

DO STUDENTS' SELF-ASSESSMENT AND ENGLISH WRITING SKILL CORRELATE EACH OTHER?

Siti Zahroh

21701073033@unisma.ac.id

Universitas Islam Malang

Abstract

The aim of this study was to investigate whether students with good self-assess ability have a strong relationship with their English writing skill particularly in writing analytical exposition text. The correlational research design was used in this study in order to measure the correlational between students' self-assessment and their English writing skill. The data were collected from thirty one (31) sophomore students from F-Class of SMAN 3 Malang which was selected by clustering sampling. They were asked to self-assess their task after writing analytical exposition text which was their current material in English class by giving them a checklist questionnaire regarding the text they had written. The questionnaire consist of twenty-five questions with four big parts; format, content and organization, mechanics and spelling, and language used. To analyze the data Pearson-Product Moment from SPSS v.16 was used. The result of the calculation data was found that the p value (2-tailed) was 0.000 ($p < 0.01$) indicating that students self-assess did have a strong relationship with their English writing ability which was automatically indicated that students who were aware with their self-assessing ability would also have a better ability in English writing ability. Regarding all those findings, self-assessment is highly recommended for both teacher and students particularly to be applied in classroom activity as a learning method in order to track students' sense of self-analysing or self-assessing on their English writing skill.

Keyword: *self-assessment, writing ability, analytical exposition.*

Introduction

Self-assessment has gained numerous attentions in recent years since many studies has been conducted and proven that self-assessment can increase students autonomous in learning. Chen (2008) assumed that students' activeness in assessing

their own assignment will give a strong sense of ownership of their own learning. In addition, there are a lot of understandings and definitions provided by experts regarding what self-assessment is such as teaching strategy, learning strategy, alternative assessment (formative and summative), learning tool, learning concept and learning ability. In this study, the researcher focuses on the students' learning ability by how they judge their own learning. Self-assessment is refers to the students' ability to make decisions about their learning abilities, especially the extent to which they have learned and understood certain material (Boud and Falchikov, 1989). As an active participant in evaluation matter students need to have the sense of judging their own learning achievement. Not only that, self-assessment can also be interpreted as students' self-assess ability where they can detect their level of thinking so that they can enhance their understanding and skills (Lesmana and Rokhayati, 2020). Several scholars also argue that good students are the one who have the sense of their own strength and weakness so that they can use it as the positive directions toward learning process. In other words, it can sum that the ability to assess them is needed particularly in student-centered learning.

There are two elements that need to be considered in a self-assessment; knowing what criteria, conditions or standards required in a particular work and how to determine whether a job carried out is in accordance with the required criteria or requirements. Self-assessment is widely used in several fields of study, for instance in the technology sector claimed by the Asian Institute of Technology and in foreign language, particularly English language. There are four skills offered in English study, yet the researcher focuses on writing skill since writing is considered to be one of difficult skills. It is in line with what Rass (2011) (as cited in Juniati, 2019) said in her research that writing is such a difficult skill because it needs multiple issue; content, coherent sentence, organization, and mastery vocabulary. Moreover, with this pandemic situation which school is held from home where the psychosocial state of each student is different, it will increase the students' burden and face kind of difficulties when they have to construct ideas. Moreover, there is a closely relationship between self-assessment and students' writing ability. Self-assessment assists the students in promoting their writing achievement through reflection and meta-cognition during the

writing process (Nielsen, 2012). By using self-assessment in their writing assignments, students will be more aware of what they write as they have a guideline in the form of a questionnaire that contains some questions on what they should consider when write a text in this case analytical exposition text. The same notion was claimed by Lesmana and Rokhyatia (2020) that self-assessment assesses the students to improve their ability since they learn from the previous results.

By the two kind of elements in self-assessment: the criteria to be applied in one task, and having a judgment in which the work meets the criteria, the students have the responsible to make a judgment towards their assignment or commonly called as self-marking (Boud and Falchikov, 1989). In part of this, both teacher and students have different perception. They both can complete each other. It is the teachers' duty to give the students feedback of their self-assessment apart from the student's not always depends on teachers' opinion since they can make their own judgment towards their own language achievement. As what Oscarson (1989) mentioned that self-assessment promotes a various learning strategy in higher-order thinking skills. He also argues that self-assessment constructs students' self-awareness so that they acknowledge what their abilities, how far the progress they made along with what skills they have already acquired. Richard and Schmidt (2010) also added that self-assessment is an example of metacognitive strategy in language learning process. This notion is in line with what Mistar (2011) asserted on his article that self-assessment affords advantageous information for the learners in term of their development on their second language competence. Regarding those theories, various studies of self-assessment have been conducted in order to apply the theory and give wide perspective for the future studies as well as for teachers who want to implement self-assessment during online class. The one that have the same finding with this study was done by Rabiatur Khasanah (2017) and Haliza Ifvy (2018) who found that self-assessment gave positive effect towards students' writing performance.

Therefore, based on those benefits, findings, and advantages of self-assessment both for students and teachers, the researcher needs to conduct this correlational study in order to answer the research question which was formulated as "do the students' self-assessment correlate with their writing skill performance?" as well as given a strong

proof to support the previous studies about self-assessment. Moreover, the main objective of this research is to investigate the correlation between students' self-assessment and their writing skill performance.

Methods

In order to answer the research question as well as finding the statistical data between scores documentation and the questionnaire, the correlational research design is used in this study. Based on Latief (2012) explanation on his book, correlational research design is the research design that is used to measure the relationship between two or more variables using 0-1 scale to show the degree of the relationships. Pearson Product Moment is administered to indicate the correlation between students writing performance and their self-assess towards their own text.

The subject chosen for this study was sophomore students (second grade) of SMA Negeri 3 Malang. Cluster sampling is placed for this population since it is ideal to assemble the elements of the population and this single stage (Creswell, 2014). The researcher chose XI-F3 Class as the sample of this study using cluster sampling. The students' ability in this class was divergent; high, medium and low ability particularly in writing performance.

The instruments used for the data collection are the students' written product from analytical exposition text and questionnaire. The text was part of their assignment in the material. The second instrument is a questioners or self-assessment sheet. In the self-assessment sheet, the students were asked to self-assess their writing components which consist of content and organization, format, punctuation and the language features of their own text. This questioner which has 25 items to answer was adopted from Oshima and Hogue's book (2007) entitled *Introduction to Academic Writing (Third Edition)*. New York: Pearson Longman. The questionnaire collected via online by spreading Google Form link. The second data were taken after the material of analytical exposition was taught. The students were given time 24 hours to complete the text including the outline of the text.

After collecting the data, questionnaire and analytical exposition text, the data were analyzed using SPSS (Statistical Package for Social Sciences) 16.0 versions with

the level of significance was set in 0.05 levels. Pearson-Product Moment was performed to analyze the data statistically in order to measure the relationship between students writing performance in this case was using analytical exposition text score and their self-assessment score towards their writing ability.

Findings and Discussions

The hypothesis was formulated to seek whether the result of the test was significantly accepted or not. The researcher used SPSS v.16 to test the hypothesis of this study. The significant value of this study was set at 0.01 levels or 1%. Then the researcher tested the null hypothesis (H_0) whether the hypothesis is rejected or accepted. In order to look for the answer as well as measure the relationship between students' self-assessment and their writing skill particularly in analytical exposition text, the Pearson Product Moment correlational analysis was performed.

Correlations

		Writing_Score	Questionnaire
Writing_Score	Pearson Correlation	1	.950**
	Sig. (2-tailed)		.000
	N	31	31
Questionnaire	Pearson Correlation	.950**	1
	Sig. (2-tailed)	.000	
	N	31	31

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

According to the data observed that got from the analyzed data by SPSS, the p value (2-tailed) was 0.000 which was lower than 0.01 or 1% indicating that H_0 was rejected and H_a is accepted. The correlational coefficient (r)_{count} which obtained from 31 participant of the study is 0.950; therefore based on the strength correlational coefficient group it showed that the relationship between the two variables is extremely strong. The sum of the data presented above there was a significant relationship between students' self-assessment ability and their English writing skill in the 0.91-0.99 stage (extremely strong).

In this study, the writer found that students who are more aware of their self-assessment ability have better English writing skill. With the reference of several questions related to the text they wrote their writing process would get easier as well as

they would have a guide on what to write and what they need to add to their writing. Thus, students independently were able to elaborate the generic structure of analytical exposition text as described in chapter two together with easily understand regarding the statements in self-assessment questionnaire.

This finding was in step with the theory which was stated by Lesmana and Rokhyatia (2020) who claimed that the questionnaire used in self-assessment for writing and might be learning assistance providing a note for rechecking their assignment which indirectly aided students and teacher to have well productivity and time management. In addition, self-assessment also assists the work of teachers in monitoring and assessing students' writing progress where in this online-learning school or daring the teachers' task to track student progress was limited since it must be done online. However, using self-assessment could be an option to solve this constraint.

Despite of those benefit, self-assessment also has some weakness when it would be implemented in the classroom. 1) When the students did not assess their work honestly, self-assessment will be counterproductive. The students might take advantages by giving full or perfect marks on their task, 2) self-assessment affects the credibility of the assessment since some of the students have no idea about how the good assessment criteria and lack of skill how they imply the criteria towards their task, 3) the implementation of self-assessment will be burden for the students who are used to the traditional assessment as self-assessment is not practically used in ESL/EFL classroom. EFL students tend to belief that assessment is done by the teacher not by themselves, (Jamrus and Razali, 2019).

Since there were plenty of studies showed the positive and the benefit result of self-assessment, it can still be implemented in the classroom activity. Those disadvantages can be overcome by giving proper guidance and training both for the students and the teacher as the guideline was explained in literature review chapter. Ross (2006) gave several recommendations for the teachers who want to make self-assessment more useful in the classroom activity. They are that 1) defining the criteria by using native language or some familiar terms for the students because it will increase the reliability and the validity of self-assessment, 2) giving proper explanation to the students on how they should apply the criteria to their task, 3) providing some comment or

feedback for the students to minimize the misunderstanding of the students towards the criteria, 4) helping the students to maximize their performance by using self-assessment. Thus through regular training, feedback and practice, both the students and the teachers can take numerous advantages of self-assessment particularly in English writing skill which in this study was represented by analytical exposition text.

Conclusion and Suggestions

In this study, correlational study was used to answer whether the ability of students, who were supported by SMAN 3 Malang students in self-assessing task, has a significant relationship to their writing ability which in this study is evidenced by their own written analytical exposition text. The results of the student questionnaire data and the final score of analytical exposition students are calculated using Pearson Product Moment from SPSS v.16. SPSS calculation results on the two data obtained 0.000 *p* value set on the sig. (2-tailed). From the analysis data in the previous part, the researcher concluded that SMAN 3 Malang students' self-assess ability had a strong relationship with their English writing skill in this case was analytical exposition text.

The suggestion for future researcher, they can expand this variable more widely with a variety of diverse as well as in listening skills, speaking, reading or with language elements such as vocabulary or grammar along with the use of research methods that are possible to be used as to provide a new perspective on the research in line. Since there will be possible internal factors of each student that affect how they assess their own abilities such as motivation, confidence and anxiety; research in finding the effect or psychological factors of students is strongly advised to provide future evidence on the validity of study results related to student self-assessment. Future researchers might conduct the similar study that is conducted directly to provide findings that may differ and strengthen the validity and the reliability of the data as this research was conducted during the COVID-19 pandemic so that all data retrieval is done online.

The suggestion for teacher, Teachers are expected to implement self-assessment as an alternative assessment particularly in English subject as in the positive results found in this study, self-assessment also helps students to be more well-prepared on learning and understand the learning goals that will be achieved, yet teachers should also consider

some considerations related to the use of self-assessment. Teachers who will implement self-assessment should provide proper training and adequate assistance for students so that students have enough knowledge about the use of self-assessment and its usefulness in learning. In addition, training sessions also provide better quality assessment that can help teachers, chiefly when learning is done online.

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