

# **THE EFFECT OF SELF-ASSESSMENT STRATEGY AND SELF-EFFICACY ON STUDENTS' WRITING COMPETENCY**

by

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## **1. Rationale**

In language teaching and learning, the language uses are categorized into four skills which have to be mastered by students. They are reading, writing, listening, and speaking skills. Besides, students also have to master language aspects, such as vocabulary, pronunciation, and grammar. All of those language aspects should be taught integratedly with the four language skills. Then, it is expected that students are able to use the target language appropriately in their daily life.

Writing as one aspect of those skills is important to be learnt by students. Orwig (1998) defines writing as an indirect communication between reader and writer which involves communicating thoughts of the writer that is conveyed on the text. Indirect communication means that the communication is not carried out face to face. Thus, it is done through texts. Writing is important because of some reasons. First, writing ability is a basic foundation for learners to support their success in academic life. Nowadays, many school assignments are in the form of written assignments. It is because students' competency can be seen from their writing performance. Second, for their future, writing can contribute to their career. Many job vacancies require ability of writing well, especially in English. For example, a news maker needs writing to report what he has seen on the field. Another example, a secretary has to be able to make a written report and write messages both in Bahasa Indonesia and in English.

Writing is often considered as the most difficult language skill to be learnt since its complexity makes it becomes difficult. Not only in the matter of linguistic ability, writing also involves various cognitive and creativity process. In cognitive process of writing, writing is viewed as a process of transaction between

writer schemes which consist of variety of information. In creative process of writing, the writing process is characterized by the insight of unique new ideas which is logically and uniquely arranged in writing (Marhaeni, 2010).

Other aspects to become challenging for students are also found related to the structural rules of writing. It involves the dimension of content and development, vocabulary and style, grammar and structure, and the generic structures. Related to content and development, students find it difficult to develop their ideas and to organize them to make it coherent. Students often get confused to develop their paragraphs like which supporting details are appropriate to be put to support the controlling idea. The decision whether they have put sufficient ideas on the text is also another problem faced by them. The mechanic of writing also becomes frequent problems. For example, students often make mistakes in punctuation such as putting commas, full stops, semi colons, etc. Moreover, they also get confused to develop ideas based on the generic structures.

A text is not only read by the writer writing the text. Thus, he also has to take into account about their readers. He has to consider what subject that the readers likely want to know, how much he needs to explain something, how to make it persuasive and enjoyable, what has to be explicit, and what can be left implicit. Those questions are some of many considerations which make writing difficult.

To facilitate the students to be a good writer is not an easy job. Generally, students tend to be not sure about what they write or what they revise. It is because there are some considerations in writing that students may not be sure that they can fulfill all of them. Some of the considerations are in terms of grammar, idea development, generic structures, appropriate tenses, coherency, unity of the writing, and so forth. Teacher should accommodate students with a kind of tool to overcome students' difficulty. The key point to do is that the teacher should treat the students that they will be sure about what they have made. To make it happen, teaching strategies to accommodate their writing are considered essential. By having appropriate evaluations, the students can understand which part of their writing that is considered incorrect or need revision. Then, they can make some revisions and learn from their mistakes.

One type of the evaluation is having feedbacks of what they have written. Students need feedback to evaluate their own writing. By having some feedback, it is expected that the students can construct their belief in his or her ability to be successful in writing. Besides having feedbacks, students need help to develop their own writing. It can be done by activating their metacognitive awareness of what they are writing (Oscarson, 1989 in Oscarson, 1997)). One way to develop their awareness of metacognition is by giving them a treatment which enables them to monitor themselves when they are writing. It can help students develop knowledge through conscious control over the knowledge or to develop metacognitive awareness of knowledge and thought. Considering this factor, self-assessment is applicable for them when writing.

Self-assessment can promote learning in writing because it gives learners training in evaluation which is important for autonomous learning. Learners need to be able to make reliable and valid judgments. When learner are asked questions about what and how they have learnt, it fosters evaluative attitudes in the learners and improve goal-orientation because the learners are aware of variability of language learning objectives and they are in control of their own learning situation (Black et al., 2004).

Self-assessment can be conducted not only for assessment strategy; it also can be used for teaching strategy. Self-assessment as teaching strategy can focus students and emphasize assessment as a process of metacognition (Earl & Katz, 2006). It comes from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but it is an active cognitive process that occurs when they interact with new ideas. Thus, self-assessment as a teaching and learning strategy can bring benefits in which students will become aware of monitoring what they learn, and can make adjustment, adaptation, improvement, and change in their thinking (Earl & Katz, 2006).

Feedbacks in writing that the students get by doing self-assessment will be meaningful if students have beliefs that they are able to assess the writing. If they do not have any kind of belief, the quality of their assessment can be considered questionable (Aliegro, 2006). In line with this, a research done by Lavelle &

Zuercher (1999) stated that students' belief in their ability in writing could affect the students writing competency. Students with low belief in their writing reported that writing was a very painful experience and it also affected their competency in writing.

Considering that the students' belief in their ability in writing can influence their success in writing, it is important to consider students' self-efficacy which affects students' capability to do evaluation on their writing and students' writing competency. Self-efficacy is a person's belief in his or her ability to succeed in a particular situation (Bandura, 1995). It is a person's belief in their own competence. One who has a high level of self-efficacy is capable of performing in a certain manner to achieve certain goal. Related to writing, self-efficacy is the students' belief about their ability to be successful in doing the task of writing.

Students tend to take a writing task if they believe they can succeed. They generally avoid tasks if their self-efficacy is low, but will engage in tasks where their self-efficacy is high. Related to their actual ability, students with a self-efficacy significantly beyond their actual ability often overestimate their ability to complete tasks, which can lead to difficulties. On the other hand, students with a self-efficacy significantly lower than their ability are unlikely to grow and expand their skills (Lavelle & Zuercher, 1999).

In conclusion, the positive relation among self-efficacy, self-assessment strategy, and writing is that students will be able to assess their own writing confidently and effectively if they have a belief that they are capable to do so. Therefore, treating students with self assessment strategy with the consideration of self-efficacy is predicted to bring a positive value to the development of students' writing competency. Thus, it is very urgent to see the effect of self-assessment strategy, and students' self-efficacy on students' English writing competency.

## **2. Identification of the Problem**

The success in learning can be determined by internal and external factors of the students. The internal factors include intelligence, giftedness, cognitive styles, thinking styles, adoption resources, adversity, initial ability, motivation,

anxiety, and self-efficacy. On the other hand, the external factors include teacher factors, the factor of learning processes and environmental factors.

In accordance to the present research, the factors which are considered important to be investigated to improve students' writing competency are students' self-efficacy as internal factor and self-assessment strategy as external factor. Thus, the problem arising is to investigate the effect of self-assessment strategy on students writing competency, the interactional effect between self-assessment strategy and self-efficacy, the difference in writing competency between high self-efficacy students who are treated by using self-assessment strategy and those who are treated by using conventional strategy, and the difference in writing competency between low self-efficacy students who are treated by using self-assessment strategy and those who are treated by using conventional strategy.

The conventional strategy for this research is predicted as an insignificant strategy for developing students' writing competency. On the other hand, the use of self-assessment strategy is predicted to give a positive effect on students' writing competency.

### **3. Research Hypotheses**

Based on the above theoretical review, empirical review, and conceptual framework about self-assessment and its relation toward self-efficacy level in influencing students' writing competency, then the research hypothesis can be stated as follows:

- 1). There is a significant difference in the students' writing competency between those whose are taught by using self-assessment strategy and those by using conventional strategy.
- 2). There is a significant interactional effect between the application of self-assessment strategy and students' self-efficacy in improving the students' writing competency.
- 3). There is a significant difference between the students' writing competency of the students with high self-efficacy when they are treated by using self-assessment strategy and conventional strategy.

- 4). There is a significant difference between the students' writing competency of the students with low self-efficacy when they are treated by using self-assessment strategy and conventional strategy.

The statistical hypotheses that will be tested are as follows:

a. *Hypothesis 1*

$$H_A: \mu A_1 \neq \mu A_2$$

$$H_0: \mu A_1 = \mu A_2$$

b. *Hypothesis 2*

$$H_A: \text{INT. } A \times B \neq 0$$

$$H_0: \text{INT. } A \times B = 0$$

c. *Hypothesis 3*

$$H_A: \mu A_1 B_1 \neq \mu A_2 B_1$$

$$H_0: \mu A_1 B_1 = \mu A_2 B_1$$

d. *Hypothesis 4*

$$H_A: \mu A_1 B_2 \neq \mu A_2 B_2$$

$$H_0: \mu A_1 B_2 = \mu A_2 B_2$$

In consideration with the theoretical review above, the researcher will conduct a research on the effectiveness of self-assessment strategy and self-efficacy on writing competency of eleventh grade students of SMA Negeri 4 Singaraja in the academic year 2011/2012. This research will be done by collaborating all: writing skills, the implementation self-assessment strategy, and consideration of self-efficacy as a moderator variable in implementing self- and peer- assessment strategy.

#### **4. Research Design**

The research design used was Experimental Design of post-test only control group design (Gall, Gall, and Borg, 2003). This design was used to find out the significant difference between the students' writing competency of the experimental group and the control group. Thus, it did not use pre-test since it was not intended to find out the improvement of students' writing competency of the

two groups. The experimental group was treated using self-assessment strategy, while the control group was treated using conventional strategy.

This research used 2x2 factorial arrangement. There were three variables on the study, namely dependent variable, independent variable, and moderator variable. The dependent variable was writing competency (Y). The independent variables were two teaching strategies (A1 and A2) namely self-assessment strategy (A1), and conventional strategy (A2). The moderator variable was self-efficacy (B) with two levels, namely high self-efficacy (B1) and low self-efficacy (B2). The constellation of the 2x2 factorial arrangement used for this study can be seen as follows.

*Table 1 Research Design with 2x2 Factorial Design*

Teaching Strategy \ Self-efficacy	Self-assessment strategy (A1) <i>Experimental Group</i>	Conventional strategy (A2) Control group
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
Total	A1B1 + A1B2	A2B1 + A2B2

Remarks :

A1 : The group of students treated using self-assessment strategy

A2 : The group of students treated using conventional strategy

B1 : The group of students with high self-efficacy

B2 : The group of students with low self-efficacy

A1B1 : The group of students with high self-efficacy treated using self-assessment strategy

A1B2 : The group of students with high self-efficacy treated using conventional strategy

A2B1 : The group of students with low self-efficacy treated using self-assessment strategy

A2B2 : The group of students with high self-efficacy treated using conventional strategy

## 5. Population and Sample

A population is defined as a group of individuals who have one or more characteristics in common that they are in the interest of the research (Best, 1981). In accordance with the definition defined by Best, the population of the study was the eleventh grade students of SMA Negeri 4 Singaraja in academic year 2011/2012.

Sample refers to a set of selected individuals or items taken from a population (Fraenkel and Wallen, 1993). Sample should represent the characteristics of the whole population. The purpose of taking samples is to make conclusions about a population of the sample and to determine a population's characteristics by directly observing only a portion (sample) of the population. There were four groups needed from four intact classes to be the sample of the study. The sample was selected using sampling technique.

The sampling technique used was *cluster random sampling technique* to determine 84 students as the sample. The steps of determining the sample were as follows.

First, four homogeny classes were taken as the class sample (see appendix 1a, p. 144 for the homogeneity of the classes). Using lottery, two experimental classes and two control classes were chosen randomly. 63 students of XI S1 and XI A3 were chosen as the sample for experimental group and 63 students of XI S2 and XI A4 were chosen as the sample of control group. Second, a questionnaire of self-efficacy was administered to both experimental and control groups. The students' score was calculated and organized in a series from the lowest to the highest for each group (experimental and control). After that, 33% top range and 33% low range students from both experimental and control groups were taken as the sample of the research. The result of this grouping revealed that there were 21 students were used as the sample for each category. The experimental group was treated using self-assessment strategy, while the control group was treated using conventional strategy.

In conclusion, there were 42 students in the experiment which consisted of 21 students with high self-efficacy and 21 students with low self-efficacy. On the other hand, there were 42 students in control group which consisted of 21 students



with high self-efficacy and 21 students with low self-efficacy. See appendix 1b, p. 152 for the name of the sample.

## **6. Research Variables and Variables Definitions**

This study investigated the effect of independent variables and moderator variable toward the dependent variables. The independent variables were teaching strategies. There were two teaching strategies used for this study namely (1) self-assessment strategy and (2) conventional strategy. The self-assessment strategy was used for the experimental group, while conventional strategy was used for the control group. The moderator variable was self-efficacy. The dependent variable was English writing competency.

Independent variable is the factors which are measured, manipulated, or selected by the researcher to determine the relationship to the phenomena being observed (Tuckman, 1999:37). In this study, the independent variable was the factor that deliberately generated, manipulated, measured by the researcher, and imposed on the experimental group being observed. Independent variables in this research were the teaching strategies, namely self-assessment strategy and conventional strategy.

Moderator variable is factors which are measured, manipulated, or selected by the researcher to reveal whether modifications made connects the independent variable to the observed phenomena (Tuckman, 1999:41). In this research, the moderator variable was the level of self-efficacy which consisted of two levels of factors, namely high levels of self-efficacy and low level of self-efficacy. self-efficacy in writing is personal judgments of one's capabilities to organize and execute the activity of writing to attain the writing competency which is represented in form of self-efficacy score gathered from a scale which covers the dimension of *level, generality, and strength*. The scale is in form of a five-scaled Likert questionnaire which covers a set of questions related to self-efficacy in writing.

Dependent variable is the factor which is observed and measured to determine the influence of independent variables (Tuckman, 1999:37). In this study, the dependent variable was the output that occurred because of the

influence of independent variables and moderator variables. Therefore, the dependent variable in this study was the writing competency. Writing competency is the score of competency in writing English essay which is measured with a set of criteria of writing competency presented in an analytical scoring rubric which consists of five dimensions, namely: content and development, organization, grammar and structure, vocabulary and style, and mechanics.

## **7. Data Analysis**

The research design used for this study was 2x2 factorial arrangement. The data were analyzed by two forms of statistical analysis, namely descriptive statistic analysis and inferential statistic analysis.

Descriptive statistic was used to measure the central tendency of the score. It includes mean, median, mode, and standard deviation. They were analyzed using SPSS 16 for Microsoft Windows.

The inferential statistic was used to test the hypothesis to find out the effect of independent variables on dependent variable. In this study, the parametric test by two-way ANOVA and Tukey test were used to compare the mean score. Since it was a parametric test, the prerequisite test was done prior to the test to find out the normal distribution of the data and homogeneity of variance.

### **a) Normality Testing**

The normality testing was used to find out that the population was normally distributed, thus the hypothesis testing could be administered. The normality testing was done in each cell by using Kolmogorov-Smirnov. The data was considered normal if the significant value exceeded 0.05.

### **b) Homogeneity Testing**

The homogeneity test of variance was done to measure whether the members of the group has\ the same variance within the group. This was used to ensure that the significant differences resulted from the hypothesis testing was from the difference between the group. The homogeneity test of variance used

Levene's test of Equality of Error Variance. The data were considered homogeneous if the significant value exceeded 0.05.

### c) Hypothesis Testing

This study used four hypotheses which were categorized into three classifications, namely the hypothesis of main effect based on the teaching instruction, the hypothesis of interactional effect between teaching instruction and students' self-efficacy, and hypothesis of post hoc testing. Those hypotheses were tested using two-way analysis of variance test (ANOVA) and Tukey test.

## 8. Research Findings

Based on the analyses involving two-way ANOVA and Tukey test, it can be drawn a summary about the hypothesis testing for this research which can be seen as follows:

- a. **For the first hypothesis, the null hypothesis is rejected and the alternative hypothesis is accepted** (significance value of "Strategy" = 0.001 (sig.<0.050)). It mean that there is a significant difference in the students' writing competency between those whose are taught by using self-assessment strategy and those by using conventional strategy.
- b. **For the second hypothesis, the null hypothesis is rejected and the alternative hypothesis is accepted** (significance value of "Strategy\*Self\_efficacy" = 0.005 (sig.<0.050)). It means that there is a significant interactional effect between the application of self-assessment strategy and students' self-efficacy in improving the students' writing competency.
- c. **For the third hypothesis, the null hypothesis is rejected and the alternative hypothesis is accepted** ( $Q_{cv (0.05)} = 2.95$ ,  $Q_{ob} = 6.4136$ ,  $Q_{ob} > Q_{cv}$ ). It means that there is a significant difference between the students' writing competency of the students with high self-efficacy when they are treated by using self-assessment strategy and conventional strategy.
- d. **For the fourth hypothesis, the null hypothesis is accepted and the alternative hypothesis is rejected** ( $Q_{cv (0.05)} = 2.95$ ,  $Q_{ob} = 0.5884$ ,  $Q_{ob} <$

$Q_{cv}$ ). It means that there is no significant difference between the students' writing competency of the students with low self-efficacy when they are treated by using self-assessment strategy and conventional strategy.

## **9. Conclusion**

Based on the findings of this research, it can be concluded that there is a significant effect of the strategies used; self-assessment strategy and conventional strategy, and self-efficacy toward students' writing competency.

In general, writing competency of students who were taught using self-assessment strategy in writing is better than those who were taught using conventional strategy. Therefore, the first conclusion which can be made from this research is self-assessment strategy which was used to treat the students of eleventh grade students of SMA Negeri 4 Singaraja can affect better toward students' writing competency than the conventional strategy.

Considering the variable of self-efficacy in writing, it was found that, for students with high self-efficacy, self-assessment strategy affects significantly better toward writing competency than conventional strategy. On the other hand for students with low self-efficacy, there is no significant difference toward writing competency between those who were taught using self-assessment strategy and those who were taught using conventional strategy.

## **10. Implications**

It has been proven empirically that self-assessment strategy, in general, positively affected students' writing competency in SMA Negeri 4 Singaraja. If self-efficacy was taken into account, self-assessment strategy could give positive effect for those who had high self-efficacy. Meanwhile, for those who had low self-efficacy, there was no positive effect of teaching strategy toward their writing competency. These findings contain some implications for the use of self-assessment in writing instruction and its relationship to self-efficacy in writing. The followings explain the implications.

It has been proven that self-assessment strategy is more effective than conventional strategy in developing students' writing competency. Thus, the use

of conventional strategy, which is still used in teaching writing, needs to be reconsidered. On the other hand, self-assessment strategy, as an alternative strategy in developing writing, needs to be considered since it is proven that it can positively affect students' writing competency.

Self-assessment strategy matches with the nature of writing which emphasizes on the process. This process involves cognitive process which stresses on developing ideas logically, and creative process which stresses on arranging basic knowledge and new ideas uniquely and systematically. When doing the process, the writing needs to be continuously evaluated to produce a good one. The need of evaluation in the process of writing can be covered by self-assessment strategy since its core is self-evaluation in the process of writing. Through evaluation, a writer can see the strengths and weaknesses of his writing. It means that, by doing self-assessment, students can get meaningful feedbacks. These feedbacks will enable them to produce a good, satisfying writing.

Furthermore, the interaction between self-efficacy and the strategy used for this research shows that self-assessment strategy is effective when it is used by students with high self-efficacy. On the other hand, self-assessment strategy and conventional strategy cannot give positive effect for students with low self-efficacy.

This finding implies that although it is known that self-assessment strategy is appropriate to be used for those who have high self-efficacy, it does not mean that it can be generalized to all level of students' self-efficacy. Self-assessment strategy is effective for those who have high level of high self-efficacy since there are some harmonized natures of both sides. Students with high self-efficacy tend to be active in finding out weaknesses on the task, thus they need feedbacks to help them finding the weaknesses and developing their writing. Providing feedbacks is the core of self-assessment strategy. That is why self-assessment strategy is suitable for students with high self-efficacy. As a strategy which emphasize on the process of writing, self-assessment strategy can give students constant feedbacks to do the evaluation and reflection as they develop their writing. Furthermore, the use of self-assessment can maximally effective if students have high belief that they are able to assess the writing.

Since self-assessment strategy is effective for those who have high self-efficacy, there is a recommendation for teachers who want to use it. It is recommended that the teacher, in advance, should discover students' level of self-efficacy. The discovery can be done with some methods like giving questionnaire and doing interview about their belief in writing. However, it does not mean that they should do it formally; they also can use a simple method like asking students about their readiness of doing writing and their belief in writing on pre-activities. If it appears that the students, based on the observation from the teachers, have high self-efficacy, then self-assessment strategy can be used for treating the students.

On the other hand, for students who have low self-efficacy, it is recommended that the teachers should make some efforts to increase their belief in writing while implementing self-assessment strategy. Bandura (1995) stated that there are four main forms to develop students' self-efficacy. First is *mastery experience*. The teacher should design a learning experience which is challenging but not too threatening. After they learn how it takes to be successful, they know how to face the challenge and appear to be stronger from it. Second is *vicarious experience*. Students sometimes need modeling to compare their selves to someone else and emerge to develop their self-efficacy. When people seeing someone can get success at something, their self-efficacy will increase. Third is *social persuasion*. Teachers should encourage them that they can make a good writing and increase their confidence in it. Students who are encouraged that they have the capabilities to master given activities are likely to do greater effort. Fourth is *emotional and psychological state*. Teachers should set the mood of students to become interested in writing. Once the mood is good, it will enhance their self-efficacy.

In addition, the four main forms of developing self-efficacy can be done by implementing self-assessment strategy. The key of self-assessment strategy is assessing selves, while the four main forms of developing self-efficacy focus on developing it through reflecting selves. Thus, the teacher should make some efforts to increase their self-efficacy in writing while implementing self-

assessment strategy. By that, it is hoped that the students, after their self-efficacy is increased, will get satisfying results in writing.

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