

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

One of the skills to be proficient in English is writing. According to Harmer (2006), writing is categorized into productive skill. It means that the students should produce writing products, such as : various genres, short functional text or certain report of investigation. Teaching writing should be able to stimulate the students' thinking (Mekheimer, 2005). It indicates that writing is a media to produce certain ideas and organize them into letters. In other words, the students have to be creative in producing final writing products. Moreover, writing is seen as an essential element for the students' academic success considering that writing can reinforce grammatical structure, vocabulary, and even improve other language skills such as reading, listening, and speaking (Kellogg, 2008). It implies that writing is not merely about ideas, but also linguistic aspects which become media for presenting the ideas.

Competency in writing is important to be owned by the students. Celce-Murcia (2001) states three main reasons of having writing competency in EFL class. *First*, writing is a form of written communication. Through writing students can express and share their ideas with the others. *Second*, by writing the students can communicate with close or distant, known or unknown readers. It is not like oral communication (speaking and listening) which merely takes place to close interlocutors. *Lastly*, not all students can communicate well orally. They might be

nervous, unconfident, not good looking, etc. Hence, communicating in written form by writing can be good solution for them.

Writing is a complex process because it consists of two domains, cognitive and linguistic. Cognitive domain consists of ideas quality and their organization, meanwhile linguistic domain consists of grammar, structure, vocabulary, spelling, and mechanics (Marhaeni,2005). It makes writing is difficult for the students (Fahimia and Rahimib, 2014; Comert and Kutlu, 2017). The fact that writing is difficult is proven by Dharma and Adiwijaya (2018). The research proves that the students' writing competency in senior high school is still low. It can be seen from the average score of writing competency which is still lower than the established passing grade. Mostly the students have problem in arranging ideas, using grammatical structure and vocabulary. Their ideas arrangement is mostly not chronological order.

Because of writing complexity, innovative ways should be done to help students produce good writing. According to Black et al (2003), the implementation of formative assessment, i.e self-assessment in writing brings two main advantages for the students, self-efficacy (Black et al., 2003; Mills, Pajares, and Heron, 2007) and writing skill (Dharma and Adiwijaya, 2018; Orsmond, Merry and Reiling, 2000). By implementing self-assessment in writing, it facilitates the students to be self-awareness and active seekers.

In fact, according to PERMENDIKBUD no 23 year 2016, involving the students to assess their own work during learning process challenging their self-questions. It is actually an authentic assessment type which involve the students to assess their own work during learning process. It challenges the students' self-

questioning and self-reflection on their writing (Topping, 2003). In line with it, Rolheiser and Ross (2003) defines self-assessment as students judging the quality of their works, based on evidence and explicit criteria for the purpose of doing better work in the future. The students's activity in self-assessment is to do self-judging on their working to know their strengths and weaknesses. Therefore, the students actively involve in assessment process.

According to Chen (2008), active involvement of the learners in assessing their performance will enable them to gain ownership of their learning. This ownership sense enables the students to motivate themselves to study. In line with it, Zimmerman (2001) advocates that self-assessment sits within bigger picture of self-regulation, which is described as students being “metacognitively, motivationally, and behaviorally active participants of their own learning.” the metacognitive process enables the students to be reflective. When it occurs, the students can know the correctness of their work.

According to Andrade and Du (2007) self-assessment can help students' writing in terms of ideas and content, organization, voice and mechanics. Furthermore, Ratminingsih, Marhaeni, and Vigayanti (2018) also discover that during treatments of self-assessment, the students are ready to accomplish their writing assignment through the use of checklist and analytical scoring rubric that support them to write a better writing. Being guided by the use of checklist and analytical scoring rubric, they could evaluate their writing in terms of expressing their ideas and its organization.

Apart from that, self-assessment also helps students' self-efficacy. Baleghizadeh and Masoun (2014) state that the students' self-efficacy can be

trained by the implementation of self-assessment. The use of self assessment as formative assessment can change the students' perception about learning. Self-assessment direct the students to think what they have to do in learning. they get it from the criteria in checklist or rubric. From both of them, they can have picture of their working. It leads them to be self-confident on what they do.

However, the problem arises when the Covid 19 pandemic is occurred. In this case, online learning should be applied because of health protocols regulated by the government. The schools are closed hence all the students should study from home. They did not see directly their friends and teachers. They only meet via online meeting platform. This situation is of course different from regular learning when they can interact directly face to face.

Briefly, online learning is learning condition which uses internet technology to send problem and solution for the students (Rosenberg, 2001; Hartley, 2001). It aims at improving the students' quality in terms of knowledge and skills. Online learning maximizing the use of technology development product, such as : internet, laptop, computer and smart phone. It means learning is not merely in the classroom.

According to Bilfaqih and Qomarudin (2015), online learning has three characteristics. *First*, learning is done by using internet or website through certain platforms. The teachers can use platforms to meet the students or to send materials for the students hence the students can learn it everywhere. *Second*, learning is done from the distance so the students do not need to come to the class. It implies that the students are not in the same place. *Third*, the class is opened access which

means that all people can access commonly. But, there is also online learning which can be accessed by certain people like online learning for certain classes.

Some researches has been done on the area of online learning (El-Seoud, 2014; Noesgaard and Ørngreen, 2015; Alkhalaf, Drew and Alhussain, 2012; Sadikin and Hamidah, 2020). All researches show that online learning brings positive things for the students, in terms of motivation, efficacy, pleasure, and productivity. Furthermore, the researches also found that the students were easier to access learning materials because they have been provided by the teachers. The researches were done in tertiary education.

Research on self assessment in writing class has been dominated with ordinary writing class with face to face classroom interaction. Little attention is given the effect of self assessment on writing in online learning context. Thus, this study aims to investigate. It is urgent to do research on the effect of self-assessment on students' writing competency and self-efficacy in online learning. It is based on three assumptions. First, regular learning and online learning have different characteristics. Second, the characteristics of the students in tertiary education which are different from senior high school students. Previous researches are only done in tertiary education, but this research is done in senior high school. Third, writing competency and self-efficacy become the focus. The previous researches only focus on motivation, pleasure and productivity in different subject (not in language learning, especially writing).

## **1.2 Research Problems**

Based on the research background, the problems of this research can be formulated as follows.

- a. Is there any effect of Self-assessment on students' self-efficacy in online learning?
- b. Is there any effect of Self-assessment on students' writing competency in online learning?
- c. Is there any effect of Self-assessment on self-efficacy and writing competency simultaneously in online learning?

### **1.3 Research Objective**

Based on the research problems, the objectives of this research can be formulated as follows.

- a. To investigate the effect of Self-assessment on students' self-efficacy in online learning.
- b. To investigate the effect of self-assessment on students' writing competency in online learning.
- c. To investigate the effect of Self-assessment on self-efficacy and writing competency simultaneously in online learning.

### **1.4 Research Significances**

Theoretically, this research enriches the references for teaching English as a foreign language (EFL), especially for teaching writing skill and developing self-efficacy.

#### **1.4.1 Practical Significance**

Practically, this research is expected to bring advantages for three stakeholders in educations, namely: EFL teachers, students, and other researchers.

#### **1. Teachers**

This study is expected to bring several advantages for the teachers as follows.

- a) As reflection for the teachers to choose innovative teaching writing skills. By doing it, the teachers can design writing instruction which can improve students' writing skill and self-efficacy.
- b) Giving new knowledge for the teachers about various effective teaching writing strategy.
- c) It can provide teachers deep understanding about the effect of self-assessment in contributing the students' competency and self-efficacy.

## **2. Students**

This study is also expected to give positive effects toward the students as follows.

- a) Training the students to be reflective students. It is because during the implementation of self-assessment, they have to think or judge their works.
- b) Guiding the students to be active learners or assessors. By using self-assessment, they assess their own works and discover their strenghts and weaknesses.

## **3. Other Researchers**

A reference for further research in the teaching of English as a Foreign Language (TEFL) in general or in teaching the English writing and learning motivation in particular.

### **1.5 Definition of Keyterms**

Definition of keyterms in this research can be divided into two, conceptual and operational.

### 1.5.1 Conceptual Definition

- a. **Writing Competency** : writing skill possessed by the students which reflects their knowledge and the way they think, do, and feel expressed in their writing (Ratminingsih, Marhaeni and Vigayanti, 2018).
- b. **Self-Efficacy** : people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Pajares & Urdan, 2006).
- c. **Self-Assessment** : an authentic assessment in which the students get involve during assessment process (Pedersen and Williams, 2004).

### 1.5.2 Operational Definition

- a. **Writing Competency** : the ability of the students represented in the form of a score that the students have after finishing writing product. The writing product is scored by using analytical scoring rubric covering five dimensions, namely: content and development, ideas organization, grammatical structure, vocabulary and mechanic. The score obtained from the rubric refers to writing competency.
- b. **Self-Efficacy** : the students' beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives represented in the form of score. It includes three dimensions, namely: magnitude, generality, and strength. Self-efficacy is measured by using questionnaire with Likert scale. The score from the questionnaire refers to students' self-efficacy.



- c. **Self-Assessment** : authentic assessment in which the students get involve during assessment process realizing through the implementation of scoring rubric and checklist. During writing, the students are assigned to assess their works based on the checklist and rubric.

