



THE CORRELATIONAL STUDY BETWEEN STUDENTS' SELF-ASSESSMENT AND ENGLISH WRITING SKILL DURING SCHOOL FROM HOME ON SOPHOMORE STUDENTS OF SMAN 3 MALANG

SKRIPSI

BY

SITI ZAHROH

NPM 21701073033



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JUNE, 2021**

ABSTRACT

Zahroh, Siti. 2021. *The Correlational Study between Students' Self-Assessment and their English Writing Ability during School from Home on Sophomore Students of SMAN 3 Malang*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Muhammad Yunus, S. Pd., M.Pd; Advisor II: Hammidin, S.Pd., M.Pd.

Keywords: self-assessment, writing ability, analytical exposition.

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 ability.

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, assumption, scope and limitation of the research, significance of the research, and the definition of the key terms.

1.1. Background of the Research

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 themselves 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) said in her research that writing is such a difficult skill because it needs multiple issue; content, coherent sentence, organization, and mastery vocabulary (as cited in Juniati, 2019). 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.

Three previous studies that had been conducted by 1) Mistar (2011) entitled “A Study of the Validity and Reliability of Self-Assessment” which was used listening, speaking and interactive skill as the variables and correlational as the method. 2) Elisa Juniati (2019) with title “The Effectiveness of Self-Assessment on Student’s Achievement in Writing Narrative Text among ninth Grade Students at MTsN 2 Kediri” used experimental research method. 3) Haliza Ifvi (2018) which entitled “the Effectiveness of Self-Assessment on Student Achievement in Writing Descriptive Text among the 8th Graders at MTSN 3 Tulungagung is used Pre-Experimental design using quantitative method. Those studies had different subject, variable and research method, yet similar in showing the positive findings towards self-assessment. However, those studies are done in offline class where the students and the teachers learn in the classroom, face-to-face. There has been no research conducted with the same variables using this correlational research methods and none of the studies is conducted when learning is done from home / school from home; therefore, to prove that self-assessment is also able to be applied on students writing skill ability the study under title “The Correlational Study between Students’ Self-Assessment and their English Writing Ability during School from Home on Sophomore Students of SMAN 3 Malang” is taken.

1.2 Research Problem

Accordance with the background explained above, this study attempted to help the teachers to assess the students' work as well as the students in part of facilitating their self-marking ability in this school from home age. The concern of this study is the correlation between students' self-assessment on writing in particular on analytical exposition text whereas students consistently tend to assess themselves hesitantly. Students with high ability sometimes do the self-assessment unconfidently and vice versa. In order to prove that students self-assessment associate well with their work, the researcher formulates the research problem as: "do the students' self-assessment correlate with their writing skill performance?"

1.3 Objective of the Research

The objective of this research is to investigate the correlation between students' self-assessment and their writing skill performance.

1.4 Research Hypotheses

Goes along with the research problem as well as the background of this study, the researcher define the hypotheses of this study is that there will be a positive relationship between the students self-assessment towards their English writing ability.

1.5 Assumption

Assumption subjective of this research is that the subject of this research answer the questionnaire based on their true experience with integrity since it is taken during researcher teaching practice (PPL) along with the control of the subject English teacher.

1.6 Scope and Limitations

This scope of this study refers to English writing performance in exposition text and students scored by using self-assessment at XI Grade SMAN 3 Malang (sophomore students) academic years 2020/2021. This research is only focused on self-assessment in English writing exposition text.

1.7 Significance of the Research

The studies about self-assessment in any English capability particularly in writing skill have been expanded. The finding of this study varies both positive and negative. The researcher expects that this study tends to generate the firm findings, and decline the negative findings as well as strengthen the theory that self-assessment affects students' writing skill. Various studies 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, to maintain the affirmative results like the previous study done; the writer conducted this study and afford some information for:

1. Teacher

The result of this study can be used by the English teacher as reference for assessing their students during school from home and as an alternative when the offline class is allowed to hold. Additionally, teachers are able to implement this kind of assessment in the classroom both offline and online class.

2. Future Researchers

This study can be used as a worthwhile reference to complete the next research in developing students-centered learning strategy in which more effective for both students and teacher in English writing performance as well as giving a chance to the next writers in this field to cover up the deficiency of this study.

3. The previous researchers

This study gives further evidence and information that self-assessment is valid and reliable to measure students English Skills not only in listening, speaking, and interactive skills (Mistar, 2011), but also in writing skill.

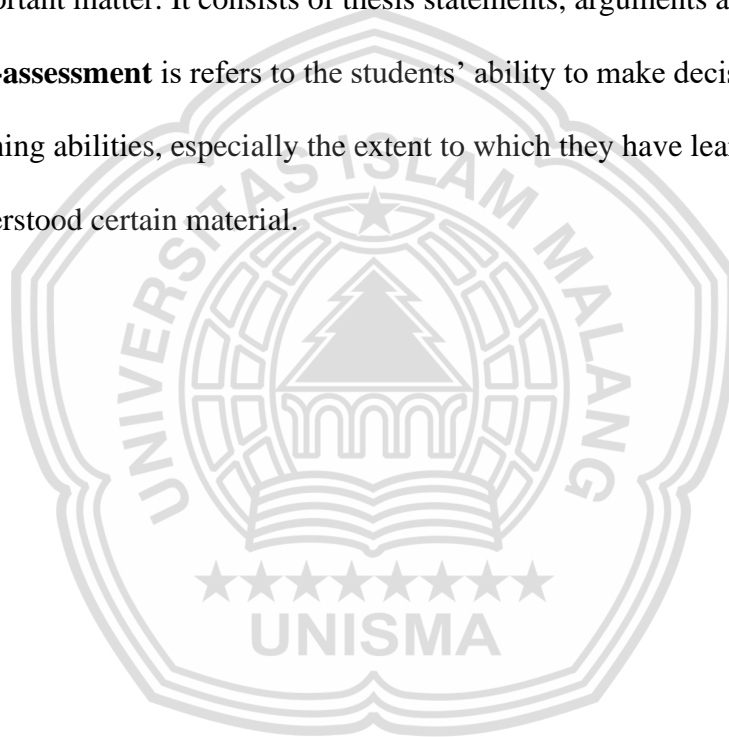
1.8 Definition of Key Terms

In order to make clear, the researcher provides some definition of key terms as follows:

1. **English Writing Skill** is one of English active skills that is taught in EFL Learning. It is kind of skills that students need to have when they have to convey their ideas or inform something by using written language in a meaningful way. It also consists of mechanical elements such as spelling,

words, sentences, and paragraph. There are many types of writing skills, yet in this study is focused on writing an essay skill in Analytical Exposition Text.

2. **Analytical Exposition text** is a text that contains of writer's opinion about phenomenon surroundings supported by some arguments. This text also has social function that is persuade the readers that the writer's idea is the important matter. It consists of thesis statements, arguments and reiteration.
3. **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.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusion of this whole chapters and the suggestion in this study.

5.1 Conclusion

Self-assessment has many sets of understandings and definitions, but in this study self-assessment more focuses on students' ability to assess their own progress in learning. Many researchers who have proven in the study has been done and found that self-assessment provides positive results in the field of education for both teachers and students mainly in foreign language learning which in this study was focused on writing skill. 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). This indicates that p value < 0.01 or H_0 was rejected and H_a is accepted. In other words, SMAN 3 Malang students' self-assess ability had a strong relationship with their English writing skill in this case was analytical exposition text.

5.2 Suggestion

In this section, the writer would describe some suggestion:

1.2.1 Suggestion for Future Researcher

The suggestion below was formulated based on several findings in this study which was intended for future researcher in the same field in order to provide some reference and could also polished up the deficiency in this study. The suggestion points would be presented as follow;

The result of this study showed that self-assessment had a strong relationship with students English writing skill, moreover the future researcher 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.

This self-assessment measurement is subjective, so there will be possible internal factors of each student that affect how they assess their own abilities such as motivation, confidence and anxiety. Therefore, 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.

This research was conducted during the COVID-19 pandemic so that all data retrieval is done online, i.e. through zoom meeting for material delivery and first data retrieval and questionnaire filling is done through Google form. 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

1.2.2 Suggestion for Teacher

These suggestions below addressed to teacher where the researcher was expected with all this positive findings towards this study could also help teacher to have a reference to implement self-assessment in classroom particularly in English class and remind some consideration toward the method. The suggestion would be mentioned as follow;

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.

REFERENCES

- Abrams, E. (2000). *Essay Structure*. Retrieved November 2020, from Harvard College Writing Center: <https://writingcenter.fas.harvard.edu/pages/essay-structure>
- Boud, D., & Falchikov, N. (1989). Quantitative Studies of Student Self-Assessment in Higher Education: A Critical Analysis. *Springer, XVIII*(5), 529-549.
- British, C. (2017, August 13). Analytical Exposition Text; Definition, Purposes, Generic Structures, Language Features. *Explanation of Text Genre*.
- Chen, Y.-M. (2008, April 1). Learning to self-assess oral performance in English: A longitudinal case study. *SAGE Journals, XII*(2), 235-262.
- Creswell, J. W. (2014). *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: SAGE.
- Ifvi, H. (2018, June 6). The Effectiveness of Self Assessment on Students' Achievement in Writing Descriptive Text among the 8th Graders at MTsN 3 Tulungagung Academic Year 2017/2018. *Thesis*. Tulungagung: STATE ISLAMIC INSTITUTE (IAIN).
- Jamrus, M. H., & Razali, A. B. (2019, October). Using Self-Assessment as a Tool for English Language Learning. *English Language Teaching, XII*(11), 64-73.
- Juniati, E. (2018). The Effectiveness of Self-Assessment on Student Achievement In Writing Narrative Text Among Ninth Graders At MTsN 2 Kediri Academic Year 2018/2019. *Thesis*. Tulungagung: English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) .
- Khasanah, R. (2017). The Effect of Self-assessment Strategy on Writing Ability of Second Graders of MTS Al-Amin Blimbing . *Skripsi*. Malang: University Islam Malang.
- Kurniawan, T. O., & Kurniawati, D. (2017). Using Highlighted Journal Strategy in Teaching Analytical Exposition Text . *English Education: Jurnal Tadris Bahasa Inggris, X*(2), 194-210.
- Latief, M. A. (2019). *Research Methods on Language Learning an Introduction*. Malang: Universitas Negeri Malang.
- Lesmana, N., & Rokhyati, U. (2020, March 30). The Implementation of Doing Self-Assessment in Higher Education. *Journal of English Language Studies, V*(1), 60-72.
- Mistar, J. (2011, February). A Study of the Validity and Reability of Self-Assessment. *TEFLIN Journal, XXII*(2).
- Nielsen, K. (2012). Self-assessment methods in writing instruction: a conceptual framework successful practices and essential strategies. *Journal of Research in Reading, 00*(00), 1-16.

- Nunan, D. (2003). *Practical English Language Teaching* . New York: MC Graw Hill.
- Oscarson, M. (1989, June 1). Self-assessment of language proficiency: rationale and applications. *Language Testing*, VI(1), 1-13.
- Oshima, A., & Hogue, A. (2007). *Writing Academic English, Third Edition*. New York: Pearson Education.
- Paramartha. (2016, April). Exploring the Role of Self--Efficiency in the Implimentation of Self--Assessment for English. *Jurnal Pendidikan Indonesia*, V(1), 790-802.
- Purwanti, T. T. (2015, January). The Implementation of Self--Assessment in Writing Class: A Case Study at STBA LIA Jakarta . *TEFLIN Journal*, XXVI(1), 97-113.
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Great Britain: Routledge .
- Ross, J. A. (2006, November). The Reliability, Validity, and Utility of Self-Assessment. *Practical Assessment, Research, and Evolution*, XI(10), 1-13.
- Syafei, A. F., Thaib, R., & Yeni, T. U. (2017, September). The Quality of Analytical Exposition Written by Grade Two Students of MAN 3 Sungai Penuh Viewed from Grammar and the Generic Structure . *Journal of English Language Teaching*, VI(1), 59-69.
- Taufiqulloh, Sulistianingsih, & Endang, Y. (2017, November). Pengembangan Model Penilaian Diri (Self-Assessment) untuk Mempromosikan Otonomi Belajar Mahasiswa pada Mata Kuliah Menulis yang Berbasis Genre (Genre Based Writing). *Laporan Akhir*. Tegal, Center Java: UNIVERSITAS PANCASAKTI TEGAL.