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Self-Assessment of English Writing Skills

Raida Hasnalia[1*], Nurul Rhasyifa Rifli[2], Nursyahada[3]

[1*] Faculty of Education and Vocation; raidahasnalia@gmail.com
[2] Faculty of Education and Vocation; nurulrhasyifarifli@gmail.com
[3] Faculty of Education and Vocation; sahadanur84@gmail.com

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ABSTRACT

Regardless of the many studies on self-assessment. Research on self-assessment of English writing skills is still not widely explored. Even limited research on self-assessment of English writing skills focuses on exploring students' views on writing. To fill this important gap, this study investigates how the self-assessment of English writing skills is owned by English Education students at Universitas Lancang Kuning. The purpose of this study was to identify the self-assessment of English writing skills by English Education, Faculty of Education and Vocation students. This research is a survey research using quantitative methods for sophomore students. The questionnaire is used as the main instrument for collecting data so that we will get how self-assessment students of English writing skills have on their writing.

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Corresponding Author:
Raida Hasnalia
Faculty of Education and Vocation; raidahasnalia@gmail.com

1. INTRODUCTION

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (De Jong & Den Hartog, 2010) or or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

Writing is one of the difficult skills for English as a Foreign Language (EFL) students. In writing students must have other skills as components of writing skills such as vocabulary, grammar, spelling, and so on. There have been many studies focused on how to teach writing well. One of the techniques in developing writing skill is via cooperative writing. L2 students in English as a Foreign Language (EFL) class in implementing cooperative writing using the six elements of cooperative learning can give students success in their cooperative writing process so that recommendations for future practices related to cooperative writing based on literary

circles can be implemented by Lubis & Rahmawati (2019). L2 learners in increasing motivation to write by providing a pleasant and supportive atmosphere, stimulating and fun writing, effective teaching strategies using independent learning and constructive feedback by El-Soussi (2021).

Choe, Ryu & Jeon (2022) state that in pre-assignment planning and the type of source text (genre) can affect the summary of writing in English as a Foreign Language (EFL) students in terms of statistical text types that differ according to the lexical level, sentential level, and level of discourse. Lee (2017) asserts that English writing classes that focus on self and peer to improve the quality of English writing classes on motivation, responsibility, ability to make choices in learning activities, and involvement in learning activities do not increase the ability to choose learning activities. but it is necessary to pay attention to how to improve its ability.

In addition Shchemeleva (2021) has found that L2 writing in producing research texts must have disciplinary norms, writing norms in the methodological paradigm to shape research writing and influence the linguistic features of research texts are prerequisites for the formation of a journal. Tan & Bensal (2021) claims that strengthening Optimism Bias (OB), and Enactive Learning (EL) in different reinforcement can be manifested and motivate based on students' perceptions with OB/EL strengthening in students' writing skills is very assist students' performance and behavior in their academic writing classes.

Writing is very necessary for L2 students by doing writing exercises in the EFL class, because with frequent students doing writing exercises will be able to improve students' skills in expressing ideas, opinions and feelings to other parties. According to Sung (2021), English as a subject for EFL students with writing assignments given them becomes a discipline and considers it important to focus on writing using linguistic elements such as word choice, vocabulary and grammar in this discipline course that provides benefits to students in 'write to learn' as well as 'learn to write'.

Moreover, the use of teaching materials that are already available in schools are sometimes not in accordance with the context in which students learn, for this reason it is necessary for the creativity of English teachers to create their own teaching materials that are suitable for the student's environment. EFL students need strategies in teaching writing to overcome problems in writing. Many studies have examined writing strategies in the context of EFL. According to Yin (2019), English teachers in using the Production-Oriented Approach (POA) for writing classes can greatly help teaching writing in the context of EFL.

Writing skill is one of the subjects that must be mastered by students. With the development of technology in this digitalization era, students tend to spend more time with games and other obsessions than taking the time to learn writing skills so that many students find writing fun but not a few also think writing is boring and difficult. Nguyen (2021) asserts that writing in EFL for multi-language learners is very difficult to master so it is very important for students to be aware of writing skills for their future improvement.

The digital era makes students tend to spend a lot of time with games and other obsessions compared to taking the time to learn writing skills. Therefore, in this digital era, it is necessary to be creative for teachers to use technology in the learning process. Azis & Husnawadi (2020) state that the use of Digital storytelling (DST) on the mastery of EFL students can improve students' writing skills and provide challenges to students in using technology.

According to Taufik and Cahyono (2019), students' writing skill could be improved after the implementation of self-assessment integrated with e-portfolio. It is suggested that EFL teachers consider using self-assessment integrated with students' e-portfolio to help improve EFL students' writing skill. Based on the suggestion from previous research (Taufik and Cahyono, 2019), the researcher intends to study the use of self-assessment function in students writing skills.

Based on the things above, this study to identify the English students' Self-Assessment of writing skills. Thus, this present study aims at these research questions: (1) How is the English students' Self-Assessment of writing skills?

2. METHODS

This research is a quantitative research with survey design. Quantitative research is an approach that tests objective theories by examining relationships between variables by Creswell (2014). These variables can then usually be measured with instruments, so statistical techniques can be used to analyze the numbered data. Survey research studies are quantitative or numerical studies that describe trends, attitudes, or opinions of a population by examining a sample of the population. Creswell (2014) states the type of survey used was a cross-sectional survey aimed at generalizing from the sample to the population. The technique used by collecting data is a questionnaire adopted from second year students of English Education.

The population of this research was the English students in English Department, Faculty of Education and Vocation at Lancang Kuning University, for the 2022/2023 Academic Year. The population consists of 3 classes derived from second year (third semester) students. There were 25 students in class 3.1, 26 students in class 3.2, 7 students in class 3.3, and a total of 58 students from 3 classes.

In addition, to select a sample, the researcher selects a random sample. Creswell (2014) asserts that random sampling means that everyone in the population of this study may be selected as a sample (systematic or random sample). Therefore, based on the aforementioned ideas, the researcher should choose at least 50% of the population to become the sample that was more or least 28 students. However, in order to minimize sampling error to 15%, then the researcher had to involve 39 students as the sample.

In this study, to collect data, researchers used a questionnaire adopted from Taufik and Cahyono (2019). The questionnaire is used to measure self-assessment of English writing skills for students. It consists of 36 questions. In addition, the researcher used the Likert scale for collecting the data. It means, every item in the questionnaires consist of 5 choices, that is “Always or almost always true of me” with score 5, “Usually true of me” with score 4, “Somewhat true of me” with score 3, “Usually not true of me” with score 2, and “Never or almost never true of me” with score 1. Each choice has score to calculate the data from the questionnaire.

The SPSS statistical tool was used to analyze the data that had been gathered. The grade of the students' responses was determined by a descriptive statistics study. Measures of Central Tendency: Central Tendency refers to a single figure that sums up the entire collection of facts or measurements and is a central to the entire collection. For a specific data set, it describes the location of any distribution's center. The mean, median, and mode, which measure the most prevalent patterns of the investigated data set, were used by the researcher to analyze the frequency of the data point in the distribution by characterizing it. Sharma's (2019) explanation of population features is the most informative. There are three ways to quantify central tendency: the mean (defined as the sum of the values of the variables divided by the total number of values), the median (defined as the middle value), and the mode (defined as the value that occurs the most frequently).

Measures of Variation or Dispersion: This reveals data about the range or spread of a variable's stated values. It examines the distribution's spread, which is for a data set, set. For instance, the central tendency measures can provide the average of a particular data set, but it cannot explain how the data distribution was carried out. The following are the main indicators of dispersion: a) Range: It is defined as the difference between the values that make up the entire data set, from least to largest; b) Standard Deviation: This statistic measures the average distance between each item and its mean, showing how the data set deviates from the mean. A low standard deviation indicates that the data points are close to the mean, whereas a large standard deviation indicates that the data points are dispersed throughout a greater range of values.

After utilizing descriptive statistics to analyze the data, the researcher carried out additional analysis. The information by grouping it according to the Likert scale's range (Katz and Kahn, 1978) as follows:

Table 1. The Range of Likert Scale

No.	Range	Category
1	1.0 - 2.49	Low
2	2.50 - 3.99	Moderate
3	4.00 – 5.49	High

Katz & Kahn (1978)

3. FINDINGS AND DISCUSSION

The results of the analysis at this stage, the researcher presents the data analysis which consists of the findings and discussion sections. The purpose of this article is to answer the research question "How is the English students' Self-Assessment of writing skills?" in the Department of English Education, Faculty of Education and Vocational Studies, Lancang Kuning University. Questionnaires have been distributed to students via online questionnaires, Google form.

After distributing the questionnaires, the researcher tabulated and calculated the questionnaire scores. After that, the researcher processed the data through the SPSS version 26 program. Next, the researcher presented the data using descriptive statistical techniques. Researchers used the range of like scale from Katz & Kahn (1978) to determine the self-assessment category of students majoring in English education, Lancang Kuning University. The researcher has thirty-six statements about students' self-assessment of their writing skills. Researchers have distributed questionnaires to students, and processed the data using the SPSS version 26 program. There were 39 students as a sample of 58 populations who had filled out the questionnaire. To summarize the respondents' perceptions clearly can be

seen in the following table:

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Table 2. Descriptive Statistics

	N	Range	Minimu m	Maximu m	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Writing Skills	39	3,00	2,00	5,00	3,5385	,10290	,64262	,413
Valid N (listwise)	39							

Based on the results of the table above, it can be seen that in general the EFL students' self-assessment of writing skills is categorized as moderate. The average of this indicator is 3.00 and according to the Likert scale range this score means moderate. In addition, the table also shows that the maximum student score in terms of self-assessment is 5.00, the minimum student score is 2.00, the statistical mean of student scores is 3.5385 and the standard deviation is 0.64262. The standard deviation score means that all answers are from homogeneous respondents.

The findings show that self-assessment of writing skills for students is at a moderate level. The findings show that the self-assessment score of writing skills for the majority of EFL students at Lancang Kuning University is "moderate". This is confirmed through the

Mean value of 3.5385. The response of most of the participants to the questionnaire given was "Agree" and "Neutral". In some parts of the statement, students agreed to statements about self-assessment of writing skills, while in other parts they agreed and disagreed (neutral).

The results of this study are in line with Hasanah (2021) where the score for "Self-Assessment of Writing Skills" can be interpreted as a student effort to increase the use of self independently more effectively in improving students' abilities. Students in writing skills must be able to think critically because by thinking critically they will easily improve their writing skills. Reading is an effort to improve writing skills, because reading often allows us to produce good writing skills.

Discussing self-assessment of writing skills really helps students in writing. This theory is supported by the results of the research Harus and Fatmawati (2022) which in this study showed that there were significant differences between students who were assessed based on self-evaluation, the results of Mann-Whitney U showed that self-report was very good with this method so as to improve students' ability to write. Therefore, teachers are encouraged to incorporate self-assessment in their classes to develop their writing skills.

This is supported by the theory (Martinez, et al; 2020) that self-assessment shows an increase in student achievement and increases student satisfaction. Self-assessment helps students take an active part in their learning, improves their performance, encourages independent learning and develops metacognitive skills.

Self-assessment can improve the quality of student writing and deepen students' understanding of writing. Haris & Brown (2018) noted that self-assessment supports the development of EFL writing because studies on self-assessment of students' writing are relatively rare and a quasi-experimental approach is used to examine students' writing development through self-study with formative assessment theory.

In self-assessment, it can help a person identify his own strengths and weaknesses in making an action plan to implement change. When students are able to identify their own progress, they will find ways, methods or strategies to make improvements/changes to become better students and learners. In short, the application of self-assessment will have a better effect than the conventional way of teaching writing skills to students majoring in English education.

Self-assessment has become a popular way to measure the ability of L2 students, especially in writing classes, as teachers are starting to see the value of self-assessment in the classroom. In previous research, Wisnu & Pradana (2020) showed that there are several obstacles to the use of self-assessment, such as different levels of language ability, culture and understanding of teachers, but using self-assessment in the teaching and learning process can be beneficial for students and teachers, such as recognizing students' abilities, developing students' writing skills, increasing student participation in class, motivating students to be more responsible for their learning process and increasing students' interest in writing.

4. CONCLUSION

This study concludes that developing aiawa writing skills can increase student participation in class, motivate students to become more responsible for their learning process and improve students' writing skills. The result is that they master writing skills with the self-assessment method which can help them to write well and improve writing that they lack.

This research using self-assessment when they are in writing class can be useful for improving their writing skills, such as knowing students' writing abilities, developing students' writing skills, increasing student participation to become more responsible for their learning process and increasing students' interest in writing. The result is that with the self-assessment of writing skills method, EFL students at the Faculty of Education and Vocational

Studies, Lancang Kuning University can improve their writing and have many advantages in class. Motivating students in self-assessment of writing skills can make students more responsible for their learning process and improve students' writing skills.

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