

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

Mona Jiwandani¹, I.G.A Lokita Purnamika Utami², Luh Gede Eka Wahyuni³

Program Studi Pendidikan Bahasa Inggris

Universitas Pendidikan Ganesha, Singaraja, Indonesia

e-mail: monajiwandani1998@gmail.com¹, lokitapurnamika@undiksha.ac.id²,

ekawahyuni_echa@yahoo.com³



This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2021 by Author. Published by Universitas Pendidikan Ganesha.

Received : January, 2021

Accepted : March, 2021

Published : June, 2021

ABSTRACT

In this Covid 19 pandemic, learning should be done from distance through online learning. This study aims at investigating the effect of self-assessment on students' self-efficacy and writing competency simultaneously and separately on online learning. To run this research, 52 eleventh grade students of SMAN 1 Sukasada in the academic year 2020/2021 were chosen as the samples. This research applied nonequivalent control group design in which there were two groups compared, namely: self-assessment and conventional assessment. The data of writing competency were collected by using performance test, which were then scored by using analytical scoring rubric, meanwhile self-efficacy data were collected by using questionnaire. The collected data were then analyzed by using One Way MANOVA. This research discovered: (1) there is no significant effect of self-assessment on self-efficacy and writing competency simultaneously with probability value of 0,958 ($p > 0.05$), (2) there is no significant effect of self-assessment on writing competency separately with probability value of 0,984 ($p > 0.05$), and 3) there is no significant effect of self-assessment on self-efficacy separately with probability value of 0,771 ($p < 0.05$). It implies that self-assessment should not be applied in online learning to improve the students' writing competency and self-efficacy.

Keywords: *Self-assessment, Writing competency, Self-efficacy*

INTRODUCTION

Writing is language skill concerned in teaching English as foreign language (EFL). It views as productive skill in which the students should produce something in the form of writing (Harmer, 2006). As productive skill, writing can be a media to stimulate the students' thinking (Mekheimer, 2005). This stimulation directs the students to produce ideas and organize ideas into letters. When the students can produce good ideas and arrange them well in letter, the students are considered having competency in writing. 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 (Marhaeni, 2005). Cognitive domain consists of ideas quality and their organization, meanwhile linguistic domain consists of grammar, structure, vocabulary, spelling, and mechanics. 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) through their research on writing in senior high school. 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. Self-assessment enables the students to improve their knowledge and competency.

Self-assessment is defined variously by some experts. According to Permendikbud no 23 year 2016, self-assessment is 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' 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.

Self-assessment has benefits in its implementation in for students' learning. 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.

More specifically in writing skill, self-assessment has some benefits 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.

Besides on writing, 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. Furtermore, the researchers also found that the students were easier to access learning materials because they have been provided by the teachers.

Research on self-assessment in writing class has been dominated with ordinary writing class with face to face classroom interaction. Little attention is given to the effect of self-assessment on writing in online learning context. Thus, this study aims at investigating the simultanuous and separate effect of self-assessment on students' writing competency and self-efficacy. 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.

METHOD

This research was classified into experimental research because treatment was given to the students. It applied *Nonequivalent Control Group Design* in which there were two groups compared, namely: self-assessment and conventional assessment. The

population of this reserach was 168 graders of SMAN 1 Sukasada in the academic year 2020/2021. Then, 52 students were selected as sample by using cluster random sampling technique because the population was in the form of class or group. The treatment was done for 8 meetings. At the end, both groups were given same posttest. The data of writing competency were collected by using performance test which were then scored by using analytical scoring rubric, meanwhile self-efficacy data were collected by using questionnaire. The collected data were then analyzed by using One Way MANOVA. Before one way MANOVA was applied, three prerequisite test must be valid, namely : normality test, homogeinity of variance test, and variance/covariance matrix.

FINDING AND DISCUSSION

The result of this hypothesis testing on the simultanuous effect of self-assessment on students’ writing competency and self-efficacy (to answer the first research question) is presented in Table 1.

Table 1. The Result of Analysis for Simultanuous Effect

Effect	Value	F	Hypothesis		
			df	Error df	Sig.
Intercept Pillai’s	.988	1973.721 ^a	2.000	49.000	.000
Trace Wilks' Lambda	.012	1973.721 ^a	2.000	49.000	.000
Hotelling's Trace	80.56	1973.721 ^a	2.000	49.000	.000
Roy's Largest Root	80.56	1973.721 ^a	2.000	49.000	.000
A Pillai’s Trace	.002	.043 ^a	2.000	49.000	.958
Wilks' Lambda	.998	.043 ^a	2.000	49.000	.958
Hotelling's Trace	.002	.043 ^a	2.000	49.000	.958
Roy's Largest Root	.002	.043 ^a	2.000	49.000	.958

a. Exact statistic

b. Design: Intercept + A

Based on Table 1, it is known that for Effect A, the value of Pilai’s Trace = 0.958, Wilk’s Lamba = 0.958, Hotelling’s Trace = 0.958 and Roy’s Largest Root = 0.958. Since all effects show probability (Sig.) is higher than 0.05, it means that there is no significant effect of self-assessment on self-efficacy and writing competency simultaneously.

Next, it was continued to the separate effect. The result of this hypothesis testing on the effect of self-assessment on writing competency is presented in Table 2.

Table 2. The Result of Analysis for Simple Effect for Writing Competency

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Writing Competency	.019 ^a	1	.019	.000	.984
	Self-Efficacy	6.231 ^b	1	6.231	.086	.771
Intercept	Writing Competency	41160.942	1	41160.942	863.261	.000
	Self-Efficacy	201378.769	1	201378.769	2776.107	.000
A	Writing Competency	.019	1	.019	.000	.984
	Self-Efficacy	6.231	1	6.231	.086	.771
Error	Writing Competency	2384.038	50	47.681		
	Self-Efficacy	3627.000	50	72.540		
Total	Writing Competency	43545.000	52			
	Self-Efficacy	205012.000	52			
Corrected Total	Writing Competency	2384.058	51			
	Self-Efficacy	3633.231	51			

a. R Squared = ,000 (Adjusted R Squared = -,020)

b. R Squared = ,002 (Adjusted R Squared = -,018)

Based on the Table 2, it is known that Sig value of a writing competency was 0.984 which was higher than 0.05. It means that there is no significant effect of self-assessment on writing competency separately.

Next, it was continued to self-efficacy testing. The result of analysis on the effect of self-assessment on self-efficacy is presented in the Table 3.

Table 3. The Result of Analysis for Simple Effect for Self-efficacy

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Writing	.019 ^a	1	.019	.000	.984
	Competency					
	Self-Efficacy	6.231 ^b	1	6.231	.086	.771
Intercept	Writing	41160.942	1	41160.942	863.261	.000
	Competency					
	Self-Efficacy	201378.769	1	201378.769	2776.107	.000
A	Writing	.019	1	.019	.000	.984
	Competency					
	Self-Efficacy	6.231	1	6.231	.086	.771
Error	Writing	2384.038	50	47.681		
	Competency					
	Self-Efficacy	3627.000	50	72.540		
Total	Writing	43545.000	52			
	Competency					
	Self-Efficacy	205012.000	52			
Corrected Total	Writing	2384.058	51			
	Competency					
	Self-Efficacy	3633.231	51			

a. R Squared = ,000 (Adjusted R Squared = -,020)

b. R Squared = ,002 (Adjusted R Squared = -,018)

Based on table 3, it was known that Sig value of A self-efficacy was 0.771 which was higher than 0.05. It means that there is no significant effect of self-assessment on writing competency and self-efficacy separately.

There are several problems faced on the implementation of self-assessment in online learning. It is predicted to be the factors causing self-assessment becomes less effective. Those factors are 1) lack of interaction, 2) lack of control on assessing process, 3) technical problems on internet, and 4) high mortality during experiment process.

This research has proven that self-assessment does not have significant effect on students' writing competency and self-efficacy simultaneously and separately. These results show that the implementation of self-assessment in online learning is less effective for writing competency and self-efficacy. In addition, these results of research were on the contrary from the previous studies on the effect of self assessment on students' writing competency (Fahimia and Rahimib, 2014; Purwanti, 2015; Arsyad, Nadrun and Budi, 2015; Cömert and Kutlu, 2017; Dharma and Adiwijaya, 2018) and self-efficacy (Baleghizadeh and Masoun, 2014; Paramartha, 2016) in reguler class.

Self-assessment is effective to be implemented when there is collaboration feedback among students and teacher (Black et al, 2003). Besides getting feedback from her/himself, the students may share to their friends about their result of assessment. For example, when a students is finished with their checklist, they may ask the result to

their friends. Here, they can have chance to share or learn from the others. From the collaboration activity, they get better knowledge so their ability also improve.

If it is connected to writing concept as a process, the implementation of self-assessment where collaboration is less can not bring positive effect. Marhaeni (2007) argues that the collaboration among students during self-assessment implementation facilitates writing competency development. It is because the students can monitor their learning through checklist and they can collaboration with their friends or teacher during assessing process. It was also proven by Dharma and Adiwijaya (2018) that self-assessment gives positive effects on writing-competency because the students have sharing information and collaborating with others.

In line with writing competency, self-efficacy is also formed through process. According to Schunk and Meece (2006), self-efficacy develops over time as children mature into adults and their social-cognitive skills evolve. Through the implementation of self-assessment, the students can develop it because the criteria of their work/writing are known by the students. they just need to practice on how to fix their beliefs about their capabilities to produce designated levels of performance in writing through the criteria in checklist (Pajares and Urdan, 2006). To know their level of capabilities, they need to share or discuss their understanding with others (Moesgaard-Kjeldsen, 2014).

During the implementation of self-assessment in online learning, less control can be done by the teachers. The students are far from the teachers so the control can not be done effectively. Self-assessment is a new assessment system for the students because they have to get involved during assessment process (Pedersen and Williams, 2004). It needs high control on the students in assessing their writing. Therefore they are in the right tract (Rolheiser and Ross, 2003). Since the control during assessment is not good, the students may not in right tract or they do self-evaluation incorrectly. Furthermore, it makes the students do not have capabilities to understand the writing criteria in checklist. As the consequence, the students can not achieve their writing competency and self-efficacy well.

Furthermore, technical problems on internet becomes the problem, which makes the experiment did not run well. Most of the students in SMAN 1 Sukasada come from removed area where the internet access is hard. It makes learning process are frequently disturbed. The students frequently did not listen the teachers' voice or vice versa. The students' displayed on the screen was paused because of the bad signal. A survey done by Friedman (2020) also discovers that internet technical problem becomes the challenge in implementing online learning. It happens in certain area in the Pennsylvania during pandemic. It makes the class is not effective because of unstable internet connection.

Lastly, high mortality during experiment process occurs. The sample could not join the experiment because of the internet access and cell. Based on the interview with the headmaster, most of the students in the school come from low and moderate economic level. Buying cell for internet might be a little bit hard for them. It makes some students just joined the class if they had internet cell and good signals. Angdhiri (2020) reported that economic factor makes online learning is hard to be done maximally in Indonesia. It is different from developed countries where the citizens have good salary and the government also provide many internet spots.

Actually, the condition of online learning is less ideal for the implementation of self-assessment in affecting writing competency and self-efficacy. Here, there are two ways which can be done to reduce the bad situation of online learning. First, after online

learning, the students can continue in WA group. From here, the students can freely share their problems in implementing self-assessment. It is hoped that the interaction among students and teacher can increase. Second, the students should collect their self-assessment one day before it is discussed in the class. The collection can be done in google classroom or WA. From here, the teacher can give earlier assessment on students so in the meeting the teacher can directing the students in writing and self-efficacy.

Based on the findings and discussion, it implies that self-assessment should not be applied in online learning to improve the students' writing competency and self-efficacy. Self-assessment is better to be applied in regular class where high control can be done by the teachers during assessing process. Besides the less of control on learning process, interaction is also limited in online learning. Instead, interaction becomes the key for the success of self-assessment implementation.

CONCLUSION

Based on the finding and discussion, the conclusion can be made as follows: There is no significant effect of self-assessment on students' self-efficacy separately. It is proven from the Sig value of 0.984 which is higher than 0.05. There is no significant effect of self-assessment on students' writing competency separately. It is proven from the Sig value of 0.771 which is higher than 0.05. There is no significant effect of self-assessment on students' self-efficacy and writing competency simultaneously. It is proven from the value of Pillai's Trace = 0.958, Wilk's Lambda = 0.958, Hotelling's Trace = 0.958 and Roy's Largest Root = 0.958 which is higher than 0.05.

Based on the conclusions, suggestions were given for three parties, namely: English teachers, students and other researchers. The English teachers are suggested to apply self-assessment in regular class not in online learning. It is because there are some problems which might make self-assessment is not effective. The students are suggested to be opened if they have problem in understanding and implementing self-assessment. Furthermore, they also have to be serious during online class so the learning goals can be achieved. The other researchers are suggested to do further research on the implementation of self-assessment and its effect on students' writing competency and self-efficacy in online learning.

ACKNOWLEDGEMENT

The writer would like to express my deepest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa for all the blessing so that the writer could finish this article entitled "**The Effect of Self-Assessment on Students' Self-Efficacy and Writing Competency**". The writer realizes that this article cannot be completed without the help of others. Many people have helped in accomplishing this article. Therefore, the writer would like to thank to other parties that have given guidance and support during completing this thesis. First, Dr. I Gusti Ayu Lokita Purnamika Utami, S.Pd, M.Pd. as the first supervisor who had given great guidance, suggestions, corrections, encouragement and support on accomplishing this thesis. Second, Luh Gede Eka Wahyuni, S.Pd., M.Pd. as the second supervisor who had given guidance, suggestion, support, and feedback during the process of making this thesis. The last but not least, thank you for the reviewers guidance's and also the chief editor who gave me the chance to be a part of Prasi journal.

REFERENCES

- Alkhalaf, S., Drew, S., and Alhussain, T. (2012). Assessing The Impact of E-Learning Systems on Learners: A Survey Study In The KSA. *Procedia - Social and Behavioral Sciences* 47, 98–104. Available at https://www.researchgate.net/publication/230750554_Assessing_the_Impact_of_eLearning_Systems_on_Learners_A_Survey_Study_in_the_KSA
- Andrade, H., and Du, Y. (2007). Student Responses to Criteria-Referenced Self-Assessment. *Assessment & Evaluation in Higher Education*. Vol 32(2), 159-181.
- Arsyad, A., Nadrun and Budi. (2015). Using Self-Assessment Technique to Improve Students' Writing Skill of The Eleventh Grade. *e-Journal of English Language Teaching Society (ELTS)*. Vol. 3(2), 1-12
- Baleghizadeh, S., & Masoun, A. (2014). The Effect of Self-Assessment on EFL Learners' Self-Efficacy. *TESL Canada Journal*, 31(1), 42. <https://doi.org/10.18806/tesl.v31i1.1166>
- Bilfaqih, Y and Qomarudin, M. N. (2015). *Esensi Penyusunan Materi Pembelajaran Daring*. Yogyakarta: Deepublish.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam D. (2003). *Assessment for Learning: Putting it into Practice*. Berkshire: Open University Press.
- Candiasa, I.M. (2010). Pengujian Instrumen Penelitian Disertasi Aplikasi ITEMAN dan BIGSTEPS. Singaraja: Unit Penerbitan Universitas Pendidikan Ganesha
- Celce-Murcia, M. (2001). *Teaching English as a Second and Foreign Language*. Boston: Heinle & Heinle
- Chen, Y. M. (2008). Learning to Self-Assess Oral Performance in English: A Longitudinal Case Study. *Language Teaching Research*. Vol 12(1), 235-262.
- Comert, M and Kutlu, O. (2017). The Effect Of Self-Assessment on Achievement in Writing in English. *Journal of Education Science Research*. Vol 8(1), pg 102-118
- Dharma, I.P.S and Adiwijaya, P.A. (2018). The Effect of Problem Based Learning and Self-Assessment On Students' Writing Competency and Self-Regulated Learning. *SHS Web of Conferences* 42
- El-Seoud, A. (2014). E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education. *iJET*. Vol 9(4) available at <https://online-journals.org/index.php/i-jet/article/view/3465>
- Fahimi, Z and Rahimib, A. (2014). *On the Impact of Self-Assessment Practice on Writing Skill*. 2nd Global Conference On Linguistics and Foreign Language Teaching. Linelt-2014. Dubai – United Arab Emirates, December 11 – 13.

Harmer, J. (2006). *The Practice of English Language Teaching*. Cambridge: Pearson Longman

Hartley, DE. (2001). *Selling e-Learning*. American Society for Training and Development.

Kellogg, R.T. (2008). Training Writing Skills: A Cognitive Development Perspective. *Journal of Writing Research*. Vol 1(1), 1-12

Marhaeni, A.A.I.N. (2005). *Pengaruh Assessment Portfolio dan Motivasi Berprestasi dalam Belajar Bahasa Inggris terhadap Kemampuan Menulis dalam Bahasa Inggris*. Unpublished Dessertation: Proram Pascasarjana Universitas Negeri Jakarta

Mekheimer, M., (2005). *Effects of Internet-based Instruction, using Webquesting and Emailing on Developing Some Essay Writing Skills in Student Teachers*. Published PhD, Cairo University.

Mills, N., Pajares, F and Herron, C. (2007). Self-efficacy of College Intermediate French Students: Relation to Achievement and Motivation. *Language Learning*, Vol 57(3), 417–442. <https://doi.org/10.1111/j.1467-9922.2007.00421.x>

Noesgaard, SS and Ørngreen, R. (2015). The Effectiveness of E-Learning: An Explorative and Integrative Review of the Definitions, Methodologies and Factors That Promote e-Learning Effectiveness. *Electronic Journal of e-Learning*, Vol 13(4), 278-290 2015

Orsmond, P., Merry, S. and Reiling, K. (2000). The Use of Student-derived Marking Criteria in Peer- and Self-assessment. *Assessment and Evaluation in Higher Education*. Vol 25(1) pg. 23–39

Paramartha, A.A.G.Y. (2016). Exploring The Role of Self-Efficacy in The Implementation of Self-Assessment For English Writing. *Jurnal Pendidikan Indonesia*. Vol 5(1), 56-68

PERMENDIKBUD No 23 tahun 2016 tentang Sistem Penilaian Pendidikan

Ratminingsih, N. M., Marhaeni, A. A. I. N., & Vigayanti, L. P. D. (2018). Self-Assessment: The Effect on Students' Independence and Writing Competence. *International Journal of Instruction*, 11(3), 277-290. <https://doi.org/10.12973/iji.2018.11320a>

Rolheiser, C and Ross, J.A. (2003). *Students Self-Evaluation: What Research Says and What Practice Shows*. Available at http://www.cdl.org/resource/library/articles/self_eval.php

Rosenberg, M.J. (2001). *E-learning: Strategies for Delivering Knowledge in The Digital Age*. New York: McGraw-Hill

Sadikin, A and Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *Jurnal Ilmiah Pendidikan Biologi*, Vol 6(2), 214–24.

Topping, K. J. (2003). Self and Peer Assessment in School and University: Reliability, Validity and Utility. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimising new modes of assessment: In search of qualities and standards* (Vol. 1, pp. 55-87): Springer Netherlands.

Zimmerman, B. J. (2001). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25(1), 82–91.