourages independent and reflective learning, helping students better understand their thinking processes. Through planning, evaluating, and revising their ideas during the writing process, students become more aware of their progress and are motivated to refine their writing. Thus, the SOLE model not only improves exposition text writing skills but also fosters a deeper understanding of how to organize and articulate ideas.

The flexibility of the SOLE model, which allows students to learn at their own pace and according to their individual learning styles, is particularly beneficial for students with high reading interests. These students often learn more quickly and in greater depth, appreciating the opportunity to explore topics more thoroughly. Research by Salmela-Aro & Read (2017) further supports this, showing that the SOLE model is particularly effective for students with higher learning abilities, as they can take the initiative in their learning process and achieve better results.

Overall, the SOLE model is more effective in improving the exposition text writing skills of students with high reading interest. By providing opportunities for students to explore and organize their ideas while collaborating with peers, the model promotes creativity and enhances writing abilities. In contrast, the conventional model, which relies heavily on teacher-led instruction, does not offer the same opportunities for students to creatively develop their writing. For students with high reading interest, the SOLE model not only improves the quality of their exposition texts but also strengthens their critical and analytical thinking skills, which are crucial for producing more thoughtful and reflective writing.

Writing Skills of Low Reading Interest Students taught with SOLE (Self Organized Learning Environment) Model and Conventional Model

The third hypothesis testing result showed that the SOLE model is more effective in improving writing skill of exposition text for students with low reading interest than the conventional model. This result shows that although students have a low interest in reading, the application of the SOLE model is able to stimulate their interest in reading and ultimately has a positive impact on their ability in writing expository texts. Therefore, the alternative hypothesis (H1) is accepted, which confirms that the SOLE model has a positive impact on the writing skills for students who are with low reading interest.

The application of the SOLE model also allows for more flexible learning and according to the individual needs of each student. For students with low reading interest, this flexibility gives them the opportunity to learn in a way that better suits their learning style. They can choose the resources they want to use, discuss with their friends, and develop their ideas without feeling pressured. According to Sutherland et al., (2023), this flexible and initiative-based learning not only improves their writing skills, but also develops their responsibility' sense of their own learning.

Overall, the application of SOLE model to students with low reading interest showed better results in improving exposition text writing skills compared to the conventional model. Through a more interactive approach, the use of relevant materials, strong social support, and opportunities for reflection, the SOLE model can stimulate students' reading interest, increase their confidence, and encourage them to develop writing skills in a more creative and effective way.

Interaction between SOLE (Self Organized Learning Environment) Model and Reading Interest in Influencing Expository Text Writing Skill

Andersson et al. (2020) highlighted that when an interaction occurs between variables, the influence of one factor is dependent on another. This suggests that the factors of reading interest and the SOLE model are interdependent in influencing exposition text writing skills. The interaction between these two variables can be explained as follows.

Based on the ANOVA test results for the fourth hypothesis, it was found that there is no significant relationship between reading interest and the SOLE learning model in affecting students' ability to write exposition texts. This indicates that, regardless of whether students have high or low reading interest, there was no difference in their writing performance when taught using the SOLE model. Therefore, the interaction observed is a result of the application of the SOLE model to groups of students with varying levels of reading interest. However, reading interest alone does not entirely determine the success of writing exposition texts. Other factors, such as motivation, ability, talent, intelligence, and more, also play a crucial role. Additionally, the teacher's readiness and competence in implementing the SOLE model are vital components in the learning process. On the other hand, learning with the conventional model is more independent and does not rely on students' reading interest, which aligns with Kalnins (2018), who states that if the interaction is not significant, the main effects of the independent variables can be interpreted separately. This conclusion is illustrated in the following interaction graph.

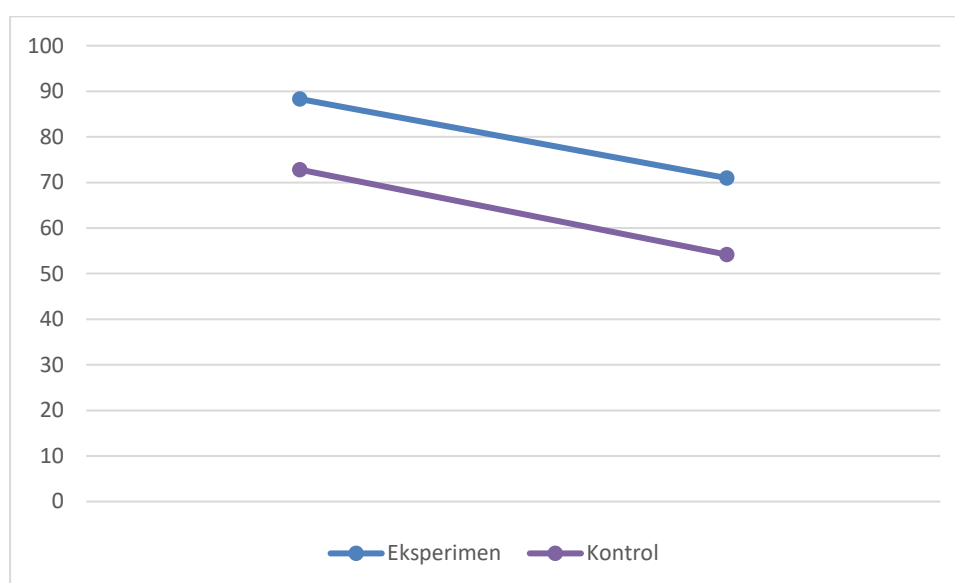


Figure 4. Interaction Graph of Sole Model and Reading Interest on Writing Skills of Expository Text

Figure 4 illustrates the average score differences between the two classes (experimental and control). Students with high reading interest in the experimental group, using the SOLE model, achieved an average score of 88.31, while students in the control group, using the conventional model, scored an average of 70.96. For students with low reading interest, the experimental class applying the SOLE model had an average score of 72.81, compared to 54.17 in the control class. The interaction graph further indicates that there is no significant interaction effect between reading interest and the SOLE learning model on exposition text writing skills. This suggests that the SOLE model does not result in different writing outcomes based on whether students have high or low reading interest, nor does the conventional model. In other words, the SOLE model and reading interest each independently influence students' writing skills, without any combined or interactive effect between the two.

Therefore, the SOLE model can be effectively applied across all levels of reading interest to improve students' exposition text writing skills. In conclusion, while neither reading interest nor the learning model alone significantly affects writing ability in both the experimental and control classes, the SOLE model proves to be beneficial for both high and low reading interest students. This highlights the versatility and effectiveness of the SOLE model for enhancing writing skills across diverse student profiles.

4. CONCLUSION

This study provides valuable insights into the effectiveness of the SOLE model in improving students' exposition text writing skills, particularly when compared to traditional teaching methods. The research findings suggest that the SOLE model significantly enhances writing proficiency by fostering a student-centered learning environment that supports the development of critical thinking, problem-solving, and self-paced learning. Importantly, the model proved equally effective for both high and low-reading-interest students, indicating its broad applicability to diverse student needs. Therefore, educators and policymakers are encouraged to consider integrating the SOLE model into teaching strategies, especially for writing-intensive subjects, as it offers a flexible and inclusive approach to improving writing skills.

However, this study has certain limitations, including the lack of exploration into the impact of other student characteristics such as motivation, prior writing skills, and learning styles, which could potentially influence the effectiveness of different teaching methods. Future research could delve into these factors, examining how they interact with various teaching models, including SOLE. Additionally, while the study did not find a significant interaction between reading interest and the SOLE model, it remains important for educators to foster students' reading interest, as it might enhance writing performance in certain contexts. A suggestion for future research is to investigate the role of reading interest and other student attributes more deeply, and to explore differentiated strategies for various student groups. Finally, ongoing teacher training on implementing the SOLE model effectively would further optimize its benefits, and policymakers should consider promoting its integration into school curricula, particularly in schools that still rely heavily on traditional teaching methods.

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