

**LAPORAN AKHIR
PENELITIAN PRODUK TERAPAN**



JUDUL PENELITIAN:

Pengembangan Model Penilaian Diri (Self-Assessment) untuk Mempromosikan Otonomi Belajar Mahasiswa pada Mata Kuliah Menulis yang Berbasis *Genre* (*Genre-Based Writing*)

TIM PENELITIAN:

Dr. Taufiqulloh, M.Hum (Ketua)

NIDN: 0615087802

Endang Sulistianingsih, S.Pd, M.Pd (Anggota 1)

NIDN: 0624048201

Yuvita, M.Pd (Anggota 2)

NIDN: 0601077705

UNIVERSITAS PANCASAKTI TEGAL

NOVEMBER 2017

HALAMAN PENGESAHAN

Judul : Pengembangan Model Penilaian Diri (Self-Assessment) untuk Mempromosikan Otonomi Belajar kepada Mahasiswa pada Mata Kuliah Menulis yang Berbasis Genre (Genre-Based Writing)

Peneliti/Pelaksana

Nama Lengkap : Dr TAUFIQULLOH, S.Pd, M.Hum

Perguruan Tinggi : Universitas Pancasakti

NIDN : 0615087802

Jabatan Fungsional : Lektor

Program Studi : Pendidikan Bahasa Inggris

Nomor HP : 08157722101

Alamat surel (e-mail) : taufiqkayla@gmail.com

Anggota (1)

Nama Lengkap : ENDANG SULISTIANINGSIH S.Pd, M.Pd

NIDN : 0624048201

Perguruan Tinggi : Universitas Pancasakti

Anggota (2)

Nama Lengkap : YUVITA

NIDN : 0601077705

Perguruan Tinggi : Universitas Pancasakti

Institusi Mitra (jika ada)

Nama Institusi Mitra : -

Alamat : -

Penanggung Jawab : -

Tahun Pelaksanaan : Tahun ke 1 dari rencana 2 tahun

Biaya Tahun Berjalan : Rp 58,000,000

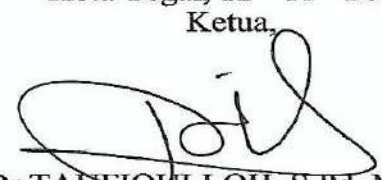
Biaya Keseluruhan : Rp 58,000,000

Mengetahui,
Dekan FKIP



(Drs. Masfuad ES, M.Pd)
NIP/NIK 965081963

Kota Tegal, 12 - 11 - 2017
Ketua,



(Dr TAUFIQULLOH, S.Pd, M.Hum)
NIP/NIK 14551581978

Menyetujui,
Ketua LPPM



(Drs. Ponoharjo, M.Pd)
NIP/NIK 1959035 198503 1005

PRAKATA

Alkhamdulillah. Puji syukur kami panjatkan ke hadirat Allah S.W.T dengan terselesaikannya menyelesaikan laporan akhir penelitian produk terapan ini. Laporan ini memuat tentang hasil penelitian produk terapan (PPT) dengan judul : **“Pengembangan Model Penilaian Diri (Self-Assessment) untuk Mempromosikan Otonomi Belajar Mahasiswa pada Mata Kuliah Menulis yang Berbasis Genre (*Genre-Based Writing*),”** yang di laksanakan di program studi Pendidikan Bahasa Inggris FKIP Universitas Pancasakti Tegal pada rentang waktu April s/d November 2017. Beberapa luaran telah kami capai sesuai rencana penelitian yang telah dicanangkan seperti produk (draft model pembelajaran) dan artikel-artikel hasil penelitian untuk dipublikasikan di jurnal nasional terakreditasi maupun jurnal internasional bereputasi.

Secara umum, pelaksanaan penelitian ini berjalan lancar sesuai dengan rencana yang telah ditetapkan bersama oleh tim peneliti. Untuk itu, kami mengucapkan terima kasih yang sebesar-besarnya kepada semua pihak yang telah membantu kelancaran penelitian ini terutama tim dosen dan juga mahasiswa Prodi Pendidikan Bahasa Inggris FKIP UPS Tegal. Semoga hasil penelitian ini bermanfaat untuk pengembangan program studi ke depannya.

Kami juga menyadari bahwa masih banyak kekurangan pada laporan penelitian ini, sehingga saran yang membangun akan kami terima dengan baik.

Tegal, November 2017

Tim Pelaksana

RINGKASAN

Kata Kunci: Model, Penilaian diri (*Self-Assessment*), *Genre-Based Writing*

Penelitian ini bertujuan untuk mengembangkan suatu model dalam pembelajaran yang berbasis pada penilaian diri (*self-assessment*) untuk mempromosikan otonomi belajar kepada mahasiswa pada mata kuliah menulis yang berbasis pada *genre* (*Genre-Based Writing*).

Secara umum penelitian dan pengembangan ini mencakup 4 (empat) tahapan diantaranya yaitu: (1) eksplorasi, (2) pengembangan, (pengujian), dan (4) diseminasi. Hasil penelitian pada laporan mencakup hasil-hasil penelitian tahap eksplorasi dan pengembangan. Tahap eksplorasi meliputi analisis literatur dan analisis kebutuhan. Analisis literatur difokuskan pada pencarian model-model *self-assessment* dalam pembelajarn menulis untuk kemudian ditemukan “gap” nya sebagai dasar pengembangan model pada penelitian ini. Sedangkan analisis kebutuhan dilakukan melalui *kuesioner*, observasi kelas, dan *focus group discussion* (FGD). Analisis kebutuhan ini lakukan pada program studi Pendidikan Bahasa Inggris FKIP Universitas Pancasakti Tegal dengan melibatkan tim dosen menulis dan 60 orang mahasiswa yang terbagi dalam dua kelas pada semester genap tahun akademik 2016/2017.

Hasil penelitian menunjukkan ada beberapa model *self-assessment* pada pembelajaran menulis bahasa Inggris sebagai bahasa Asing. Namun demikian, *Model-model self-assessment* tersebut terdiri dari instrumen-instrumen yang lebih banyak memfokuskan pada pengukuran aspek-aspek kognitif peserta didik. Model dari Taufiqulloh (2014) mencakup pengukuran aspek kognitif dan metakognitif yang masih harus disempurnakan terutama pada komponen dan prosedur implementasinya. Singkat kata pengembangan model pada penelitian ini melanjutkan hasil penelitian sebelumnya. Sementara itu, hasil analisis kebutuhan menunjukkan persepsi (hasil evaluasi) dosen dan mahaiswa terhadap proses pembelajaran menulis berbasis pada genre yang telah diikuti, beberapa permasalahan menulis yang dihadapi selama proses pembelajaran dan berbagai alternatif solusinya serta jenis model penilaian diri yang dibutuhkan sehingga mampu untuk mempromosikan otonomi peserta didik. Pada tahap pengembangan, peneliti mengembangkan prototipe model berdasarkan temuan/hasil analisi literatur dan analisis kebutuhan. Prototipe model kemudian divalidasi melalui *focus group discussion* (FGD) dan penilaian ahli (*expert judgement*). Setelah tervalidasi, model diujicobakan pada skala kecil dengan menggunakan metode penelitian eksperimen desain faktorial. Hasil ujicoba menunjukkan bahwa model efektif untuk meningkatkan prestasi menulis mahasiswa tapi terdapat beberapa kekurangan yang harus diperbaiki pada penelitian selanjutnya (tahap pengujian dan diseminasi).

Luaran penelitian berupa Draft *Self-Assessment Model in Genre Based Writing Class* sebagai produk pada penelitian ini sekaligus 2 (dua) artikel hasil penelitian: (1) *Needs Analaysis of Self-Assessment in Designing A self-Assessment Model in Genre Based Writing Class* (Artikel telah disubmit ke Jurnal Nasional Terakreditasi “LINGUA CULTURA, dalam proses SECOND ROUND REVIEW dan draft Artikel (2) *A Self-Assessment Model of Genre-Based Writing Class for Indoensian EFL Learners*, yang akan disubmit pada jurnal internasional bereputasi stelah melalui proses revisi.

DAFTAR ISI

| | |
|--|-----------|
| Halaman sampul..... | i |
| Halaman pengesahan..... | ii |
| Prakata | iii |
| Ringkasan..... | iv |
| Daftar Isi..... | v |
| Halaman lampiran | vii |
| Halaman tabel..... | viii |
| Halaman gambar | ix |
| BAB 1. PENDAHULUAN | 1 |
| 1.1 Latar belakang..... | 1 |
| 1.2 Permasalahan..... | 3 |
| 1.3 Pendekatan masalah | 4 |
| 1.4 Tujuan | 5 |
| 1.5 Luaran penelitian..... | 5 |
| BAB II. TINJAUAN PUSTAKA..... | 6 |
| 1.1 Penelitian terdahulu | 6 |
| 1.2 Penilaian dalam pengajaran bahasa..... | 9 |
| 1.3 Penilaian diri (<i>self-assessment</i>) | 11 |
| BAB III. METODE PENELITIAN | 15 |
| 3.1 Desain penelitian..... | 15 |
| 3.2 Lokasi penelitian | 16 |
| 3.3 Jadwal penelitian..... | 17 |
| 3.4 Teknik pengumpulan data | 18 |
| 3.5 Analisis data | 18 |
| 3.6 Rancangan Penelitian | 14 |
| 3.7 Teknik Pengumpulan Data dan Analisa Data | 15 |
| BAB IV. HASIL PENELITIAN YANG TELAH DICAPAI | 20 |
| 4.1 Deskripsi Data | 20 |
| 4.2 Hasil penelitian..... | 21 |

| | |
|--|-----------|
| 4.2.1 Hasil penelitian tahap eksplorasi..... | 21 |
| 4.2.1.1 Hasil analisis pustaka | 21 |
| 4.2.1.2 Hasil analisis kebutuhan | 22 |
| 4.2.2 Hasil penelitian tahap pengembangan..... | 29 |
| 4.2.2.1 Hasil tahap pengembangan | 29 |
| 4.2.2.2 Hasil validasi model | 30 |
| 4.2.2.3 Hasil Pengujian skala kecil | 31 |
| 4.3 Luaran penelitian | 41 |
| BAB V. KESIMPULAN DAN SARAN | 42 |
| 6.1 Kesimpulan | 42 |
| 6.2 Saran | 44 |
| DAFTAR PUSTAKA | 45 |
| LAMPIRAN-LAMPIRAN | 47 |

HALAMAN LAMPIRAN

1. Self-assessment model prototype
2. Focus group discussion (FGD 1)
3. Focus group discussion (FGD 2)
4. Expert validation
5. Abstract/Fullpaper acceptance
6. Individual difference questionnaire

HALAMAN TABEL

| Tabel | Hal |
|---|-----|
| 1. Penilaian (<i>assessment</i>), pengujian, pengukuran dan evaluasi | 11 |
| 2. Jadwal pelaksanaan penelitian | 17 |
| 3. <i>Students' perception on genre-based writing class</i> | 22 |
| 4. <i>Students' problems in writing class, their efforts to deal with, and their expectation in future learning</i> | 24 |
| 5. <i>Students' perception about self-assessment in writing</i> | 26 |
| 6. Hasil uji homogenitas sampel | 33 |
| 7. Hasil <i>paired sample statistics (field independent learners)</i> | 34 |
| 8. Hasil <i>paired sample t-test (field independent learners)</i> | 35 |
| 9. Hasil <i>paired sample statistics (field dependent learners)</i> | 36 |
| 10. Hasil <i>paired sample t-test (field dependent learners)</i> | 36 |
| 11. Hasil <i>Tests of Between-Subjects Effects</i> | 37 |
| 12. Hasil Hasil tes menulis berdasarkan <i>individual_difference</i> | 38 |
| 12. Hasil Hasil tes menulis berdasarkan <i>learning method</i> | 38 |

HALAMAN GAMBAR

| Gambar | Hal |
|--|-----|
| 1. Skema Pendekatan Masalah..... | 4 |
| 2. Pengajaran, penilaian, dan tes | 10 |
| 3. Rancangan Penelitian | 15 |
| 4 Tahap pengembangan prototipe model | 29 |

BAB 1

PENDAHULUAN

1.1 Latar Belakang

Menulis merupakan proses kreatif dalam menghasilkan atau menemukan, mengembangkan, dan mengatur berbagai gagasan dalam bentuk bahasa tertulis yang beragam. Belajar menulis merupakan suatu proses yang panjang dalam menemukan bermacam-macam hal baru mengenai diri kita, gagasan-gagasan yang kita miliki, tentang dunia dimana kita tinggal, dan identitas profesional yang kita miliki sebagai akademisi, peneliti, dan mahasiswa. Dalam konteks pembelajaran bahasa, menulis sama pentingnya dengan bahasa itu sendiri. Hal ini karena belajar bahasa berarti belajar menulis juga. Bagi pembelajar bahasa Inggris sebagai bahasa asing, menulis dalam bahasa Inggris merupakan pekerjaan yang sulit dan seringkali menyebabkan frustrasi. Hal ini terkait dengan kerumitan menulis itu sendiri yang tidak hanya berhubungan dengan bagaimana menemukan, menuangkan, dan mengatur berbagai gagasan, tetapi juga berkaitan pada penerjemahan dan penafsiran gagasan-gagasan tersebut kedalam teks atau tulisan yang mudah dipahami. Dalam hal menghasilkan teks yang mudah dibaca tersebut, para penulis biasanya akan memposisikan diri sebagai: a) diri mereka sendiri dengan hasrat mereka untuk menuangkan gagasan atau perasaan, dan b) pembaca yang memerlukan atau berharap dapat memperoleh gagasan dari tulisan yang dibaca (Nunan: 2003:88).

Banyak fakta menunjukkan bahwa sebagian besar pembelajar bahasa Inggris sebagai bahasa asing, terutama di lingkup pendidikan tinggi di Indonesia, mengalami berbagai macam kesulitan dalam menulis. Pembelajaran menulis di perguruan tinggi seringkali berakhir dengan hasil yang tidak memuaskan atau bahkan kegagalan. Pengajaran menulis masih berpusat pada dosen dimana mahasiswa terlalu bergantung pada dosennya dalam mengerjakan tugas menulis. Mereka terlampau mengikuti aturan-aturan dosennya dalam menulis. Waktu yang tersedia hanya dihabiskan untuk mencontoh model tulisan yang disuguhkan dosen daripada menuangkan gagasan-gagasan mereka sendiri secara kreatif. Selanjutnya, dalam hal penilaian menulis, dosen masih memakai teknik konvensional atau sederhana dimana mahasiswa

diminta untuk menulis sejumlah topik lalu menilai informasi substantif yang terkandung dalam pesan, kejelasan pesan yang disampaikan, dan mekanisme dalam menulis seperti ejaan, tanda baca dan penggunaan huruf kapital. Dosen meminta mahasiswa menulis sesuai dengan topik yang diberikan, lalu menentukan rubrik atau kriteria penilaian dan menilai hasil tulisan siswanya tersebut sendiri. Model penilaian seperti itu mungkin cocok untuk mahasiswa yang sedang belajar menulis. Namun demikian, mahasiswa adalah pembelajar dewasa yang dipandang lebih kritis dalam berpikir.

Permasalahan lain adalah rendahnya minat dan kesadaran mereka untuk menulis. Mereka beranggapan bahwa menulis merupakan tugas yang menakutkan dan menyita waktu karena banyaknya tahapan yang harus mereka lakukan dalam menulis. Selain itu, kurang bervariasinya teknik atau metode yang digunakan oleh dosen dalam mengajar menulis juga berpengaruh terhadap keberhasilan pembelajaran menulis itu sendiri. Dosen hanya mengajarkan teori tentang menulis bukan praktik menulis itu sendiri. Berkaitan dengan hal tersebut, Alwasilah (2007:24) menyatakan: “ketrampilan menulis hanya dapat berkembang melalui latihan menulis.” Terlebih, dosen menulis seringkali pasrah dalam situasi dimana para mahasiswanya enggan menulis atau tidak mengikuti kegiatan menulis dengan antusias.

Penelitian ini dimaksudkan untuk menindaklanjuti berbagai permasalahan di atas dengan mengembangkan sebuah model penilaian diri (*self-assessment*) dalam pembelajaran menulis yang berbasis *genre* (*Genre-Based Writing*) untuk mempromosikan otonomi belajar kepada mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas pancasakti Tegal. Pada praktiknya, pembelajaran bahasa dan penilaiannya saling berkaitan erat dimana keterkaitan tersebut sangat penting dalam mencapai tujuan-tujuan pengajaran/instruksional. Penilaian merupakan istilah yang mengacu pada domain yang lebih luas yang terdapat dalam proses pembelajaran yang dimaksudkan untuk mengukur kemampuan mahasiswa dan memotivasi serta menjadikan mereka lebih menyadari akan kemampuan yang mereka miliki. Dengan demikian, tujuan pembelajaran dapat tercapai.

Penelitian ini didasarkan pada teori bahwa keahlian meta-kognitif seperti pengaturan dan pengawasan diripenting untuk perkembangan keahlian pembelajaran

mandiri. Penilaian diri yang mencakup pengaturan diri dan pengawasan diri tersebut memudahkan mahasiswa untuk mengawasi belajar mereka sendiri, menemukan permasalahan mereka atau kendala yang dihadapi selama belajar dan menemukan solusi sendiri. Sebagaimana Blanche dan Merino menerangkan bahwa penilaian diri merupakan prasyarat bagi kemandirian mahasiswa (1989:313). Oscarson (1989:62) menyatakan pula bahwa penilaian diri mendukung pembelajaran, meningkatkan kesadaran mahasiswa tentang belajar mereka sendiri, meningkatkan arah tujuan belajar, mengurangi beban penilaian yang dipikul guru/dosen dan memberikan efek jangka panjang terhadap kemandirian mahasiswa. Sementara itu, O'Malley (1996:151) menyatakan bahwa penilaian diri merupakan kunci bagi kemandirian mahasiswa dalam menentukan tujuan, dan mengawasi serta mengevaluasi belajar mereka.

Penilaian diri dalam penelitian ini diwujudkan sebagai model dalam pengajaran menulis dalam rangka mendorong pembelajaran diri mahasiswa sebagai pembelajar bahasa Inggris sebagai bahasa asing. Penelitian ini juga menawarkan fenomena baru dalam pengajaran menulis yang berbasis pada *genre* (*genre based writing*) dengan pendekatan yang berpusat pada peserta didik dengan konsep refleksi dimana mereka belajar untuk menjadi diri dan kritis terhadap apa yang mereka pelajari dalam menulis.

1.2 Permasalahan

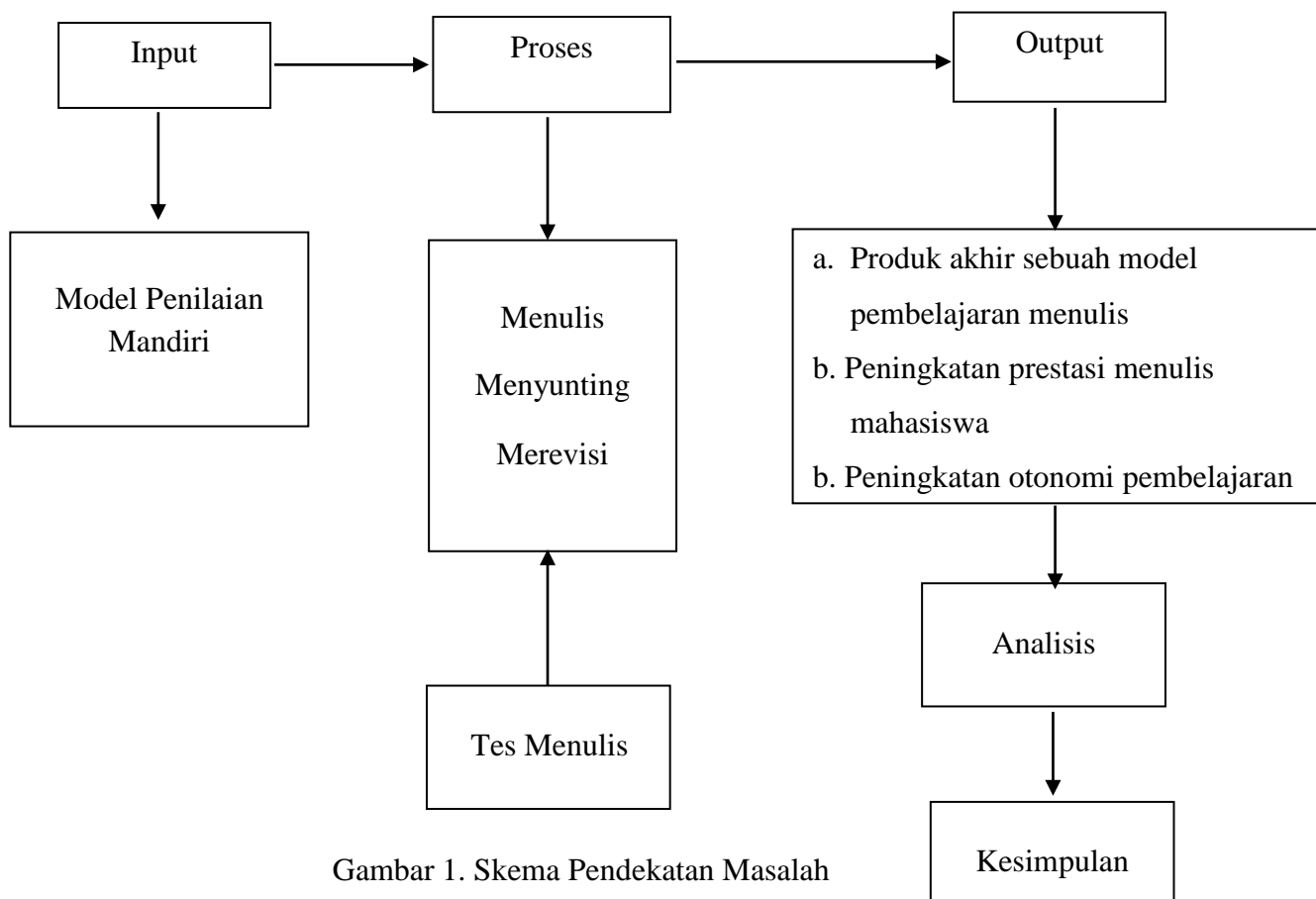
Dari latar belakang di atas, beberapa permasalahan dari penelitian dan pengembangan ini dirumuskan sebagai berikut:

- (1) Apa model penilaian diri (*self-assessment*) yang dibutuhkan oleh siswa dalam pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*)?
- (2) Bagaimanakah model penilaian diri (*self-assessment*) dikembangkan (*hypothetical model*) dalam pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*)?
- (3) Bagaimana implementasi dari model penilaian diri (*self-assessment*) tersebut dalam proses pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*)?

- (4) Bagaimana efektifitas penggunaan model tersebut dalam pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*) terhadap prestasi menulis dan tingkat kemandirian mahasiswa dalam pembelajaran?

1.3 Pendekatan Masalah

Penelitian ini ditujukan untuk mengembangkan sebuah model penilaian diri (a *self-assessment model*) dalam pembelajaran menulis untuk mahasiswa Program Studi pendidikan Bahasa Inggris FKIP UPS Tegal. Dalam melaksanakan penelitian ini, menentukan cakupan atau batasan merupakan hal yang penting. Pembelajaran menulis pada penelitian ini mengacu pada tulisan yang berbasis pada *genre* (*Genre based writing*). Dari beberapa pendekatan dalam pengajaran menulis, pendekatan proses dipilih karena pendekatan tersebut menyajikan prosedur sistematis untuk mahasiswa dalam pembelajaran menulis. Berikut gambar skema pendekatan masalah pada penelitian dan pengembangan ini:



Gambar 1. Skema Pendekatan Masalah

1.4 Tujuan Penelitian

Model penilaian diri yang dikembangkan dalam penelitian ini diimplementasikan pada pembelajaran menulis yang memiliki implikasi teoretis, praktis maupun pedagogis. Sehubungan dengan rumusan permasalahan penelitian tersebut di atas, adapun tujuan penelitian ini adalah sebagai berikut:

- (1) Untuk mengidentifikasi model penilaian diri yang dibutuhkan oleh mahasiswa dalam pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*).
- (2) Untuk mengembangkan model penilaian diri dalam pembelajaran menulis yang berbasis pada *genre* (*Genre based writing*)

1.5 Luaran penelitian

Penelitian ini diharapkan dapat memberikan kontribusi yang signifikan terhadap bidang pengajaran dan pembelajaran bahasa Inggris sebagai bahasa asing baik secara teoretis, praktis maupun pedagogis. Secara teoretis, penelitian ini menyajikan paradigma baru dengan mentransformasi pendekatan yang berpusat pada guru/dosen ke pendekatan yang berpusat pada mahasiswa dengan konsep refleksi utamanya dalam bentuk pengajaran menulis akademis pada mahasiswa. Secara praktis, penelitian ini memungkinkan pembelajara bahasa Inggris sebagai bahasa asing mandiri, menghentikan ketergantungan mereka pada dosennya. Konsep refleksi dalam model penilaian diri ini juga memungkinkan mahasiswa untuk mengawasi dan mengatur sendiri belajar mereka serta menentukan tujuan-tujuan pembelajaran mereka yang selanjutnya. Guru/dosen juga akan mengenali secara mendalam aspek kognitif dan meta-kognitif mahasiswanya tersebut. Dengan demikian, mahasiswa dapat terbantu dalam menyadari tujuan belajar mereka. Kemudian, secara pedagogis, model penilaian diri dari penelitian ini diharapkan dapat memberikan manfaat dan diimplementasikan baik oleh guru/dosen maupun mahasiswa dalam lingkup yang lebih luas, tidak hanya dalam menulis akademis tetapi juga dalam menghasilkan ragam tulisan lainnya.

Luaran penelitian secara spesifik meliputi model pembelajaran, artikel pada jurnal nasional terakreditasi atau jurnal internasional bereputasi.

BAB II

TINJAUAN PUSTAKA

2.1 Penelitian Terdahulu

Beberapa penelitian terdahulu mengenai meta-kognitif yang didapati dinilai efektif dalam pembelajaran bahasa Inggris sebagai bahasa asing, khususnya dalam pengajaran menulis. Penelitian terdahulu yang pertama ialah penelitian mengenai penilaian diri (*self-assessment*) yang dilakukan oleh Oscarson (2009). Dia mempublikasikan tesisnya yang bertajuk “Penilaian Diridalam Menulis pada Pembelajaran Bahasa Inggris sebagai Bahasa Asing; Suatu Penelitian pada Tingkat Sekolah Menengah Atas (*Self-Assessment of Writing in Learning English as a Foreign Language; A Study at the Upper Secondary School Level*). Penelitian tersebut merupakan penelitian eksploratif. Penelitian tersebut mengeksplorasi siswa Sekolah Menengah Atas tersebut mempersepsikan kemampuan menulis baik umum maupun khusus yang dimilikinya menurut tujuan silabus dan apakah persepsi-persepsi tersebut dipengaruhi oleh latihan-latihan penilaian mandiri. Penelitian ini juga mengeksplorasi pengalaman siswa dan guru mengenai pengintegrasian penilaian diri (*self-assessment*) kedalam praktik pembelajaran di kelas setiap harinya. Hasil penelitian tersebut menunjukkan bahwa siswa pada tingkat kelompok dapat menilai hasil tulisan umum yang mereka buat menurut kriteria yang ditentukan oleh guru. Pada tingkat individu, hasilnya lebih bervariasi, sebagian bergantung pada jenis kegiatan menulis yang dinilai dan sebagian pada banyaknya praktik yang harus mereka lakukan. Penilaian kemampuan menulis siswa secara umum menunjukkan sebuah hubungan yang lebih kuat dengan nilai (*grades*) yang ditentukan oleh guru daripada penilaian yang dibuat oleh siswa atas tulisan yang mereka hasilkan pada tugas menulis tertentu selama pembelajaran. Penilaian yang dibuat oleh siswa cenderung lebih realistis dengan latihan/praktik tersebut. Penelitian semacam ini dilakukan karena kesamaannya dalam mengeksplorasi peranan penilaian diri (*self-assessment*) terhadap tulisan siswa yang mana praktik penilaian diri (*self-assessment*) tersebut dapat membantu siswa dalam meningkatkan kemampuan mereka dalam menulis.

Penelitian serupa lainnya juga dilakukan oleh Ferris D (1995: 18-220), *Pengajaran Penyuntingan Diri Siswa (Teaching Students to Self-Edit)* yang diterbitkan pada jurnal TESOL. Dalam penelitiannya, dia mengembangkan dan menggunakan sebuah pendekatan proses selama satu semester untuk membantu mahasiswa menulis bahasa Inggris sebagai bahasa kedua tingkat mahir menjadi lebih memadai sebagai penyunting. Hasil penelitiannya menunjukkan bahwa penyuntingan diri (*self-edit*) memberi pengaruh positif dalam meningkatkan kemampuan mahasiswa dalam menulis. Dari artikel jurnal yang diterbitkan oleh Ferris D tersebut didapatlah informasi penting – sebagai pendukung penelitian saya ini – mengenai pendekatan proses penyuntingan yang mana mahasiswa tidak hanya berfungsi sebagai penulis tetapi juga sebagai penyunting. Fungsi yang kedua tersebut merupakan salah satu elemen utama dalam penilaian diri (*self-assessment*).

Brown (2005:185) juga melakukan penelitian kecil terhadap para mahasiswanya pada program pembelajaran mandiri. Dia menggunakan teks beranotasi yang dihasilkan mahasiswanya tersebut untuk secara merefleksikan kriteria komunikatif (misalnya, kesesuaian isi dan sociolinguistik, struktur teks, pengorganisasian, dan koherensi) bagi mahasiswa yang menilai tulisannya sendiri dengan membandingkan teks yang beranotasi dengan teks mereka (sebelum dibubuhi catatan/anotasi). Dia mendapati bahwa metode tersebut terbilang handal dan bermanfaat bagi mahasiswa baik dalam penilaian diri (*self-assessment*) menulis maupun pembelajaran keterampilan bahasa tertentu. Para mahasiswa penelitian tersebut memperoleh gambaran mengenai tugas khusus mereka berkenaan dengan tulisan milik temannya, mengetahui bagaimana suatu pembelajaran tentang kecakapan yang berbeda itu berlangsung, dapat mengidentifikasi dan mengoreksi kesalahan mereka sendiri, serta merasakan bahwa teks beranotasi itu menjadikan mereka lebih sadar akan area-area tertentu yang secara nyata membantu mereka untuk mengetahui permasalahan yang mereka hadapi dalam menulis. Dengan demikian, penilaian diri (*self-assessment*) merupakan alat pembelajaran, selain sebagai alat penilaian. Tulisan beranotasi semacam itu diperlukan karena tulisan tersebut memberikan banyak pelajaran kecil bagi mahasiswa. Melalui pelajaran-pelajaran itulah mahasiswa dapat membuat analisis komparatif terhadap tulisan yang diberikan baik oleh guru/dosen dan teman-teman mereka sendiri.

Penelitian lainnya yang hampir sama ialah penelitian yang dilakukan oleh Wang and Wang (2007) yang dipublikasikan pada jurnal *ASIAN EFL*, volume 18, Mei 2007. Mereka mengangkat isu mengenai “Penggabungan test Afeksi dan Penilaian Diri (*self-assessment*) kedalam Penilaian Menulis Bahasa Inggris sebagai bahasa Kedua: Proses dan efek. Suatu Studi Kasus dalam Kelas Menulis Bahasa Inggris sebagai Bahasa Kedua Program Pascasarjana Jurusan non-Bahasa Inggris.” (*“The Addition of an Affect test and Self-assessment into ESL Writing Assessment: Process and effect. A Case Study in a Non-English Major Postgraduate ESL Writing Class”*). Mereka mengenalkan tes afeksi dan Penilaian Diri (*self-assessment*) kedalam skema penilaian tradisional kelas menulis bahasa Inggris sebagai bahasa kedua program pascasarjana jurusan non-bahasa Inggris. Hasil belajar setelah penerapan penggabungan tes afeksi dan penilaian diri (*self-assessment*) aktual selama satu semester dianalisis dan dibandingkan untuk melihat apakah penggabungan tersebut dapat meningkatkan atau mendorong prestasi menulis mahasiswa bahasa Inggris sebagai bahasa kedua. Hasil penelitian tersebut menunjukkan bahwa baik tes afeksi maupun penilaian diri (*self-assessment*) disambut baik oleh sebagian besar mahasiswa karena peranan positifnya dalam proses menulis bahasa Inggris sebagai bahasa kedua. Penilaian diri (*self-assessment*) juga dinilai membantu lebih dalam revisi daripada dalam menulis esai yang berjangka waktu. Sedangkan tes afeksi mengarahkan pembelajar untuk membuat perkembangan yang lebih pada hasil akhir tulisan mereka. Kedua artikel jurnal penelitian tersebut dikutip karena keterkaitannya dengan penelitian yang penulis lakukan ini yang mana keduanya memiliki fokus pada penelitian meta-kognitif. Hal ini karena eksplorasi yang mereka lakukan tentang peran dari penilaian diri (*self-assessment*) terhadap kemampuan mahasiswa dalam menulis esai. Keduanya memiliki kesamaan dalam hal permasalahan dan metodologi. Latar belakang dari kedua penelitian tersebut juga sama yaitu menggambarkan isu soal penggunaan cara yang efektif dalam belajar khususnya menulis. Keduanya juga memiliki tujuan yang sama: untuk mengeksplorasi peran dari penilaian diri (*self-assessment*) terhadap proses pengajaran dan pembelajaran menulis esai. Dalam hal metodologi, keduanya penelitian tersebut melibatkan peserta penelitian berskala kecil yang mana mereka diberikan perlakuan—diajar dengan menggunakan penilaian diri (*self-assessment*)—selama proses pengajaran dan pembelajaran menulis. Selain

kesamaan metodologi, keduanya juga menggunakan instrument yang sama untuk mengumpulkan data penelitian, antara lain: kuisioner dan tes. Kuisioner ditujukan untuk menghimpun data yang akan dianalisis secara kualitatif, sementara t-test digunakan untuk mengetahui korelasi antara penilaian diri (*self-assessment*) dan kemampuan mahasiswa dalam menulis esai.

Selain kesamaan-kesamaan tersebut di atas, terdapat juga perbedaan-perbedaan pada kedua artikel penelitian tersebut. Perbedaan yang signifikan juga terdapat dalam metodologi penelitiannya. Artikel jurnal tersebut menerapkan penelitian eksperimental untuk mengetahui korelasi variabel-variabel tersebut; penilaian diri (*self-assessment*) dan menulis esai, begitu pun afeksi diri (*self-affect*) dan menulis esai. Sementara, penelitian ini bersifat developmental. Perbedaan lainnya dapat dilihat dari subyek penelitiannya. Huili Wang and Yucui Wang melibatkan pembelajar yang lebih matang (mahasiswa pascasarjana) sebagai subyek penelitian mereka. Terlebih, analisis data yang ada pada artikel penelitian tersebut berbeda dari analisis data penelitian ini. Penelitian ini merupakan penelitian eksperimental, kalkulasi statistik dimana analisis uji-t digunakan dilakukan untuk menarik simpulan hasil/temuan dari penelitian. Di sisi lain, dalam penelitian ini, uji-t hanya diimplementasikan pada fase pengujian dari desain model, bukan untuk menarik simpulan hasil/temuan dari penelitian.

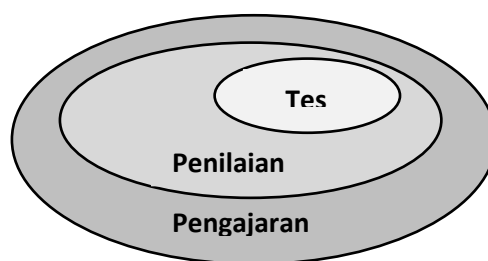
2.2 Penilaian dalam Pengajaran Bahasa

Para guru umumnya paham mengenai persoalan yang berkaitan dengan pengetahuan, kemampuan dan keahlian yang dimiliki siswanya selama proses pengajaran dan pembelajaran di dalam kelas tanpa perlu mengadakan tes formal. Sekali waktu, mereka berkesempatan untuk mengamati keikutsertaan siswanya dalam serangkaian kegiatan dan tugas-tugas, baik secara individu atau pun berkelompok, mengembangkan kemampuan mereka untuk berkomunikasi dengan teman satu kelas lainnya.

Ada beberapa pengertian dari penilaian (*assessment*). Penilaian mulanya identik dengan jenis-jenis tes yang mana tes tersebut ditujukan untuk mengukur kemampuan seseorang dalam belajar sebagaimana dijelaskan oleh Hubley dan

Coombee (2003:1) bahwa penilaian (*assessment*) dalam pengajaran bahasa Inggris telah lama ada semenjak istilah penilaian (*assessment*) itu semata dikaitkan dengan poin diskrit, pengujian obyektif. Sementara itu, Brown (2004:4) berpendapat bahwa penilaian (*assessment*) merupakan istilah yang populer dan terkadang membingungkan dalam praktik edukasional sekarang ini. Sebagian orang beranggapan bahwa pengujian (*testing*) dan penilaian (*assessment*) itu sama atau identik padahal keduanya berbeda sama sekali.

Secara khusus, Brown (2004:4) menjelaskan pengertian penilaian (*assessment*) sebagai proses yang sedang berjalan yang mencakup bidang/ domain yang lebih luas. Kapan saja seorang siswa merespon suatu pertanyaan, berkomentar, atau menguji coba kata atau struktur baru, secara tidak sadar guru melakukan penilaian terhadap prestasi siswa. Hal ini tidak saja berbeda dari mengajar tetapi juga menguji sebagai mana terlihat pada gambar di bawah ini.



Gambar 2: Pengajaran, Penilaian dan Tes

Gambar tersebut di atas menunjukkan hubungan antara pengujian, pengajaran dan penilaian. Pengajaran adalah proses transfer ilmu pengetahuan. Selama proses pengajaran, baik penilaian dan tes berperan dalam mengukur kemampuan siswa. Tes merupakan sub-bagian dari penilaian meskipun tidak dipungkiri saat orang mendengar kata penilaian (*assessment*), mereka sering mengaitkannya dengan tes.

Memang, penilaian (*assessment*) juga berbeda dari pengujian, pengukuran dan evaluasi. Russel and Airasa (2008:9-10) lebih jauh menjelaskan perbedaan dari istilah-istilah tersebut kedalam sebuah tabel berikut ini:

Table 1: Penilaian (*assessment*), Pengujian, Pengukuran dan Evaluasi

| | |
|------------------------------------|---|
| Penilaian (<i>assessment</i>) | Suatu proses pengumpulan, penyatuan, dan penafsiran informasi dalam rangka membuat sebuah keputusan. Keputusan yang dibuat dan informasi yang dibutuhkan tersebut guru memberi tahukan bahwa keputusan, pengujian, pengukuran dan evaluasi itulah memiliki andil dalam proses penilaian (<i>assessment</i>). |
| Pengujian (<i>Testing</i>) | Suatu prosedur formal dan sistematis yang digunakan untuk menghimpun informasi tentang kemampuan siswa atau keahlian kognitif lainnya. Pengujian meliputi metode dan ukuran. Metode ialah sebuah instrument, seperangkat teknik, prosedur atau hal yang mensyaratkan performa peserta tes. Sementara, ukuran merupakan cara bagaimana guru dapat memberikan hasil tes kepada peserta tes. |
| Pengukuran | Suatu proses pengukuran dan penetapan performa atau kelebihan tertentu. Pengukuran yang paling umum dalam kelas adalah ketika guru menilai hasil ulangan atau tes. |
| Evaluasi | Suatu proses pembuatan keputusan mengenai apa yang baik dan diperlukan |

2.3 Penilaian diri (self-assessment)

2.3.1 Karakteristik Penilaian diri (self-assessment)

Terdapat beberapa pengertian penilaian diri(*self-assessment*). Brown (2004: 270) mengatakan bahwa secara kebenaran teoretis penilaian diri (self-assessment) berasal dari prinsip-prinsip yang telah ditentukan dalam pemerolehan bahasa kedua atau asing. Prinsip kemandirian/otonomi berdiri sebagai salah satu batu pondasi utama suksesnya sebuah pembelajaran – kemampuan untuk menetapkan tujuan-tujuan yang ingin dicapai baik tujuan yang terdapat di dalam susunan kurikulum kelas atau tujuan di luar susunan kurikulum kelas, untuk mengejar tujuan-tujuan yang ingin dicapai tersebut tanpa dorongan yang datang dari luar, dan untuk secara independen mengawasi pengejaran tujuan tersebut: kunci menuju sukses.

Menurut Blanche dan Merino (1989: 313) dikutip dalam Oscarson (2009: 63), ketepatan penilaian diri (self-assessment) merupakan prasyarat bagi kemandirian pembelajar. mahasiswa harus bisa menilai performa mereka secara akurat sehingga mereka paham apa yang perlu mereka pelajari lagi, bukan bergantung pada

guru/dosennya. Membantu mahasiswa untuk dapat lebih menyadari akan pencapaian yang telah mereka raih selama kurun waktu tertentu, dalam hal ini meningkatkan belajar, merupakan satu alasan yang mendasar dari penilaian diri (*self-assessment*).

Penilaian diri (*self-assessment*) mengajak mahasiswa untuk mandiri dalam belajar. Illes (2012: 509) mendefinisikan kemandirian pembelajar sebagai kapasitas untuk menjadi pembicara yang kompeten dari bahasa target—yang dipelajari, pembicara yang mampu memanfaatkan ilmu bahasa dan sumber lainnya secara kreatif dan efektif. Pembelajar dirimerupakan pengguna bahasa yang independen, cakap dalam penyelesaian masalah yang sedang dihadapi dan membuat keputusan. Meskipun persepsi dari gagasan ini adalah penggunaan bahasa daripada pembelajaran yang dijalankan, aspek-aspek kendali di atas proses pembelajaran yang bersinggungan dengan tujuan utama pembelajar – misalnya: menemukan materi untuk presentasi atau meneliti area permasalahan dalam gramatika atau lexis – harus dipertahankan.

Pierce and O'Malley (1996: 38) menyatakan bahwa penilaian diri (*self-assessment*) merupakan kunci sukses penggunaan portofolio yang mana melibatkan mahasiswa dan memungkinkan mereka untuk melihat kemungkinan untuk refleksi, pengarah ulang dan konfirmasi, dari usaha-usah yang mereka lakukan dalam belajar. mahasiswa perlu dukungan dalam memahami pentingnya penilaian diri (*self-assessment*) dalam menjadi evaluator yang independen atas kemajuan-kemajuan yang telah mereka buat dan dalam menetapkan tujuan-tujuan belajar selanjutnya.

2.3.2 Latar Belakang Konsep dan Teori Penilaian Diri (*Self-Assessment*)

Konsep dari penilaian diri (*self-assessment*) adalah reflektivitas. Sementara, landasan teorinya adalah dua bentuk dari konstruktivisme (kognitif dan konstruktivisme sosial), meta-kognisi dan teori kognitif sosial.

Reflektivitas merupakan konsep utama dari penilaian diri (*Self-Assessment*). Reflektivitas ini mengenai bagaimana kita belajar untuk mengatur dan merefleksikan apa yang kita pelajari. Hal ini sebagaimana disampaikan oleh Oscarson (2009: 33) bahwa reflektivitas adalah konsep utama pengaturan diri dan refleksi diri. Refleksi merupakan konsep penerangan dari belajar diri individual. Melalui refleksi, kita belajar bagaimana mengembangkan diri kita dalam belajar.

Empat teori pembelajaran yang melandasi penilaian diri (*self-assessment*) antara lain lebih jauh dijelaskan kedalam: konstruktivisme social dan kognitif, teori metakognitif dan teori kognitif social. Satu bentuk konstruktivisme yang melandasi (*self-assessment*) adalah konstruktivisme kognitif. Teori ini memandang bahwa belajar yang diatur diri (*self-regulated learning*) menekankan pada skema kognitif. Berdasarkan teori, mahasiswa mempunyai peran aktif untuk menciptakan atau membangun arti pengalaman mereka. Teori ini juga mengangkat konsep kesadaran diri. Zimmerman (2001: 29), dikutip dalam Oscarson (2009: 36) lebih jauh menjelaskan teori ini sebagai berikut:

Pandangan konstruktivis kognitif tentang belajar yang diatur diri (*self-regulated learning*) itu didasarkan pada usaha Piaget, yang mencetuskan gagasan tentang skema kognitif yang melandasi dasar-dasar bagi pembelajaran dan ingatan manusia, dan yang menganggap koherensi konseptual dan logis sebagai dasar-dasar bagi skema tersebut. pandangan konstruktivis ini mensyaratkan peran aktif dari mahasiswa dan peran aktif ini melekat pada manusia untuk membangun arti dari pengalaman. Kesadaran diri berkembang ketika anak mencapai tingkatan kognitif yang oleh Piaget disebut “operasi formal”.

Dalam pandangannya tentang belajar, konstruktivis mengatakan bahwa mahasiswa secara aktif menafsirkan pengetahuan yang ada di sekelilingnya dan dari interaksi dengan yang lainnya. Bentuk lain dari konstruktivisme yang melandasi penilaian diri (*self-assessment*) adalah konstruktivisme sosial. Teori konstruktivisme sosial ini memandang pengetahuan sebagai sesuatu yang tumbuh dan berkembang karena adanya interaksi antara guru/dosen dan mahasiswa dalam lingkungan sosial.

Teori lainnya yang melandasi (*self-assessment*) adalah metakognisi. Eleonora dan Louca mendefinisikan, sebagai berikut:

Metakognisi ialah konsep yang digunakan untuk mengaitkan sejumlah proses epistemologis. “Metakognisi” secara esensial berarti kognisi mengenai kognisi; yang mana ini merujuk pada kognisi golongan kedua: pemikiran mengenai pemikiran, pengetahuan tentang pengetahuan atau refleksi yang berhubungan dengan suatu tindakan. (2008:15)

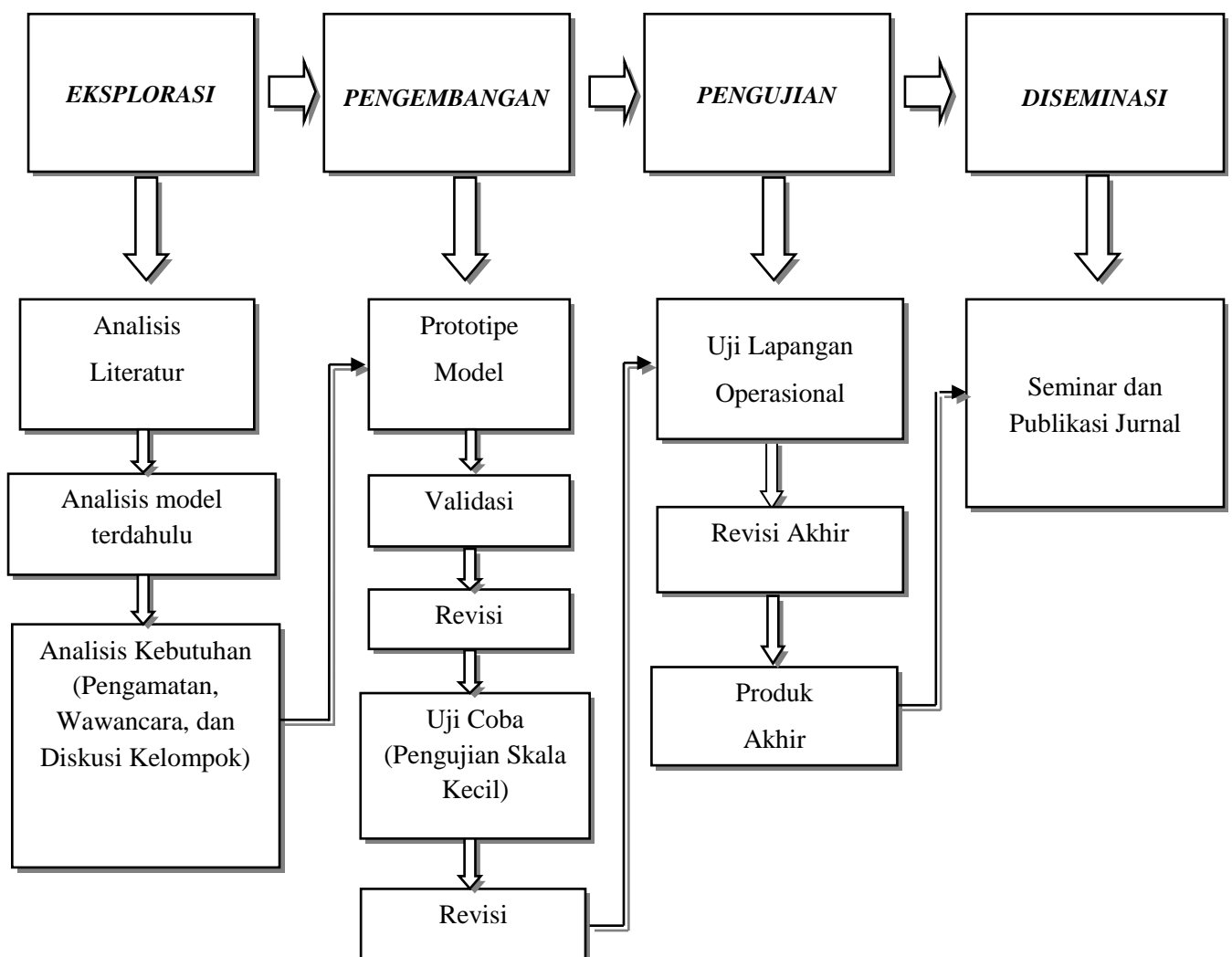
Definisi tersebut di atas secara tidak langsung menyatakan peranan individu dalam merasakan, memahami dan mengingat dan sebagainya. Individu tersebut harus menyadari pentingnya refleksi atas apa yang telah dilakukannya dalam belajar. Flavell (2000) dikutip dalam Eleonora dan Louca (2008:16) membagi teori metakognitif kedalam dua area studi: pengetahuan dan proses. Proses perencanaan,

pengawasan dan pengaturan pikiran-pikiran secara umum diketahui sebagai proses eksekutif, yang melibatkan interaksi dua tingkatan: pada tingkatan satu ialah kreatif, asosiatif, pengacauan pikiran dan pada tingkatan di atasnya yaitu tingkatan kedua ialah eksekutif, mencoba supaya pikiran kita tetap pada tugasnya. Sementara, Ertmer dan Newby (1996) mengaku bahwa metakognisi memfasilitasi performa strategis mahasiswa mahir dan refleksi secara kritis menghubungkan antara pengetahuan dan kontrol proses pembelajaran.

BAB III METODOLOGI

3.1 Desain Penelitian

Penelitian ini merupakan penelitian pengembangan yang bertujuan pada pengembangan model penilaian diri (*self-assessment*) dalam pembelajaran menulis yang berbasis pada *genre* (*genre based writing*) untuk mahasiswa Prodi pendidikan Bahasa Inggris FKIP UPS Tegal. Penelitian dan pengembangan ini dimaksudkan untuk menghasilkan produk tertentu dan menguji efektivitasnya. Dengan mengacu pada model penelitian dan pengembangan menurut Borg and Gall (2003: 569), rancangan penelitian ini digambarkan sebagai berikut:



Gambar 3: Rancangan Penelitian

Seperti tampak pada gambar, penelitian ini dimulai dengan tahap eksplorasi yang meliputi: analisis literatur, analisis model yang sudah ada, dan analisis kebutuhan.

Tahapan pengembangan terdiri dari pengembangan prototipe model berdasarkan hasil-hasil tahap eksplorasi. Validasi model dilakukan melalui penilaian ahli (*expert judgement*) dan *focused group Discussion (FGD)*. Setelah divalidasi, prototipe model menjadi model hipotesis yang siap diujicobakan dalam lingkup terbatas (uji coba skala kecil). Pengujian Model hipotesis tersebut kemudian direvisi berdasarkan *outcome* uji skala kecil untuk kemudian memasuki tahap uji lapangan (uji skala besar). Kedua uji tersebut akan dilakukan dengan menggunakan model eksperimen desain faktorial.

Tahap pengujian menyajikan uji lapangan operasional dimana hasilnya kemudian direvisi guna menghasilkan produk akhir. Pada tahapan terakhir, hasil penelitian ini akan diseminarkan pada pertemuan ilmiah di tingkat internasional dan/atau dipublikasikan kedalam bentuk jurnal akademik. Luaran penelitian ini menghasilkan beberapa artikel penelitian yang akan didiseminasikan diantaranya yaitu:

- 1) Artikel tentang hasil analisis model-model penilaian diri (*self-assessment*) pada pembelajaran menulis.
- 2) Artikel tentang hasil analisis kebutuhan tentang model penilaian diri (*self-assessment*) yang dibutuhkan oleh mahasiswa pada pembelajaran menulis yang berbasis *genre (genre based writing)*.
- 3) Artikel tentang model penilaian diri (*self-assessment*) pada pembelajaran menulis yang berbasis *genre (genre based writing)*.
- 4) Artikel tentang efektifitas model penilaian diri (*self-assessment*) terhadap prestasi menulis mahasiswa.

3.2 Lokasi Penelitian

Penelitian ini dilakukan di program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pacasakti Tegal yang berlokasi di Jalan Halmahera KM. 1 Kecamatan Tegal Timur Kota Tegal.

3.3 Jadwal Pelaksanaan Penelitian

Jadwal pelaksanaan Penelitian Pengembangan Model Penilaian Diri (*Self-Assessment*) pada pembelajaran menulis yang berbasis *genre* (*genre based writing*) yang dilaksanakan pada tahun 2017 ini jelaskan sebagai berikut sebagai berikut:

Table 2: Jadwal pelaksanaan penelitian

| No | Jenis kegiatan | Tahun ke I | | | | | | | | | | | |
|----|---|------------|---|---|---|---|---|---|---|---|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| A | EKSPLORASI | | | | | | | | | | | | |
| 1 | Analisis literatur (pustaka) | | | | | | | | | | | | |
| 2 | Analisi model-model penilaian diri dalam pembelajaran menulis | | | | | | | | | | | | |
| 3 | Analisis Kebutuhan | | | | | | | | | | | | |
| B | PENGEMBANGAN | | | | | | | | | | | | |
| 1 | Pembuatan prototipe model | | | | | | | | | | | | |
| 2 | Validasi model | | | | | | | | | | | | |
| 3 | Pengujian Skala Kecil | | | | | | | | | | | | |
| C | SEMINAR DAN PUBLIKASI | | | | | | | | | | | | |
| 1 | Seminar | | | | | | | | | | | | |
| 2 | Publikasi | | | | | | | | | | | | |
| 3 | Pembuatan Buku Ajar | | | | | | | | | | | | |
| D | PELAPORAN | | | | | | | | | | | | |
| 1 | Laporan Kemajuan | | | | | | | | | | | | |
| 2 | Laporan Akhir | | | | | | | | | | | | |

3.4 Teknik pengumpulan data

Teknik pengumpulan data seperti termuat pada laporan kemajuan ini mencakup 2 tahapan: eksplorasi dan tahap pengembangan. Pada tahap eksplorasi, hal-hal yang dilakukan yaitu (1) Mencari berbagai literatur tentang self-assessment dalam pembelajaran menulis bahasa Inggris sebagai bahasa Asing, (2) Melakukan pengumpulan data tentang *model-model self-assessment* dsalsam pembelajaran menulis bahasa Inggris, (3) menganalisis temuan, dan (3) melakukan diskusi terfokus hasil analisis daftar pustaka (literatur) terkait pengembangan model.

Pada tahap berikutnya dilakukan analisis kebutuhan melalui beberapa instrumen/hal dibawah ini:

- (1) Kuesioner. Instrumen ini untuk mengetahui persepsi (hasil evaluasi) dosen dan mahaiswa terhadap proses pembelajaran menulis berbasis pada genre yang telah diikuti, beberapa permasalahan menulis yang dihadapi selama proses pembelajaran dan berbagai alternatif solusinya serta jenis model penilaian diri yang dibutuhkan sehingga mampu untuk mempromosikan otonomi peserta didik.
- (2) Classroom observation. Observasi kelas dilakukan untuk mengkonfirmasi temuan yang diperoleh dari pengumpulan data melalui *kuesioner*.

Sementara itu, teknik pengumpulan data pada tahap pengembangan meliputi 2 hal:

- (1) *Focus group discussion (FGD)*. Teknik analisis data ini dilakukan terkait dengan pembahasan pengembangan model self-assessment pada pembelajaran menulis *genre*.
- (2) *Expert judgement*. Teknik ini digunakan untuk memperoleh feedback dari ahli terkait pengembangan model.

3.5 Analisis data

Analisis pustaka (litary review) pada penelitian dilakukan melalui tiga tahapan: (1) *data reduction* (2) *data presentation*, dan (3) *data interpretation*. Analisis difokuskan pada model-model yang relevan dengan model yang dikembangkan pada penelitian ini, data kemudian dipresentasikan untuk mencari *model gap* sebagai dasar pengembangan model. Sedangkan data analisis kebutuhan

dianalisis secara kuantitatif dan kualitatif. Statistik deskriptik digunakan untuk menganalisis data kuantitatif pada kuesioner yang kemudian diinterpretasikan secara lebih mendalam.

Hasil analisis pustaka dan analisis kebutuhan pada penelitian pengembangan ini digunakan sebagai acuan dalam pengembangan model pembelajaran pada penelitian ini.

BAB IV

HASIL PENELITIAN YANG TELAH DICAPAI

4.1 Deskripsi Data

Penelitian yang tertuang pada laporan akhir ini dilakukan di program studi Pendidikan Bahasa Inggris FKIP UPS Tegal terhitung mulai bulan April sampai dengan November 2017. Tahap penelitian meliputi tahap eksplorasi dan pengembangan model. Pada tahap eksplorasi dilakukan analisis pustaka dan analisis kebutuhan. Analisis pustaka dimaksudkan untuk mencari dan menganalisis *model-model self-assessment* yang relevan dengan model pembelajaran yang dikembangkan pada penelitian ini. Selanjutnya dianalisis terkait persamaan, perbedaan dan *gap* diantara keduanya. Sementara pada tahap pengembangan dilakukan melalui 3 (tiga) tahap : pengembangan prototipe model, validasi protipe model, dan pengujian skala kecil model. Pengembangan prototipe model dilakukan dengan beberapa tahapan: (1) perumusan tujuan, (2) penentuan komponen model, (3) definisi dan deskripsi tiap-tiap komponen, dan (4) *manual guide* (prosedur implementasi model baik untuik dosen atau mahasiswa). Selanjtnya dilakukan validasi prototipe, validasi prototipe ini dilakukan melalui 2 cara: (1) *focus group discussion (FGD)* dan *expert judgement* . FGD dilakukan sebanyak 2 (dua) kali untuk merevisi protipe model yang telah dikembangkan. Sedangkan *expert judgement* dimaksudkan untuk memperoleh *feedback* untuk perbaikan prototipe model sebelum diujicobakan di lapangan. Pada tahap pengembangan berikutnya yaitu melakukan uji coba prototype model yang sudah divalidasi (*Hyphothesi Model*). Pada tahap ini dilakukan pengujian model melalui penelitian eksperimen dengan *factorial design* untuk mengetahui sejauh

mana efektifitas model tersebut dalam pembelajaran menulis yang berbasis pada genre.

4.2 Hasil penelitian

Hasil penelitian pada laporan kemajuan ini mencakup hasil penelitian tahap eksplorasi dan pengembangan.

4.2.1 Hasil penelitian tahap eksplorasi

4.2.1.1 Hasil analisis pustaka

Pada tahap ini ditemukan *model-model self-assessment* pada pembelajaran menulis: Ferris (1995), Brown (2005), Wang and Wang (2007), Oscarson (2009), Sadek (2011), dan Taufiqulloh (2014). Hasil analisis pustaka yang dilakukan pada penelitian ini dijelaskan sebagai berikut:

- (1) Model *self-assessment* Ferris (1995), Brown (2005), dan Sadek (2011). Tiga model pembelajaran *self-assessment* ini terdiri dari instrumen yang hanya mengukur aspek kognitif mahasiswa dalam pembelajaran. Aspek metakognitif peserta didik seperti *self-regulating strategy* dan *self-monitoring strategy* diabaikan.
- (2) Model *self-assessment* Wang-wang (2007). Model ini tergolong bagus karena instrumen yang ada di dalamnya tidak hanya mengukur aspek kognitif tapi juga *self-efficacy* efikasi peserta didik. Terbukti model ini efektif untuk meningkatkan prestasi maupun motivasi peserta didik dalam pembelajaran menulis sebagai bahasa Asing.
- (3) Model *self-assessment* Oscarson (2009). Model ini ini berisi instrumen-instrumen yang mengukur kemampuan menulis baik umum maupun khusus yang dimiliki peserta didik menurut tujuan silabus dan apakah persepsi-persepsi tersebut dipengaruhi oleh latihan-latihan penilaian mandiri. Hasil penelitian menunjukkan

bahwa penerapan model tersebut dianggap efektif dalam meningkatkan prestasi dan motivasi siswa Sekolah menengah Atas untuk menulis.

(4) Model *self-assessment* Taufiqulloh (2014). Model ini terdiri dari instrumen-instrumen yang mengukur aspek kognitif dan metakognitif mahasiswa dalam pembelajaran menulis di tingkat perguruan tinggi. Hasil penerapan model menunjukkan bahwa model tersebut mampu untuk meningkatkan prestasi menulis serta kesadaran dan minat mahasiswa dalam menulis esai. Namun demikian, model tersebut berisi terlalu banyak komponen yang menyebabkan kompleksitas dalam implementasinya.

Dari hasil paparan analisis pustaka diatas, bisa disimpulkan bahwa *model self-assessment* bisa digunakan sebagai salah satu alternatif teknik/metode dalam pembelajaran menulis. Namun demikian, instrumen-instrumen yang dikembangkan pada model tersebut harus mampu mengukur baik aspek kognitif maupun metakognitif mahasiswa. Komponen model tidak terlalu kompleks sehingga mudah dalam implementasinya di kelas menulis.

4.2.1.2 Hasil analisis kebutuhan

Needs analysis dalam pengembangan model pembelajaran pada penelitian ini dilakukan melalui *kuesioner, observasi kelas, dan unstructured interview*.

Demikian menggunakan SPSS 22, kuesioner tentang persepsi mahasiswa dalam pembelajaran menulis bisa digambarkan sebagai berikut:.

Table 3. Students' perception on genre-based writing class

| No | Statements | N | M | SD | Strongly agree | Agree | Agree somewhat | Disagree |
|----|--|----|------|------|----------------|-------------|----------------|----------|
| 1 | The instructional goals were communicated thoroughly | 60 | 2.65 | 0.57 | 0 | 40 | 55 | 5 |
| 2 | The materials contained much weight | 60 | 2.55 | 0.59 | 3.3 | 40 | 55 | 1.7 |
| 3 | The materials were easy to follow | 60 | 2.45 | 0.59 | 1.7 | 55 | 40 | 3.3 |
| 4 | The presentations of materials were structured and systematic | 60 | 2.52 | 0.70 | 6.7 | 40 | 48.3 | 5 |
| 5 | The presentation of materials was interactive | 60 | 1.93 | 0.54 | 0 | 18.3 | 70 | 11.7 |
| 6 | Students were assigned to do more writing exercises | 60 | 1.90 | 0.79 | 36.7 | 36.7 | 26.7 | 0 |
| 7 | Students learned writing process | 60 | 2.22 | 0.73 | 13.3 | 56.7 | 25 | 5 |
| 8 | Students figured out their problems and shared with others | 60 | 2.48 | 0.77 | 15 | 23.3 | 60 | 1.7 |
| 9 | Students gathered feedback from others | 60 | 2.42 | 0.69 | 6.7 | 50 | 38.3 | 5 |
| 10 | The class made use of technology such as computer and internet | 60 | 2.97 | 0.95 | 1.7 | 41.7 | 15 | 41.7 |
| 11 | Learning outcome was shared | 60 | 2.45 | 0.84 | 13.3 | 48.3 | 28.3 | 10 |
| 12 | The class motivated students to write better | 60 | 2.72 | 0.92 | 11.7 | 25 | 43.3 | 20 |

Table diatas menunjukkan persepsi mahasiswa dalam mengikuti kelas menulis.. 56.7% menjawab bahwa materinya terlalu mudah untuk diikuti, *the materials which were easy to follow*. 73.4% memilih *strongly agree* dan *agree* pada pernyataan no 6 bahwa selama pembelajaran, mereka diberikan banyak sekali pekerjaan menulis. Pada pernyataan no 7, 70% mahasiswa memilih *strongly agree* dan *agree* bahwa mereka belajar menulis dengan pendekatan proses.. 56% menyatakan mendapatkan *feedback* selama proses pembelajaran baik dari teman sejawat maupun dosen. Dan 51.6% memilih *strongly agree* dan *agree* bahwa hasil pembelajaran didistribusikan.

Namun demikian, mahasiswa memberikan response negatif untuk beberapa hal. 60% menyatakan bahwa tujuan pembelajarn tidak disampaikan secara jelas dan rinci pada wal pembelajaran. 56.7% memilih bahwa materi terlalu banyak, dan 81.7% menyatakan bahwa pembelajaran tidak interaktif. Di samping itu, 61.7% juga menyatakan bahwa selama pembelajaran, mereka tidak diberi kesempatan untuk mengeksplorasi kesulitan belajar dan mencari alternatif solusinya. 55.3% menyatakan bahwa mereka tidak termotivasi dalam belajar menulis.

Kuesioner analisis kebutuhan pada penelitian ini juga dimaksudkan untuk mengeksplorasi permasalahan yang dihadapi mahasiswa selama pembelajaran menulis dan alternatif solusi yang telah dilakukan. Hasilnya digambarkan sebagai berikut:

Table 4. Students' problems in writing class, their efforts to deal with, and their expectation in future learning

| No | Questions | Answers | Frequency |
|----|---|---|-----------|
| 1 | What problems do you usually face in writing? | - Lack of ideas | 15 |
| | | - Difficult to start writing | 13 |
| | | - Lack of vocabulary | 12 |
| | | - Grammar innacuracies | 10 |
| | | - Improper use of writing mechanical aspects (punctuation, capitalization, diction, spelling,etc) | 5 |
| | | - Less coherent and united writing | 5 |
| 2 | Of the problems previously mentioned, what is the most dominant one? | - Lack of ideas | 35 |
| | | - Difficult to start writing | 25 |
| 3 | What efforts have you have made in dealing with your learning problems? | - Do more writing exercises | 17 |
| | | - Learn more about vocabulary | 13 |
| | | - Study more about grammar in witing | 12 |
| | | - Study writing more with friends | 8 |
| | | - Build motivation to write | 5 |
| | | - Read a lot of writing texts | 5 |

| | | | |
|---|---|--|----|
| 4 | What kind of learning goals do you want to achieve in the future learning of genre based writing? | - To be able to write with good content | 35 |
| | | - To be able to write with good grammar and vocabulary | 25 |
| 5 | In your opinion, what kind of genre based writing class should be an ideal one for you? | - Should be more student-centered | 35 |
| | | - Should involve students more in assessment practices | 15 |
| | | - I have no ideas about it | 10 |

Tabel 4 menggambarkan masalah-masalah yang dihadapi mahasiswa dalam pembelajaran menulis, alternatif solusi yang telah dilakukan dan ekspektasi mereka pada pembelajaran menulis berikutnya. Jawaban dikumpulkan berdasarkan *level of frequency* (tingkat intensitas/keseringan). Dari 60 mahasiswa, 15 orang menyatakan bahwa mereka kekurangan gagasan dalam mengembangkan tulisan, tidak tahu bagaimana cara memulai menulis. 13 mahasiswa menyatakan bahwa mereka sering dihadapkan pada situasi yang membuat mereka enggan/malas untuk menulis. Metode atau teknik yang diterapkan oleh dosen belum mampu untuk membangkitkan semangat dan motivasi mereka dalam belajar menulis.

Sementara itu, beberapa permasalahan juga dihadapi mahasiswa selama pembelajaran menulis seperti lemahnya penguasaan kosakata (*poor mastery in vocabulary*), kesalahan dalam penggunaan grammar (*inaccuracies in grammar*), dan kesulitan dalam menggunakan aspek-aspek mekanik dalam menulis (*difficulties to use mechanical aspects of writing*, serta tulisan yang tidak memenuhi aspek koherensi (*many of their writing works didn't meet unity and coherence*).

Terkait dengan masalah-masalah tersebut di atas, beberapa usaha telah dilakukan oleh mahasiswa sebagai alternatif pemecahannya. Digambarkan pada tabel bahwa 17 dari 60 mahasiswa menyatakan bahwa mereka harus menulis sesering mungkin. 13 mahasiswa menyatakan harus lebih menguasai kosakata, 10 mahasiswa memilih

untuk belajar dengan teman sejawat, dan 5 mahasiswa menyatakan mereka harus membangkitkan semangat dan motivasi mereka dalam belajar menulis.

Tabel 4 diatas juga menggambarkan ekspektasi mahasiswa dan pembelajaran menulis selanjutnya. Ini merupakan salah satu bagian penting dalam penelitian ini terkait dengan pengembangan prototipe model. 35 dari 60 mahasiswa menyatakan bahwa dalam pembelajaran menulis selanjutnya harus lebih diorientasikan ke mahasiswa (*student-oriented*). 15 mahasiswa menyatakan bahwa harus dilibatkan dalam proses penilaian. Setidaknya dengan mereka dilibatkan dalam proses penilaian pada pembelajaran menulis yang berbasis pada pendekatan proses, dengan dilibatkan pada proses penilaian (*assessing stage*), mereka mampu mengidentifikasi berbagai macam kesalahan dan mencari *feedback* terhadap permasalahan tersebut.

Bagian akhir dari kuesioner analisis kebutuhan mengindikasikan persepsi mahasiswa tentang *self-assessment* (penilaian diri) pada pembelajaran menulis. Hasil kuesioner tentang hal tersebut dijelaskan pada tabel dibawah ini.

Table 5 Students' perception about self-assessment in writing

| No | Questions | Answers | Frequency |
|----|--|---|---|
| 1 | What do you know about self-assessment in EFL writing? | <ul style="list-style-type: none"> - I don't know about self-assessment - I know a little about of self-asement (definition) but never implement it in my writing | <div style="text-align: center;">50 10</div> |
| 2 | Do you think that self-assessment will be useful for you in learning to write? . If yes, state your reasons? | <ul style="list-style-type: none"> - Yes, sure. It will - Yes, but I am sure whether it will improve my writing - Not at all | <div style="text-align: center;">30 20 10</div> |
| 3 | What kinds of self-assessment do you need in learning genre-based writing? | <ul style="list-style-type: none"> - Self-assessment that enables me to write better - I can write more by | <div style="text-align: center;">40 15</div> |

| | | | |
|---|--|--|----------------|
| | | myself (promote learner autonomy) - I have no ideas about it | 5 |
| | | | 8 |
| 4 | When do you think you use self-assessment in genre-based writing class is implemented? | - During the writing course - After the writing course - I have no ideas about it | 40 10 10 |
| 5 | What problems will you probably face when using self-assessment in your writing? | - I am not sure whether I can assess my writing because my writing skill is not good - I have no ideas about it | 40 20 |

Tabel 5 diatas menggambarkan persepsi mahasiswa tentang *self-assessment* dalam pembelajaran menulis. 50 dari 60 mahasiswa menyatakan bahwa mereka tidak tahu saa sekali tentang konsep *self-assessment* (*students do not know about self-assessment in writing*). 10 mahasiwa menyatakan *sedikit mengetahui* tapi tidak pernah mengimplementasikan dalam menulis (*they know a bit abot self-assesmmnt and never implement it in their writing*). Akan tetapi, 30 dari 60 mahasiswa merasa yakin bahwa *self-assessment* mampu untuk membuat tulisan mereka lebih baik. 20 mahasiwa masih merasa ragu karena tidak tahu cara implementasinya dan 10 mahasiwa tidak menjawab sama sekali. Dan 15 mahasiswa percaya bahwa *self-assessment* mampu untuk mempromosikan otonomi peserta didik.

Setelah mendapatkan temuan dari analisis kebutuhan, *observasi kelas dan interview* juga dilakukan mencocokkan temuan-temuan yang ada melalui kuesioner juga untuk mendapatkan temuan-temuan lain terkait pembelajaran menulis. Hasil yang diperoleh dari kegiatan ini tidak jauh berbeda dengan temuan pada hasil analisis kuesioner yang dije;laskan sebagai berikut:

- (1) Pembelajaran menulis masih terfokus pada dosen (lecturer-centered). Dosen menjelaskan teori, kemudian memberikan tugas menulis ke mahasiswa untuk kemudian dikumpulkan
- (2) Materi pembelajarn terlalu banyak sehingga penjelasan setiap topik pembelajaran menjadi kurang maksimal
- (3) Dalam proses pembelajar menulis, pada tahap *polishing*, mahasiswa tidak diberi kesempatan untuk mengevaluasi tulisan mereka dan tidak mendapatkan *feedback* baik dari teman sejawat maupun dosen.
- (4) Minimnya penggunaan It dalam pembelajaran
- (5) Refleksi pembelajaran belum dilakukan

Namun demikian, disamping hal-hal di atas, terkait dengan *self-assessment* pada pembelajaran menulis, baik dosen maupun mahasiswa sepakat dengan beberapa hal dibawah ini:

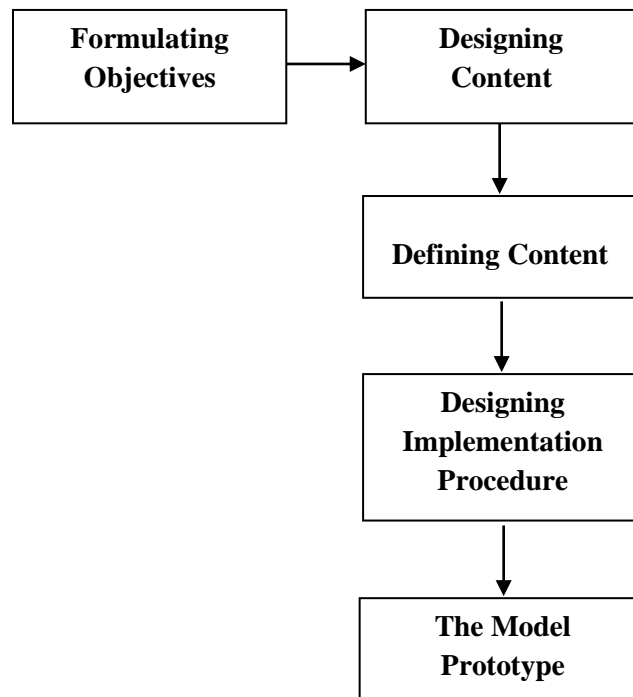
- (1) Perlu diperkenalkan lagi konsep *self-assessment* secara lebih mendalam baik pada dosen maupun mahasiswa.
- (2) Dosen dan mahasiswa sepakat bahwa self-assessment bisa dijadikan salah satu model alternatif dalam pembelajaran menulis.

Dari hasil tahap eksplorasi ini bisa disimpulkan bahwa model *self-assessment* bisa dijadikan sebagai salah satu teknik pembelajaran menulis yang berisi instrumen-instrumen yang tidak hanya mengukur aspek kognitif mahasiswa dalam pembelajaran menulis, tetapi juga aspek meta-kognitif nya.

4.2.2 Hasil penelitian tahap pengembangan

4.2.2.1 Pengembangan model

Model merupakan sebuah konstruksi yang bisa diterapkan atau diimplementasikan pada kondisi tertentu untuk tujuan spesifik, khusus. Pengembangan prototipe model pada penelitian ini, dilakukan dengan melalui beberapa tahapan yaitu : (1) merumuskan tujuan, (2) mendesain konten (isi), (3) mendefinisikan/mendeskripsikan komponen, dan (4) membuat prosedur implementasi, seperti bisa dilihat pada gambar dibawah ini:



Gambar 4: Tahap pengembangan prototipe model

- (1) ***Formulating Objectives.*** Tahap awal pengembangan prototipe model dengan merumuskan tujuan pembelajaran menulis yang ada pada kurikulum/silabus mata kuliah *genre-based writing* pada Prodi Pendidikan bahasa Inggris UPS Tegal.
- (2) ***Designing the Content.*** Tahap ini mencakup tentang aspek-aspek saja yang harus dicantumkan sebagai komponen dari prototipe model.
- (3) ***Defining the Content.*** Tahap ini mendeskripsikan tiap-tiap aspek/komponen yang ada pada prototipe model.
- (4) ***Designing the Implementation Procedure.*** Pada tahap ini dijelaskan tentang *manual guide* (prosedur implementasi) dari tiap-tiap komponen yang ada pada model.

4.2.2.2 Validasi model

Setelah prototipe model *self-assessment* pada pembelajarn menulis, tahap selanjutnya yaitu validasi model yang dilakukan melalui 2 (dua) cara: *Focus Group Discussion (FGD)* dan *Expert Judgement*.

FGD dilakukan selama 2 kali yaitu pada tanggal 12 dan 25 July 2017. Hasil diskusi ini mencakup tentang perbaikan pada instrumen-instrumen model *self-assessment* dan juga pada prosedur implementasi dalam pembelajaran. Kemudian penilaian ahli juga dilakukan untuk mengetahui kelayakan model tersebut. Hasil menunjukkan bahwa prototipe model bisa dinilai bisa menjadi model hipotesis yang siap diujicobakan.

Prototipe model, hasil-hasil FGD, serta lembar validasi bisa dilihat pada halaman lampiran.

4.2.2.3 Pengujian Skala Kecil

Pengujian skala kecil ini dilakukan di program studi Pendidikan Bahasa Inggris FKIP UPS Tegal pada semester genap TA 2016/2017, mulai bulan September sampai dengan bulan November 2017. Subyek penelitian adalah mahasiswa semester III yang mengikuti perkuliahan (*genre-based writing*) yang berjumlah 40 orang. Mahasiswa dibagi menjadi 4 (empat) kelompok yaitu: kelompok eksperimen (*independent students*), kelompok kontrol (*independent students*), kelompok eksperimen (*dependent students*) dan kelompok kontrol (*dependent students*). Kelompok eksperimen adalah kelompok yang diajar dengan menggunakan *model self-assessment*, sementara kelompok kontrol tidak diajar dengan menggunakan model tersebut. Proses uji coba ini meliputi tiga tahap yaitu : *pre-test*, *treatment*, dan *post-test*. Hasil uji coba dijelaskan sebagai berikut:

1. Pre-test

Pre-tes dilakukan pada tanggal 11 September 2017 terhadap mahasiswa semester III prodi Pendidikan bahasa Inggris FKIP UPS Tegal yang mengikuti kelas *writing III (Genre-based writing)* dengan jumlah sampel 50 orang. Pada tes ini, mahasiswa mengerjakan soal menulis *genre* dengan topik yang diberikan oleh dosen. Hasil dari *pre-test* ini selain untuk mengetahui kemampuan mahasiswa sebelum mendapatkan pembelajaran dengan model umpan balik teman sejawat dan dosen, juga untuk memperoleh sampel penelitian yang homogen. Dari hasil *pre-test*, diperoleh 40 sampel penelitian yang terbagi dalam 2 (dua) kelompok yaitu: kelompok eksperimen dan kelompok kontrol yang masing-masing terbagi dalam 2 (dua) kategori: 10 orang mahasiswa dengan prestasi tinggi dan 10 orang mahasiswa dengan prestasi rendah.

2. Treatment

Setelah pelaksanaan *pre-test*, proses pembelajaran pada kelompok eksperimen maupun kelompok kontrol dilakukan masing-masing selama 10 kali pertemuan (@ 100 menit/2 SKS) terhitung mulai bulan September s/d November 2017. Pada kelompok eksperimen khususnya, pembelajaran menulis yang berbasis pada *self-assessment* dilakukan melalui 3 (tiga) tahapan: (1) penyajian konsep, (2) mini lesson, (3) praktik menulis yang berbasis pada *self-assessment* melalui pendekatan proses.

Pada tahap 1, mahasiswa disajikan konsep *self-assessment* dalam pembelajaran menulis. Praktek *self-assessment* dalam pembelajaran menulis dari berbagai literatur dilakukan melalui beberapa instrumen instrumen untuk pengukuran aspek kognitif maupun meta-kognitif mahasiswa. Selanjutnya pada tahap ke 2 (dua), melalui mini lesson yang terdiri atas 2 (dua) tahap yaitu *modelling & reviewing*. Mahasiswa belajar untuk memahami jenis teks dengan *genre* yang bermacam-macam, kemudian menganalisis teks-teks tersebut untuk mengetahui kelebihan dan kekurangannya dari berbagai aspek seperti *social function* (fungsi sosial), fitur kebahasaan, dan struktur generiknya. Pada tahap terakhir, mahasiswa melakukan kegiatan (praktik) menulis melalui pendekatan proses dari mulai : *planning, drafting, polishing*, dan *writing the final copy*. Dari tahap pertama samapi dengan tahap akhir proses menulis, mahasiswa menggunakan 4 (empat) intrument *self-assessment* yaitu: *Learning Logs (LL)*, *Self-Editing Checklist (SEC)*, *Checklist of Writing Strategies (CWS)*, dan *Survey of Interest and Awareness (SIA)*. *Learning Logs (LL)* digunakan oleh mahasiswa selama proses pembelajaran menulis. *Self-Editing Checklist (SEC)*

digunakan oleh mahasiswa pada tahap *polishing*, sementara *Checklist of Writing Strategies (CWS)*, dan *Survey of Interest and Awareness (SIA)* digunakan oleh mahasiswa setelah praktek menulis selesai.

3. *Post-test*

Post-test dilaksanakan pada tanggal 5 November 2017 untuk mengetahui sejauh mana efektifitas *model self-assessment* pada kelas menulis yang berbasis pada *genre* terhadap prestasi menulis mahasiswa setelah dilakukan perlakuan (*treatment*) sebanyak 10 kali pertemuan dalam kurun waktu September s/d November 2017.

4. Hasil dan Pembahasan

Data penelitian berupa hasil *pre-test* maupun *post-test* sampel penelitian (Lihat lampiran 6). Berikut adalah hasil dan pembahasan yang meliputi uji hasil homogenitas sebagai uji pra-syarat dan hasil uji hipotesis yaitu uji efektifitas dan uji perbandingan.

1) Prasyarat (Uji Homogenitas Sampel)

Table 6. Tes Homogenitas Varian

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|-------|
| 0.002 | 1 | 38 | 0.956 |

Pada tabel di atas bahwa nilai Sig adalah 0.956, lebih besar dari 0.05. Jadi dikatakan sampel penelitian adalah homogen.

2) Uji Efektifitas

Untuk mengetahui efektifitas model *self-assessment* yang dikembangkan dalam penelitian ini, dengan menggunakan SPSS 22, paired-sample t-test digunakan. Pengukuran dilakukan pada 2 (dua) kelompok yaitu kelompok mahasiswa mandiri (*field independent learners*) dan kelompok mahasiswa tidak mandiri (*field dependent learners*)

(1) Efektifitas model self-assessment pada kelas menulis berbasis *genre* pada kelompok mandiri (*field independent learners*)

Paired sample t-test pada SPSS 22 digunakan dengan membandingkan skor pre-test dan post-test mahasiswa independen yang diajar dengan menggunakan model dalam penelitian ini. Jika nilai signifikansi (sig.) dari uji 2-tailed turun di bawah tingkat signifikansi 0,05, hipotesis nol (H_0) ditolak. Hasil tes dilakukan untuk 2 (dua) jenis output: *paired sample statistics* dan *paired sample test*. Output pertama menunjukkan statistik deskriptif untuk mengetahui perbedaan antara nilai rata-rata dari dua variabel (pre-test dan post-test). Dan output kedua untuk mengetahui ada atau tidak ada perbedaan antara dua variabel mengenai perlakuan yang diberikan. Hasilnya dapat dilihat pada tabel berikut:

Tabel 7. Hasil Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Posttest | 80.20 | 10 | 3.393 | 1.073 |
| | Pretest | 64.10 | 10 | 4.012 | 1.269 |

Data tabel 7 menunjukkan ada ada perbedaan pada nilai rata-rata dari dua variabel. Nilai rata-rata post-test (80.02) lebih besar dibandingkan dengan pre-test (64.10).

Table 8. Paired sample t-test untuk kelompok mandiri

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------|--------------------|-----------|------------|-------------------------|-------------------|-------|----|-----------------|
| | | Paired Differences | | | | | | | |
| | | | Std. | Std. Error | 95% Confidence Interval | | | | |
| | | | | | Mean | of the Difference | | | |
| | | Mean | Deviation | Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Posttest - Pretest | 16.100 | 5.343 | 1.690 | 12.278 | 19.922 | 9.529 | 9 | 0.000 |

Pada tabel 8, dengan derajat kebebasan 9, nilai signifikansi (sig.2) adalah 0.000 yang jatuh di bawah tingkat signifikansi 0,05 yang berarti bahwa ada perbedaan dalam prestasi menulis berbasis *genre* sebelum dan sesudah mahasiswa berprestasi tinggi diberi perlakuan melalui proses pembelajaran dengan model yang dikembangkan dalam penelitian ini . Statistik deskriptif juga menunjukkan bahwa skor rata-rata post-test adalah lebih besar dari pre-test dengan (80.02> 64.10). Oleh karena itu, dapat disimpulkan bahwa model yang dikembangkan dalam penelitian ini efektif untuk meningkatkan prestasi menulis mahasiswa kelompok mandiri (*field independent learners*).

(2) Efektifitas model self-assessment pada kelas menulis berbasis *genre* pada kelompok tidak mandiri mandiri (*field dependent learners*)

Pengujian yang sama juga dilakukan melalui proses pembelajaran dengan *model self-assessment* pada kelompok yang tidak mandiri (*field dependent learners*).

Hasilnya dapat dilihat pada tabel berikut:

Tabel 9. Hasil Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Posttest | 66.20 | 10 | 3.155 | 0.998 |
| | Pretest | 58.00 | 10 | 4.216 | 1.333 |

Data tabel 9 menunjukkan ada ada perbedaan pada nilai rata-rata dari dua variabel. Nilai rata-rata post-test (66.20) lebih besar dibandingkan dengan pre-test (58.00).

Table 10. Paired sample t-test untuk kelompok tidak mandiri

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---------------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Posttest - Pretest | 8.200 | 4.733 | 1.497 | 4.814 | 11.586 | 5.479 | 9 | 0.000 |

Tabel 10 menunjukkan, nilai signifikansi (sig.2) adalah 0.000 yang jatuh di bawah tingkat signifikansi 0,05 yang berarti bahwa ada perbedaan dalam prestasi menulis berbasis *genre* sebelum dan sesudah mahasiswa berprestasi tinggi pada kelompok tidak mandiri (*field dependent learners*) yang diberi perlakuan melalui proses pembelajaran dengan model yang dikembangkan dalam penelitian ini . Statistik deskriptif juga menunjukkan bahwa skor rata-rata post-test adalah lebih besar dari pre-test dengan ($66.20 > 58.00$). Oleh karena itu, dapat disimpulkan bahwa model yang dikembangkan dalam penelitian ini juga efektif untuk meningkatkan prestasi menulis mahasiswa kelompok tidak mandiri (*field dependent learners*).

(3) Hasil Uji F (Anova 2 Jalur)

Untuk membuktikan hipotesis nol, dilakukan uji F (F-test). Jika nilai signifikansi dibawah tingkat signifikansi 0.05, maka hipotesis nol (H_0) ditolak. Hasil perhitungan statistik menggunakan dengan ANOVA ordo dua dengan SPSS 22 ditunjukan pada tabel berikut:

Tabel 11. Hasil *Tests of Between-Subjects Effects*

Dependent Variable: Output

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|-------------------------|----|-------------|-----------|-------|
| Corrected Model | 1829.600 ^a | 3 | 609.867 | 66.370 | 0.000 |
| Intercept | 194881.600 | 1 | 194881.600 | 21208.397 | 0.000 |
| Individual_Difference | 1299.600 | 1 | 1299.600 | 141.432 | 0.000 |
| Learning_Model | 462.400 | 1 | 462.400 | 50.322 | 0.000 |
| Individual_Difference * Learning_Model | 67.600 | 1 | 67.600 | 7.357 | 0.010 |
| Error | 330.800 | 36 | 9.189 | | |
| Total | 197042.000 | 40 | | | |
| Corrected Total | 2160.400 | 39 | | | |

a. R Squared = 0.847 (Adjusted R Squared = 0.834)

Hasil ANOVA pada tabel di atas dapat diinterpretasikan sebagai berikut:

- (1) Berkaitan dengan tingkat perbedaan individu dengan nilai signifikansi di bawah 0.05, sehingga dapat dikatakan bahwa ada perbedaan yang signifikan dalam hal menulis akademik antara mahasiswa yang mandiri dan tidak mandiri. Perbedaan ini dijelaskan dalam tabel berikut:

Tabel 12. Hasil tes menulis berdasarkan *individual_difference*

Dependent Variable: Output

| Individual_Difference | Mean | Std. Error | 95% Confidence Interval | |
|-----------------------|--------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Field Independants | 75.500 | 0.678 | 74.125 | 76.875 |
| Field Dependants | 64.100 | 0.678 | 62.725 | 65.475 |

Tabel 12 menunjukkan bahwa prestasi menulis mahasiswa kategori mandiri lebih baik dari yang tidak mandiri. ($75.500 > 64.100$). Untuk mengetahui perbedaan kemampuan menulis antara dua variabel tersebut, lihat tabel berikut:

- (2) Perbedaan penggunaan metode pembelajaran terhadap kemampuan menulis

Perbedaan penggunaan metode pembelajaran (kelompok yang diajar dengan self-assessment model dan yang tidak diajar dengan menggunakan model tersebut) digambarkan pada tabel di bawah ini:

Tabel 13. Hasil tes menulis berdasarkan *learning method*

Dependent Variable: Output

| Learning_Model | Mean | Std. Error | 95% Confidence Interval | |
|---------------------------|--------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Self-Assessment Model | 73.200 | 0.678 | 71.825 | 74.575 |
| Non Self-Assessment Model | 66.400 | 0.678 | 65.025 | 67.775 |

Tabel diatas menggambarkan prestasi menulis akibat perlakuan dengan metode pembelajaran yang berbeda. Kelompok yang diajar dengan menggunakan *self-assessment model* memperoleh prestasi menulis lebih baik dibanding dengan yang tidak diajar dengan metode tersebut ($73 > 66.4$).

Secara umum uji coba model pada skala kecil ini menunjukkan bahwa penerapan model-self-assessment pada proses pembelajarn menulis yang berbasis *genre* terbukti efektif terhadap peningkatan prestasi menulis mahasiswa, khususnya mahasswa Program Studi Pendidikan Bahasa Inggris FKIP UPS Tegal. Perolehan nilai menulis mahasiswa sebelum diberi *treatment* tergolong rendah. Namun setelah diberi *treatment*, ada peningkatan prestasi bagi mahasiswa yang tergolong dalam kelompok mandiri (*field independent students*) maupun kelompok yang tergolong tidak mandiri (*field dependent students*). Pembagian sampel dalam 2 (dua) kategori ini berdasarkan hasil kuesioner tentang perbedaan individu yang diberikan sebelum *treatment* dilaksanakan. Hasil penelitian menunjukkan bahwa prestasi kelompok independen lebih baik dari pada kelompok dependen. Kelompok independen cenderung untuk melakukan refleksi dari pengalaman belajar mereka. Ini sesuai dengan apa yang dikatakan oleh Rodgers (2002:842) bahwa melalui refleksi, mahasiswa mampu untuk memperdalam pemahaman mereka terhadap satu pengalaman belajar dengan pengalaman maupun ide-iden yang lain. *Reflective learners also possess displined thought and open to obtain meaning meanings in their experience* (Oscarson, 2009).

Namun demikian, dari hasil tes menulis teks *genre* ditemukan masih banyak kesalahan, ketidakauratan dalam penggunaan *grammar* dan *sentence structure*.

Organisasi tulisan yang masih tumpang tindih dan kurangnya pengembangan ide pada tulisan. Tapi masalah-masalah tersebut tentunya bisa diatasi dengan latihan menulis yang kontinyu. *Model self-assessment* yang dikembangkan dalam penelitian ini memang terkait dengan *long-term learning* untuk benar-benar meningkatkan prestasi menulis secara signifikan dan juga mempromosikan otonomi peserta didik.

Terkait dengan penerapan model *self-assessment* pada penelitian ini, setelah dilakukan ujicoba terdapat beberapa permasalahan (kekurangan) diantaranya yaitu:

1. Perlu digambarkan/diejlaskan secara lebih detil tentang konsep dan praktek *mini lesson* pada model tersebut.
2. Instrumen-instrumen *self-assessment* yang ada pada model masih terlalu umum, perlu dikhususnya untuk pembelajaran menulis yang berbasis pada *genre*.
3. Penerapan model yang begitu singkat (2 bulan) dirasa masih jauh dari cukup sehingga belum bisa memberikan dampak yang signifikan terhadap prestasi menulis mahasiswa maupun mempromosikan otonomi belajar kepada mahasiswa.

Masalah-masalah tersebut menjadi kewajiban peneliti untuk melakukan revisi terhadap model yang telah dikembangkan maupun dari aspek pelaksanaannya.

4.3 Luaran penelitian

Luaran penelitian ini dijelaskan sebagai berikut:

- (1) **DRAFT** Model self-assessment pada pembelajaran menulis yang berbasis pada genre (*genre-based writing*). Prototipe ini masih terus akan dikembangkan sampai dengan tahap akhir penelitian untuk kemudian dipatenkan (HKI)
- (2) Penelitian ini menghasilkan artikel hasil *needs analysis* pada pengembangan model. Artikel telah didiseminasikan pada 5th International Conference di UNIKA Soegijapranata Semarang, 9 sd 11 September 2017 dan Artikel tersebut juga sedang dalam **PROSES REVIEW** pada **JURNAL NASIONAL TERAKREDITASI, “LINGUA CULTURA”**.
<http://journal.binus.ac.id/index.php/Lingua/author>
- (3) **DRAFT ARTIKEL** tentang Self-Assessment Model in Genre-Based Writing Class for Indonesin EFL learners (in process). Artikel tersebut rencana akan dikirimkan ke Jurnal Internasional Bereputasi. Artikel diambil dari draft model sehingga akan disubmit setelah model pada penelitian layak untuk diterapkan.

BAB VI

SIMPULAN DAN SARAN

6.1 Kesimpulan

Kesimpulan dalam laporan penelitian ini (tahun 1 dari 2 tahun yang diusulkan adalah sebagai berikut:

1. Penelitian ini merupakan penelitian dan pengembangan (R & D) model yang meliputi 4 (empat) tahapan: eksplorasi, pengembangan, pengujian, dan diseminasi.
2. Pelaksanaan penelitian pada tahun ini hanya sampai pada tahap pengembangan.
3. Hasil analisis pustaka dan analisis kebutuhan menunjukkan perlunya dibuat pengembangan model *self-assessment* pada pembelajarn menulis *genre* (*genre-based writing*).
4. Model *self-assessment* pada *pembelajaran genre-based writing* harus berisi instrumen-instrumen yang mampu mengukur aspek kognitif dan meta-kpgnitif peserta didik.
5. Pengembangan model dilakukan melalui 4 (tahapan) yaitu : (1) merumuskan tujuan, (2) mendesain konten (isi), (3) mendefinisikan/mendeskripsikan komponen, dan (4) membuat prosedur implementasi.
6. Prototipe model telah divalidasi melalui *Focus Group Discussion (FGD)* dan *Expert Judgement*. Hasil menunjukkan bahwa prototipe model layak untuk diaplikasikan (*hyphothesis model*).

7. uji coba model pada skala kecil ini menunjukkan bahwa penerapan model-self-assessment pada proses pembelajarn menulis yang berbasis *genre* terbukti efektif terhadap peningkatan prestasi menulis mahasiswa.
8. Instrumen-instrumen self-assessment yang ada pada model masih terlalu umum, perlu dikhususnya untuk pembelajaran menulis yang berbasis pada *genre*.
9. Penerapan model yang begitu singkat (2 bulan) dirasa masih jauh dari cukup sehingga belum bisa memberikan dampak yang signifian terhadap prestasi menulis mahasiswa maupun mempromosikan otonomi belajar kepada mahasiswa.
10. Hasil penelitian berupa *Draft Model-Self Assessment* dalam pembelajaran menulis *Genre* sdebagai produk (model pembelajaran) dalam penelitian ini.
11. Hasil penelitian juag berupa 2 (dua) artikel penelitaian: (1) *Needs Analaysis of Self-Assessment in Designing A self-Assessment Model in Genre Based Writing Class* (Artikel telah disubmit ke Jurnal Nasional Terakreditasi "LINGUA CULTURA, dalam proses SECOND ROUND REVIEW dan (2) *A Self-Assessment Model of Genre-Based Writing Class for Indoensian EFL Learners*.

6.1 Saran

Terkait dengan penelitian tahap I ini, saran peneliti sebagai berikut:

1. Model perlu direvisi terutama dalam penambahan kajian teortisnya.
2. Penerapan model pada penelitian diperlukan waktu yang cukup (minimal 1 semester)
3. Instrumen-instrumen yang ada pada model harus difokuskan (lebih spesifik) pada pembelajaran menulis yang berbasis *genre*
4. Penelitian harus dilanjutkan pada 2 (dua) tahap berikutnya yaitu pengujian dan diseminasi.

DAFTAR PUSTAKA

- Blanche, Patrick & Merino, Barbara, J. 1989. Self assessment of foreign language skills: Implications for teachers and researchers. *Language Learning*, 39, 313-340.
- Brown, Annie. 2005. *Self-assessment of writing in independent language learning programs: The value of annotated samples*. *Assessing Writing*, 10, 174-191.
- Brown, H. Douglas. 2005. *Principles of Language Learning and Teaching : Fourth Edition*. San Fransisco State University ; Addison Wesley Longman, Inc.
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Cohen L, Manion L, Morisson, K. 2000. *Research Methods in Education; 5th Edition*. New York: RoeutledgeFalmer.
- Eleonora P, Louca. 2008. *Metacognition and Theory of Mind*. Newcastle: Cambridge Scholars Publishing.
- Ertmer, P. A., & Newby, T. J. 1996. The expert learner: Strategic, self-regulated and reflective. *Instructional Science*, 24, 1-24.
- Ferris, Dana. 1995. *Teaching Students to Self-Edit*. TESOL Journal.
- Hubley J., Nancy, Coombe A.C., 2003. *Assessment Practices: Case Studies in TESOL Practice Series*. Arlingron, Virginia: TESOL Inc.
- Wang H, Wang Y, 2007. *The Addition of an Affect test and Self-assessment into ESL Writing Assessment: Process and effect. A Case Study in a Non-English Major Postgraduate ESL Writing Class*. *Asian EFL Journal*, Volume 18. Illes, E, 2012. *Learner Autonomy Revisited*. *ELT Journal*, October 2012
- Nunan, D. 1992. *Research Methods in Language Learning*. New York: Cambridge University Press.
- O'Malley J.M, Pierce, V.L. 2003. *Authentic Assessment for English Language Learners*. Longman.
- Oscarson, A.D. 2009. *Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level*. Göteborg : Geson Hylte Tryck.

- Richard, Jack C and Nunan, David. 1990. *Second Language Teacher Education*. New York: Cambridge University Press.
- Zimmerman, Barry. 2001. Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis. In Barry J. Zimmerman, & Dale, H. Schunk (Ed.) *Self-Regulated Learning and Academic Achievement. Theoretical Perspectives*. (Chapter 1: pp. 1-38). Lawrence Erlbaum Associates, Publishers: Hahwah, New Jersey.

LAMPIRAN - LAMPIRAN



**A SELF-ASSESSMENT MODEL OF GENRE-BASED
WRITING CLASS FOR *ENGLISH AS A FOREIGN
LANGUAGE (EFL)* LEARNERS**

By
Dr. Taufiqulloh, M.Hum
Endang Sulistianingsih, S.Pd, M.Pd
Yuvita, M.Pd

UNIVERSITAS PANCASAKTI TEGAL
2017

PREFACE

This self-assessment model is developed to help EFL students improve their achievement in genre-based writing. The development of this self-assessment model was derived from the analysis of both theoretical and empirical studies of self-assessment in EFL writing. The results showed that the self-assessment model of genre-based writing classes is administered by 4 (four) instruments associated in the process-based writing instruction: self-editing checklist (SEC), learning logs (LL), checklist of writing strategies (CWS), and survey of interest and awareness (SIA).

The implementation of such instruments is embedded in the writing process which consists of six stages: planning, writing first draft, assessing, polishing, and writing final draft. SEC is employed during polishing stage of the writing process. Throughout this checklist, students figure out problems or weaknesses in their writing and find out ways to cope with them through feedback from their peers and teacher. LL is used during writing instruction. Students spend about 5 to 10 minutes at the end of instruction to make entries.

This self-assessment model was validated through focus group discussion, expert judgment. Its prototype was brought to focus group discussion (FGD) involving the writing lecturers and students. It was also validated by two experts from outside the department. Then, the instruments of prototype were tested in the field for its validity and reliability.

Finally, this self-assessment model can be an alternative model in teaching academic writing to EFL students at university level, more particularly the students of English Department, Pancasakti University Tegal.

August 2017

Team of writers

TABLE OF CONTENTS

| | |
|--|------------|
| PAGE OF TITLE..... | i |
| PREFACE | ii |
| TABLE OF CONTENTS..... | iii |
| LIST OF APPENDICES | iv |
| LIST OF FIGURES | v |
| CHAPTER I INTRODUCTION..... | 1 |
| 1.1 Background | 1 |
| 1.2 Significance of the model | 4 |
| II REVIEW OF RELATED LITERATURE | 5 |
| 2.1 Previous studies | 5 |
| 2.2 Critical Perspectives of language assessment | 8 |
| 2.3 Formative and summative assessment | 11 |
| 2.4 Self-assessment | 12 |
| 2.5 Self-assessment of writing | 24 |
| 2.6 Writing in EFL learning..... | 27 |
| III SELF-ASSESSMENT OF GENRE-BASED WRITING FOR EFL LEARNERS | 35 |
| 3.1 Model Development..... | 35 |
| 3.2 The Components of the Model..... | 37 |
| 3.3 The Implementation Procedure of the Model | 46 |
| IV CONCLUSION..... | 50 |
| BIBLIOGRAPHY | 51 |
| APPENDICES | 54 |

LIST OF APPENDICES

| APPENDIX | Page |
|--|------|
| 1. Self-Edit Checklist of Writing Dimensions (SEC) | 55 |
| 3. Learning logs (LL) | 57 |
| 3. Checklist of Writing Strategies (CWS)..... | 58 |
| 4. Survey Questionnaire of Writing Interest and Awareness (SIA)..... | 59 |

LIST OF FIGURES

| Figure | Page |
|--|------|
| 1. The Flowchart of self-Assessment model of genbre-based writing for EFL Learners | 37 |
| 2. The implementation procedure of the self-assessment model in genre-based writing Class for EFL Learners..... | 49 |

CHAPTER I

INTRODUCTION

1.1 Background

It has been widely known that writing in foreign language teaching has become more important today as it is not only an object of study but a system of communication (Weigle, 2000). Writing is different from spoken language in form and use. In essay writing, for example, learners are required to not only invent, express and organize ideas as well as translate them into readable texts, but also to make use of correct grammar and sentence patterns.

The students from English Department from any universities in Indonesia, in particular, must be able to write as part of their study either to meet their assignments or to accomplish their degree. However, for lecturers, teaching writing is often assumed to be a frustrating task due to its complexity in many aspects from format, mechanics, content, organization, grammar and sentence structures. Also, they are often faced with the situations that the students are reluctant to write, and don't know how to start their writing. Many still think that writing is about the talent. This opinion is not fully incorrect. As Meyers (2005:2) states that writing is partly a talent, but it is mostly a skill, and like any skills, it improves with practice. Responding to that, teacher should encourage students to build the writing habit so that they do writing activities as often as possible. Moreover, writing activities not only become normal parts of classroom life, but

also present opportunities for the students to achieve almost instant success in improving their writing skill.

One of the reasons for designing the model in this study was derived from the phenomenon found in the writing instruction in the English Education Department of Pancasakti University Tegal. During my observations as an EFL lecturer in the department for several years, most writing courses were set in traditional classroom settings where students obediently followed the teachers' rules by spending a great deal of time in copying models from their instructors rather than expressing their own ideas creatively. I found that students were tied in the situations in which they were unable to identify their strengths and weaknesses, as well as monitor their progress in learning to write. Some writing teachers still applied traditional approach in writing which is product-oriented. In terms of assessment, they played a central role in assessing students' pieces of writing. The use of single assessment in performance tests like writing test certainly was inappropriate because it can result in potentially biased evaluations (Matsuno, 2009:76). Such problems resulted in the low writing achievement of the students. Therefore, selecting an alternative model should necessarily come into being that could cope with with the situations.

Another reason was to promote learners' autonomy in the department that could lead the students to be actively engaged in independent learning. The trend of English as a foreign language (EFL) learning in international context nowadays should gives emphasis on creating competent language learners and autonomous

agents (Illes, 2012:506). The task of language education is then to help learners develop self-reliance and autonomy, which will enable them to communicate successfully in international settings. Learner autonomy is therefore one of the issues that needs to be addressed when the focus is on the learner in present day ELT. Learner autonomy has received considerable attention over the past decades. Although this multifaceted notion has been widely debated and there are various trends and perceptions of it in the specialist literature (Benson 2007; Smith 2008). By being autonomous, language learners will have a great sense of critical thinking and action so that they can be decision maker in learning (Chan, 2003).

From the reasons previously dsecribed, this study was aimed at creating competent and autonomous learners for the students of English Education Department of Pancasakti University Tegal in particular through developing a self-assessment model in genre-based writing class. The concept of reflection in the model enables the students to appraise their performance accurately for themselves so that they understand what they need to learn more intensively and do not become dependent on their teachers. Through a self-assessment model in this current study, students are trained to monitor, regulate themselves in learning, seeking their learning problems or barriers and finding feedback collaboratively, and set goals for future learning.

1.2 Significance of the model

This model is expected to give significant contribution in the field of EFL teaching and learning theoretically, practically and pedagogically. Theoretically, the self-assessment model in genre-based writing instruction developed in this study not only deals with the cognitive theories of learning but also the metacognitive ones. It provides students with some meta-cognitive instruments which enable them to measure their metacognitive aspects such as writing strategies, writing interest and awareness as well as learning strategies, when learning academic writing, particularly genre-based writing. Practically, the self-assessment model developed in this study can be an alternative method to teach essay writing in the higher education context. Both teacher and students collaboratively play an important role in running the model in the genre-based writing class. The model leads students to discover and identify their learning problems and learn to cope with them by gathering feedback from their peers and teacher. And pedagogically, the self-assessment model in this study provides a model of instruction in genre-based writing class which is more student-centered. The concept of reflection throughout the self-instruments of the model enables students to learn to be more autonomus in learning to write essay. Last but not least, the model can also be an alternative method to teach other kinds of writing in higher education context by making adaptations or adjustments in its content.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

Some previous studies claimed the effectiveness of self-assessment in EFL instruction. Ferris (1995) developed and used a semester-long editing process approach to help advanced ESL writing students become more self-sufficient as editors. The results of the study showed that self-editing contributed a positive effect in improving student's ability in writing. Brown (2005:85), conducted a small study of students on an independent learning program. She used annotated learner produced texts to reflect communicatively oriented criteria (e.g. content and sociolinguistic appropriateness, text structure, organization and coherence) for students who assessed their own performance by comparing the annotated texts with their own. She found the method both reliable and useful for student self-assessment of writing, as well as for learning specific language skills. Wang and Wang (2007) introduced both affect test and self-assessment into the traditional assessment scheme of non-English major post-graduates ESL writing classes. Results showed that both affect test and self-assessment were welcomed by the majority of learners and played a relatively positive role in the whole ESL writing process.

Another study was conducted by Oscarson (2009). She explored a study on how upper secondary school students perceived their own general and specific writing abilities regarding syllabus goals and whether these perceptions were

affected by self-assessment practices. She also explored students' and teachers' experiences of integrating self-assessment into everyday classroom practice. The results showed that students' assessments of their writing ability in general showed a stronger relationship with teachers' grades and students' assessments tended to become more realistic with practice. While Taufiquilloh (2010) conducted a classroom research with two learning cycles on implementing the model of self-editing checklist in the writing process of essay from Oshima and Hogue (2006). The research took place in the English Department of Pancasakti University Tegal, in the academic year 2009/2010. The participants were the fourth semester students who attended academic writing class. It was conducted in one semester. The results showed that students' writing achievement improved over cycles. The self-edit instrument was successfully conducted during the teaching and learning process of essay writing. Birjandi (2010) also explored the role of journal writing as a self-assessment technique in promoting Iranian EFL learners' motivation. The participants were 60 intermediate TEFL students of Islamic Azad University of Tabriz. The result showed that the use of the journal contributed positive influence in promoting students' motivation.

Sadek (2011) investigated the effect of self-assessment on the EFL-learners' expository essay writing. Self-assessment in her study was employed as a revision technique in the process of writing in order to raise learners' awareness of their common mistakes through providing them with a chance to locate these mistakes by themselves. The participants of the study were 40 engineer freshmen at MSA

(Modern Science and Arts) University. The result of this experimental study demonstrated that there was a significant improvement towards students' writing ability. The result also showed positive awareness of the students in learning to write essay.

Taufiqulloh (2014) developed a self-assessment model to help EFL students improve their achievement in academic writing, more particularly essay writing. In the department of Pancasakti University Tegal, academic writing is the course subject which develops models and practices of essay writing in order that students are actively engaged in rhetorical problem-solving. The development of this self-assessment model was derived from the analysis of both theoretical and empirical studies of self-assessment in EFL writing. The self-assessment model developed in this study consists of four kinds of self-assessment instruments: self-edit checklist of writing dimensions (CWD), checklist of writing strategies (CWD), survey questionnaire of writing interest and awareness (SWIA), and questionnaire of learning monitoring strategies (QLMS). This self-assessment model can be an alternative model in teaching academic writing to EFL students at university level, more particularly the students of English Department, Pancasakti University Tegal. And in the following year, 2015, Taufiqulloh examined the model. Using an experimental study with factorial design, the self-assessment model was tested for its effectiveness with 100 students attending an essay writing class. As the factor inserted in the research was individual difference, the participants were split into two groups: a group of field

independent students and a group of the dependent ones. The findings showed that the writing achievement of both groups improved. Students could perceive their strategies and enhance their interest and awareness in writing. However, some remarks were given on the bases of the findings of this study.

2.2 The Critical Perspective of Language Assessment

Like other critical applied linguists, Fairclough (1995:2003) cited in Oscarson (2009:57-58) saw the critical applied linguistics approach (CAL) as having an interest in everyday categories of applied linguistics such as for example language learning and assessment, as well as a resistance to the normative. In other words, CAL embraced transformative pedagogy while at the same time taking a self-reflexive stand on critical theory (Lynch, 2001: 356). Pennycook saw several ways of responding to issues of inequality and oppression, and Lynch characterized the critical approach to applied linguistics by:

- (1) its interest in the ways in which language related issues are interconnected with other domains,
- (2) its research ambition to consider paradigms beyond the dominant ones,
- (3) its concern for social justice and equality, and
- (4) its requirement to be self-reflexive in itself. This view was not committed to a fixed theoretical framework, and thus allowed researchers to be open to new perspectives to deepen understanding.

Lynch argued that the critical perspective could have elements to offer language research in assessment, as an additional approach to looking at

individual language ability. Lynch saw the paradigms underlying alternative assessment as different from those of testing. Testing, according to Lynch, is mainly concerned with measuring objective entities while alternative assessment takes the view that language use can best be understood in social life and does not exist independently. He argues that the differences lie mainly in the conceptualization of validity and its criteria (Lynch, 2001:362). It is the assumptions of the research and practice with which they are embedded that determine their critical potential or alternative paradigm character.

Fairness in the critical alternative assessment perspective here means that the *learner's perspective* is taken into account, and that the assessment is so structured as to maximize ethical behavior so that the power relations between the assessor and the assessed are shifted. The assessment practice should also actively enable the construction of the self as subject, rather than the object of assessment. Here the notion of power relations is salient in the determination of ethics (Lynch, 2001:366). Language assessment and especially summative assessment in the form of language tests can, as Shohamy (2001:374) warns, be misused as forceful, undemocratic, and unethical tools by different groups in authority. They can also be used as a way of controlling knowledge, in respect to what is right/wrong, true/false and so forth. The critical perspective aims at establishing an assessment context where the learner's voice is given more room for expression, "a context in which traditional power relations are recognized and made more reversible and flexible" (Lynch, 2001:368). As both Lynch and Shohamy maintain, the critical

perspective needs to be self-reflexive in itself. The procedure needs to be continually scrutinized so as to not become in itself normative, and the expert status of traditional language assessment in the form of summative tests reconsidered in a more democratic approach, giving learners a more active role in assessment.

Alternative models of assessment can, through collaboration, lead to shared power, and thereby empower rather than subjugate the learner. But the complexities of the nature of self-assessment can also require the learner to ‘confess’ in the evaluation of their own performance. It is believed that this can occur in and through discourse associated with both summative and formative assessment and creates knowledge about the individual student. As Tan (2004:660) points out, “power should be appreciated for its productive pedagogical potential”. This is also the case for the power inherent in different assessment practices, be they alternative or traditional. Power is always present and the focus should be, first of all, on how it may be used to benefit learners. Thus, lifelong self-regulated learning and self-assessment practices should be seen as a means to learning ends. If these means are not apparent, they are not going to be taken seriously. As many learners and teachers bring with them real life experiences other than that of the prevalent educational discourse, calling attention to the forces at work is needed. Students need help to develop self-regulating techniques. Lifelong learning, self-regulation, and self-assessment seek among other things to give students tools that help them learn to learn. It

represents a shift in practice, which is a part of a broader discourse. Both the empowering and the disciplining potential of self-regulated learning and adherent self-assessment practices exist, but the question is how this power is exercised in practice, which is important. The consequences of assessment should be integrated into a wider and unified concept of validity, taking into account the wash back effects of assessment on teaching and learning in addition to the usual kinds of validity considerations.

2.3 Formative and Summative Assessment

In general, two kinds of assessment are employed by teachers in assessing their students in the classroom: formative and summative assessment. Brown (2004:6) said that formative assessment refers to a process assessment which is given during the course of instruction to show which aspect of the materials the students have mastered and where the remedial work is necessary. While the summative one refers to a product assessment focusing on the outgoing development of the learners' language and aimed at measuring or summarizing their achievement (outcome) at the end of a course or unit of the instruction.

Formative assessment is also called assessment *for* learning while summative assessment is called or assessment *of learning*. Oscarson (2009:61) said that assessment *of* learning has been used to sum up end results of achievement. Formative assessment or assessment *for* learning, on the other hand, is used to improve learning by giving the student information on his or her learning progress while still learning. Formative assessment can be given either by

one-way communication from the teacher to the student, or in conference with the student.

The main difference between the two is on their purpose and effect. Gipps (1994:125) cited in Oscarson (2009:62) said that the major arguments for developing formative assessment practices are democratic in essence, that is to promote and improve learning for all students, and leading to empowerment and self-regulation. Formative assessment includes all activities that provide information that is used as feedback to adapt teaching and learning in the classroom to student needs, and to promote student learning.

Self-assessment raised in this study gives more focus on formative assessment. According to Oscarson (2009:62), formative assessment can be a powerful tool to create “a culture of success” in the classroom, negating low self-esteem, low self-efficacy and inadequate learning approaches, so that all students are able to achieve. Feedback should be about the students’ work, in relation to previous performance and set criteria, not about the *self* or amount to a comparison with others. It should consist of concrete advice on how to improve.

2.4 Self-Assessment

2.4.1 The Nature of Self-Assessment

There are some definitions of self-assessment. Brown (2004:270) said that self-assessment derives its theoretical justification from a number of well-established principles of second or foreign language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability

to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit all keys to success.

According to Oscarson (2009:63), self-assessment accuracy is a precondition for learner autonomy. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers. A fundamental reason for self-assessment is then to help the learner become aware of achievement reached at any given time and over a longer term, and in this way enhance learning.

Self-assessment engages students to be autonomous in learning. Illes (2012:509) defined learner autonomy can be defined as the capacity to become competent speakers of the target language who are able to exploit the linguistic and other resources at their disposal effectively and creatively. Autonomous learners are independent language users capable of online problem solving and decision making. Even though this perception of the notion is language use rather than learning driven, aspects of control over the learning process that pertain to learners' particular purposes, for example finding materials for a presentation or researching a problem area in grammar or lexis, should be retained. The definition of learner autonomy should, however, exclude responsibility for matters that require pedagogic expertise and have long-term effects. It is the notion of capacity that ensures that problem solving takes place in actual instances of language use. Capacity is the creative force that enables language users to exploit the linguistic and other resources available to them for their own purposes. It is employed when

problems cannot be clearly identified in advance and are difficult to solve by reference to pre-established formulae. Presenting learners with problems that have no ready-made answers forces them to activate their problem-solving capacity and to work out solutions for themselves. In so doing, students learn how to cope with problems which do not have a ready-made formulaic solution and develop independent thinking. Autonomy in this approach therefore is not an end in itself but a corollary of efficient target language use.

Pierce and O'Malley (1996:38) stated that self-assessment is the key to using portfolios successfully in the classroom in which it involves the students and enables them to see possibilities for reflection, redirection, and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning.

To sum up, self-assessment is an ability of someone to make a judgment about his/her with the concept of reflection, while self-assessment in learning refers to a set of behaviors which enables a learner to regulate and monitor his/her own learning and set learning goals in future.

2.4.2 Background Concept and Theories of Self-Assessment

The concept of self-assessment is *reflectivity*. While the underlying theories are two forms of *constructivism* (*cognitive* and *social constructivism*), *metacognition* and *social cognitive theory*.

2.4.2.1 The Concept of Reflexivity

Reflexivity is the central concept of self-assessment. It is about how we learn to regulate and reflect what we learn. It is a central concept to self-regulation and self-reflection (Oscarson, 2009:33). Reflection is the concept of enlightenment of individual autonomous learning. Through reflection, we learn how to improve ourselves in learning. It is something worthwhile for the languagee for the language learners especially, to view back what they have done or learnt, then evaluate them, recognize their problems or weaknesses in learning and find out the solutions through self and teachers' feedback for the enlightenment or improvement in their future learning. Reflection in language learning also enables learners to adjust and cope with various situations in learning. Dyke said further in the followings:

Reflection is and has been a key concept dealt with by many philosophers from the Enlightenment to modern times, where a fast changing world forces people to make decisions without tradition for support. Because of this, it is argued that a more reflective approach to learning helps people respond and cope better in different situations in life. From some views above, I could simply add that reflection, in language learning, is something worthwhile for the learners to view back and evaluate what they have done or learnt, to adjust in various situations to get better enlightenment in future. (2006:105)

John Dewey cited Dyke (2006: 106), also saw knowledge as something which should enable people to deal with future problems. The statement is as the implication of experiential learning or a 'pedagogy of experience' in which students' individuality and autonomy are to be enhanced by giving them the opportunity to learn according to their own needs and interests.

Reflection is a process to deepen our understanding on one experience relating to others. Once we had an experience in learning, we could view it back, and it could help us to plan for future enlightenment or improvement in learning. As Rodgers (2002: 842) said reflection is a meaning-making process to deepen our understanding of one experience with other experiences and ideas. It is about our systematic way of thinking, our interaction with others and an attitude in which it values growth to ourselves and others.

The reflective learner is the one who possesses disciplined thought and open to obtain meanings in their experience. Thus, they enable to interpret their experience, recognize problems or weaknesses and generate possible or alternative solutions. The interaction with others also plays a vital role in strengthening reflection. Rodgers (2002) highlights in the followings:

The benefits of collaborative reflection, the affirmation of the value of one's own experience, the reflection of something "new" as others broaden the perspectives of understanding, and the support needed to engage in the self-discipline required.

Being autonomous in learning includes the ability to reflect. It requires some attitudes as central elements in reaching self-regulation. One is self-interest and awareness to learn. When learners own strong self-interest to learn, they could easily cope with different situations in learning, find out problems and provide self-feedback. Other forms of attitude could be self-confident, open-minded and willingness to cope with different views or perspectives in learning as Dyke stated in the followings:

a reflective attitude included single-mindedness or whole-heartedness in wanting to learn; a directness or confidence in one's own ability to learn; an open-mindedness and willingness to entertain different perspectives including an acceptance of the need to change one's own perspectives and willingness to grow; and an intellectual and moral responsibility to the self and to society. (2006: 107)

To summarize, reflection is the analytical tool that can be used by the students to better understand their own learning through self-assessment practices. Regarding self-assessment of essay writing instruction in this research, reflection is demanded by the students in the end of their learning, and it is also the reflective practice that is conveyed through the writing process model. The idea of the students' need of experience, and the experience leading the individual on to further knowledge is also the basis of the constructivist learning theory, where the students govern or rule themselves. This is further developed in social constructivism theory where knowledge is construed together with others, and through the scaffolding help of a teacher or lecturer.

Relating to self-assessment of writing academic essays in this study, reflection is implemented before, during and after the treatment of each cycle. Before the treatment, the teacher conducts previous reflection to figure out students' ability and their interest as well awareness in essay writing by giving a pre test of writing an essay and a survey questionnaire of students' interest and awareness in writing academic essays. On going reflection is carried out through students' learning logs in overall sessions of each cycle. And the last reflection is carried out after the treatment of each cycle by giving a test and survey checklist of interest and awareness to the students.

2.4.2.2 Underlying Theories of Self-Assessment

Autonomous Learners are those who enable to set their own goals, monitor their behavior and their strategic thinking. In other words, a learner who is in control of his or her own learning. Such learners are also called metalearners; those who are aware of their motives, task demands and personal cognitive resources and exert control over strategies.

Learning is a multidimensional process. While metalearning is about students' awareness of their learning and control over their strategy selection and deployment (Oscarson, 2009). Thus, self-regulating and monitoring learners are also called metalearners. Four underlying learning theories of self-assessment are thus explained further in the followings; cognitive and social constructivism, metacognitive theory and social cognitive theory.

(1) Cognitive and Social Constructivism

Constructivism is a theory of human learning which focuses on the development of the individual's self-concept and self-possessive sense of reality that forces an individual to act. Carl Rogers, studied a "whole person" as physical and cognitive, but primarily emotional, being (Brown, 2000:89). It means that theory teaches a person to function or to reach a function to be a whole person.

One form of constructivism underlying self-assessment is cognitive constructivism. The theory views that self-regulated learning emphasizes on a cognitive scheme. Based on the theory, learners have an active role to create or construct meaning from their experience. It also raises the concept of self-

awareness. Zimmerman, (2001: 29), cited in Oscarson (2009:36) describes the theory further in the following:

The cognitive constructivist view of self-regulated learning is based on the work of Piaget, among others, who advanced the notion of a cognitive schema underlying all bases for human learning and recall, and ascribing logic and conceptual coherence as the basis for these schemas. The constructivist view presupposes the active role of the learner and that it is inherent in man to construct meaning from experience. Self-awareness develops when the child reaches the level of what Piaget calls the cognitive level of “formal operations”.

The constructivist view of learning implies that the learner actively construes knowledge from the surrounding world and in interaction with others. Different individuals will have different understandings of experiences and create meanings that are personal to them when knowledge is internal and personal to the individual. Being aware of one’s own learning should then construct their meanings in interacting with others.

Another form of constructivism underlying self-assessment is social constructivism. This theory views knowledge as something that grows and develops due to the interaction between the teacher and the learner in a social environment. This theory views that learners are required to be aware of themselves so that they could monitor and regulate their own learning. Learners are supposed to be independent and autonomous. The teacher’s role here is facilitating them to achieve their goals in learning. The central of learning is very much students-oriented. Oscarson explains further in the followings:

In the constructivist theory there is a need for the learner to be aware of his or her own learning so that the learner is able to regulate and evaluate the learning process him- or herself. The development of metacognitive skills is of importance to this procedure. The social constructivist perspective on learning puts the student at the centre of the learning process and the metacognitive functions are accorded an important role in individuals' building of new knowledge (2009:37).

Relating to this study, underlied by the theories, students play important role in creating, generating and organizing ideas in writing essays. They explore their cognitive skills with the help of their lecturer. They try to find out their weakness or problems in all stages of process writing and also find out their own feedback and their lecturer's. This shows their efforts to develop their metacognitive skills and social interaction with the teacher in classroom.

(2) Metacognitive Theory

Another theory underlying self-assessment is metacognition. Eleonora and Louca defines as follows :

Metacognition is a concept that has been used to refer to a variety of epistemological processes. "Metacognition" essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions. (2008:15)

The definition implies the role of an individual in perceiving, understanding and remembering and so on. He/she should be aware of the importance of reflection of what she/he has done in learning. Flavell (2000) cited Eleonora and Louca (2008:16) divides metacognitive theory into two areas of study: knowledge and processes. Metacognitive knowledge includes understanding of how minds work in general and how your own mind works in particular. The processes of

planning, monitoring, and regulating thoughts are generally known as executive processes, which involve the interaction of two levels: At one level is the creative, associative, wandering mind and above it is the executive, trying to keep it on task.

While Ertmer and Newby (1996) claim that metacognition facilitates the strategic performance of expert learners and that reflection provides the critical link between knowledge and control of the learning process.

As a powerful link between thought and action, reflection can supply information about outcomes and the effectiveness of selected strategies, thus making it possible for a learner to gain strategy knowledge from specific learning activities... Whereas metacognitive knowledge might be regarded as the 'static' knowledge one has accumulated regarding task, self and strategy variables... reflection is believed to be a more active process of exploring and discovering... (1996:14).

In their exploration of reflection, Ertmer and Newby advances the notion of notions of reflection *on* action and reflection *in* action to include reflection *for* action. Reflection *on* action is defined as the active process of making sense of past experiences for the purpose of orienting oneself for current and/or future thought and action. Reflection *in* action is managing the process of learning and constantly adjusting and changing as new information is assimilated. However, reflection *for* action is employing reflective thinking skills to evaluate the results of one's own learning efforts.

To summarize, metacognition is classified in the four following basic components:

- (a) *Metacognitive Knowledge* (also called metacognitive awareness) refers to what individuals know about themselves and others as cognitive processors.
- (b) *Metacognitive regulation* is the regulation of cognition and learning experiences through a set of activities that help people control their learning.
- (c) *Metacognitive skills* refer to conscious control processes such as planning, monitoring of the progress of processing, effort allocation, strategy use, and regulation of cognition.
- (d) *Metacognitive experiences* are those experiences that have something to do with the current, on-going cognitive endeavor.

Relating to this study, metacognitive strategy help the students to become aware of their own mental learning processes and giving them an opportunity to become more independent and autonomous learners. It also helps both teachers and students regulate their planning, monitoring the teaching and learning process of essay writing. The lecturer and the students emphasize problem solving, the verbalization of thinking strategies, as well as modelling techniques and discussions.

When monitoring and assessing, constructive feedback such as helping students understand why they are wrong so that they can learn from their mistakes, either in the form of individual errors or patterns of errors, seems most effective. Thus, here there is great potential for the improvement of students' performance in writing essays.

(3) Social Cognitive Theory

This theory emphasizes on the notion that individuals have a system of beliefs about themselves that enable them to control their actions. It has been influential in research on social factors in self-regulation, which focuses on interdependent personal, behavioral, and environmental influences (Zimmerman, 2001:19).

An individual's behavior is determined by the interplay between these factors. Behavioral outcomes form future expectations. Self-regulation can be seen as a cyclic process which includes three major phases; forethought, performance or volitional control and self-reflection (Zimmerman, 2001). Forethought includes goal setting, strategic planning, goal orientations, and intrinsic interest. Performance includes attention focusing, self-instruction and self-monitoring.

The effective thought in learning is that individuals believe to the notion that they enable to produce the desired results or outcome. The notion of the learners' belief is one way to look at the difference between ability and performance. Some students believe that they are able to master the content, a subject area of language but the others don't. According to Pintrich (1999: 465), learner beliefs are positively related to self-regulatory strategies such as planning, monitoring, and regulating. Low beliefs of one's own abilities are generally associated with poor strategies (Lemos, 1999).

Thus, relating to this theory, students as the subject of this study could have strong beliefs in learning to write academic essays through self-assessment practices since these involve reflection. In addition, the implication of both the concept and the theories relating to self-assessment practice in essay writing would be discussed in the chapter.

2.5 Self-Assessment of Writing

Self-assessment is a key issue in autonomous learning. It enables students to set goals and to monitor and evaluate their own learning. According to O'Malley (1996:151), self-assessment encourages the type of reflection needed to gain increased control as a writer. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers.

Self-assessment is effective since it involves the students and enables them to see possibilities for reflection, redirection and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning. Self-assessment is a process through which students must be led (O'Malley, 1996:39). Teaching students to evaluate their progress begins with realizing that students will be learning new skills. As such, they need plenty of opportunities to learn and apply these skills with feedback on how they are doing.

(1) Setting Criteria. In order that the students evaluate their own work or performance, they need to be able to see examples of good work and understand

by what standards it has been judged. For example, if you want to ask your students to write an essay, you have to provide sample of a good essay. You should tell them the characteristics of such an essay in order that they could evaluate the given sample that will help them to write their own essay.

(2) Applying Criteria. Once students have participated in identifying criteria to assess their work, they need opportunities to apply the criteria. The students could work in pairs or group to evaluate the sample work from the teacher using criteria chart or checklist. Through this, the students would be able to identify the strengths and the weaknesses of the sample.

(3) Setting goals. After applying criteria, the students begin to identify the strengths and the weaknesses in their work. Weaknesses become improvement goals. By working together in pairs or groups and getting feedback from the class, students get practice in identifying weaknesses in their work and in setting realistic goals. Once students set goals for other's work, they can set goals for themselves with a portfolio partner and then individually.

(4) Working toward goals. Students carry out their work by referring the goal they make. Teacher facilitates them to remember their goals and help them to achieve the goals.

(5) Using goals to improve instruction. In addition to making time for the students to set and discuss goals, teachers also need to make time to allow students to work toward those goals in daily class activities. This an optimal opportunity for linking assessment with instruction.

O'Malley (1996:151) stated that self-assessment in writing encourages the type of reflection needed to gain increased control as a writer. Self-assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning. Taras (2001:605) describes three features which allow students increased access to assessment procedures to help them carry out self-assessment from an informed position.

These are first of all to use summative graded work for self-assessment, secondly to receive tutor feedback to understand and identify errors prior to self-assessment, and thirdly that students do not receive grades until after they have worked with formative self-assessment practices for learning purposes.

O'Malley (1996:151) added that there are four ways in which you can encourage self-assessment are through dialog journals, learning logs, self-assessment of interests and writing awareness, and checklists of writing skills. These instruments are used for self-assessment practices in this study.

- (1) Learning Logs. In one type of learning log, students make entries during the last five minutes of each period, responding to the following types of questions ; what did I learn today?, what strategies or approaches worked best for me in learning?, what was hard to understand?, what will I do to understand better?.
- (2) Survey Checklist of Writing Interest and Awareness. Students are asked to indicate their attitudes toward writing and gauge their improvement as writers. Students can complete self-assessment like this once they have sufficient command over English to be able to respond to the questions. By

occasionally reviewing the Survey of Writing Interest and Awareness, you can keep in touch with your student's experiences during the writing process.

(3) Writing Strategies. One of the most important components of writing is the strategies the students use in pre-writing, during writing and after writing. Pre-writing strategies focus on the topic review and organization, strategies used during writing advance the writing toward meeting the original purpose. After writing, students reread, revise and edit their writing to ensure whether it meets its original purpose.

(4) Writing Dimensions Checklist. The students check their writing using a checklist in which they could review the quality of each written piece for dimensions such as composition, style, sentence formation, usage, and mechanics.

2.6 Writing in EFL Learning

2.6.1 The Nature of Writing

Language is primarily speech and writing is a means to preserve it. Writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students.

Writing is an act to produce ideas in a structure ways. In principle, to write means to try to produce or reproduce written messages. According to Pierce and O'Malley (1996:136), "writing is a personal act in which writers take ideas or prompts and transform them into 'self-initiated' topics." A person who composes

a message or story in the form of text is generally known as writer or an author. In addition, according to Meyers (2005: 2) writing is a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. It is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. For EFL learners, it is undeniable that writing is assumed to be the most the difficult skill for learners to master. The complexity lies not only in inventing, expressing, and organizing ideas but also in translating or interpreting them into texts which are readable. As Nunan (2003:88) highlighted that writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers who need to have ideas in certain ways.

In the process of teaching and learning to write at school or universities in Indonesia, teacher judgment always plays an important role in the assessment of writing. Teachers ask students to write a number of topics and then assess the substantive information contained in the message conveyed, and the mechanics of writing (spelling, capitalization, and punctuation). Teachers typically define the topics for writing, establish the criteria for evaluating the writing and grade the writing themselves. This teacher-centered approach is not surprising given that many teachers have origins in a transmission model of learning and instruction, in which teachers provide the basic knowledge to be imparted to students. The transmission model isolates content areas in teaching and emphasizes mastery of component skills in sequential order.

Thus, this study is intended to alter the existing phenomenon as described above in the teaching and learning of writing by moving the teacher-centered approach into student-centered approach through self-assessment practices.

2.6.2 Purposes and Types of Writing

In the writing class, the teacher asks the students to write within variety of different purposes depending on the genres writing. The purpose in writing determines the nature of writing. Students need clear specification of the purpose in order to compose a piece that responds the task. The students who write many different genres of writing obtain a broader repertoire of writing abilities and an increased understanding of the value of writing for interpersonal communication, for documenting new ideas, and for achieving their own goals than those who do not.

Pierce and O'Malley (1996:137) stated that writing at least has three purposes: informative writing, expressive/narrative writing, and persuasive writing. The purpose of informative writing is to share knowledge and give information, directions, or ideas. Examples of this kind of writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. It could also include a biography about a well-known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall to analysis and synthesis.

Informative writing help writers integrate new ideas and examine existing knowledge.

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is also based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, and discovery or, simply as fun writing and can include poems or short plays. While in persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use high level cognitive skills in this type of writing such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or a problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

The three purposes of writing describe the types of writing the students do in the classroom. They may write narrative stories, their personal experiences, or even biographies of people they have known. The point here is the student ability to write may vary depending on the purpose.

In general, writing is classified into three types: scientific articles, research papers and proposals. The first is normally intended to reach a wider audience than

research papers. They are written depending on who the readers are likely to be. A more scholarly, academic or discipline-specific journal will allow specialized vocabulary, while a piece in a more popular magazine, for example, will present and explain the data in an accessible manner for a wider audience. The writer must know what kind of people he or she is writing for. This kind of writing has three parts: introduction, body, and conclusion.

Research papers can appear in specialist journals or be presented at conferences. A research paper has a more closely defined structure than an article or essay. There are normally more sections in a research paper or scientific report such as title, abstract, introduction, methods/materials, results, conclusion, etc. and these tend to follow each other in a fixed sequence. Obviously these may vary, depending on the nature of the research done. And proposals may well be the least popular form of writing for researchers but they are necessary. The purpose of a proposal is to ask for funding in order to make research possible. As there is only a limited amount of money in the world for research, you need to make the case for your particular research as effectively as you can. A proposal must demonstrate that your research project is worth the time, effort, and money to accomplish it. It must make the need for money and time easily understandable and it must propose an appropriate recipient for the funding.

Meanwhile, Brown (2004:220) describes that there are four categories of writing skill area. Those four categories are imitative, intensive, responsive, and extensive writing. Imitative is the steps where the students need to be able to spell the word correctly. Not only the ability to spell correctly, this category also need

the students to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. It usually happened in elementary school level. In intensive writing, the students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence. In responsive Writing, the students usually have a great desire. They begin curious on what their teacher give and try to ask a lot of things correlated to their teacher explanation. They will ask as much as possible they can. This skill area of writing is usually intended for Senior High School level. And Extensive writing is the steps of the students that they can transfer the knowledge. It implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. They tend to be focus on achieving a purpose, organizing and developing ideas logically, using detail to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learner.

The categories of writing previously described shows the level of writing ranging from the low or easy up to the most complex ones. Furthermore, concerning with the types of writing, Brown (2004:219) particularly describes writing into three kinds: academic writing, job-related writing, and personal writing. Academic writing include many forms such as papers and general subject reports, essays, compositions, academic journals, short-answer test responses, technical reports, theses, dissertations and the like. Job-related writing consists of messages, letters/emails, memos, reports, schedules, labels, signs, advertisements,

announcements, manuals, etc. Personal writing includes letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, remainders, financial documents, diaries, personal journals, fiction, etc.

To sum up, the distinction of types of writing previously described seem to be similar from one to others. In general, writing is divided into three parts; academic, general writing and personal writing. In this recent study, academic writing is selected as the main variable of this study for this research is conducted to university students as academics.

2.6.3 Genre-based writing

The term “*genre*” is used nowadays in many contexts. In EFL writing, it relates to how the writer groups texts together and typically use language in certain situations. Such a term becomes very popular in language education today. Ann John (2002:3) cited in Hyland (2007:5) referred to as “a major paradigm shift” in literary studies and teaching. Learning to develop genre-based writing works enables students to produce their writing as social and cultural practice. Also, they can develop their social communicative competence by including rhetorical understanding of a text. The focus will be the language and discourse features of particular texts and the context in which the text is used. The students are expected to comprehend the social function, the generic structure, and the language feature of a text.

To reach the goals of genre-based instruction, an appropriate approach or model is required. The teaching of writing utilizing teacher-centered approach

today is often considered as a frustrating task and many end in failure. This study presents the needs analysis in designing a model of self-assessment in genre-based writing class for EFL learners, the students of English Education Department of Pancasakti University. The results of this study are used as the bases in developing a model in genre-based writing class focusing on student-centered approach and promoting learner autonomy.

CHAPTER III

SELF-ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR EFL LEARNERS

3.1 Model Development

This self-assessment model was developed on the basis of needs analysis and the results of theoretical and empirical review on self-assessment practices in the context of EFL learning, particularly writing instruction. The needs analysis was conducted at the English Department of Pancasakti University Tegal, intended to gather information relating to the teaching and learning process of genre-based writing. The results showed that instruction was still set in traditional setting in which teachers played a central role both in teaching and assessment. Teacher mainly focused on presenting the theoretical frameworks of the subject matters taught instead of providing some alternative strategies for students to work with. Accordingly, most of them were tied in the situations in which they were unwilling to write. In other words, students were not facilitated to figure out the approaches or strategies best worked from them in learning to write. Some students were still dissolved in a point of view that writing is a natural gift rather than a learned skill so that they were reluctant to learn to write seriously. Moreover, they were not facilitated to get into their learning problems and how to deal with them. Considering the phenomenon, finding or selecting an effective model was considered very necessary in teaching genre-based writing in the department which enables to encounter such writing barriers.

Considering some phenomena previously described, this self-assessment model in teaching academic writing for EFL learners was developed with several distinctive characteristics. This model contains more self-assessment instruments to carry out self-assessment in wider domain. It not only facilitates students to get actively involved in self-editing during the polishing stage of the writing process, but also to figure out more on their metacognitive aspects such as writing strategies and interest and awareness. The model also helps students with mini lesson before implementing self-assessment practices in the classroom. Students learn some models of well-organized writing works as a point of departure to start their writing. Working collaboratively in the classroom, students also learn to practice reviewing and assessing sample writing works using self-editing instrument in this model. In carrying out self-editing process during the writing process, students actively search feedback from their teacher and peers to cope with learning difficulties. In addition to that, at the end of the learning process, reflection is conducted to discuss problems encountered during the teaching and learning process and figure out ways to deal with them.

3.2 Components of the Model

The components of self-assessment model in teaching genre-based writing for EFL learners is described in the following figure:

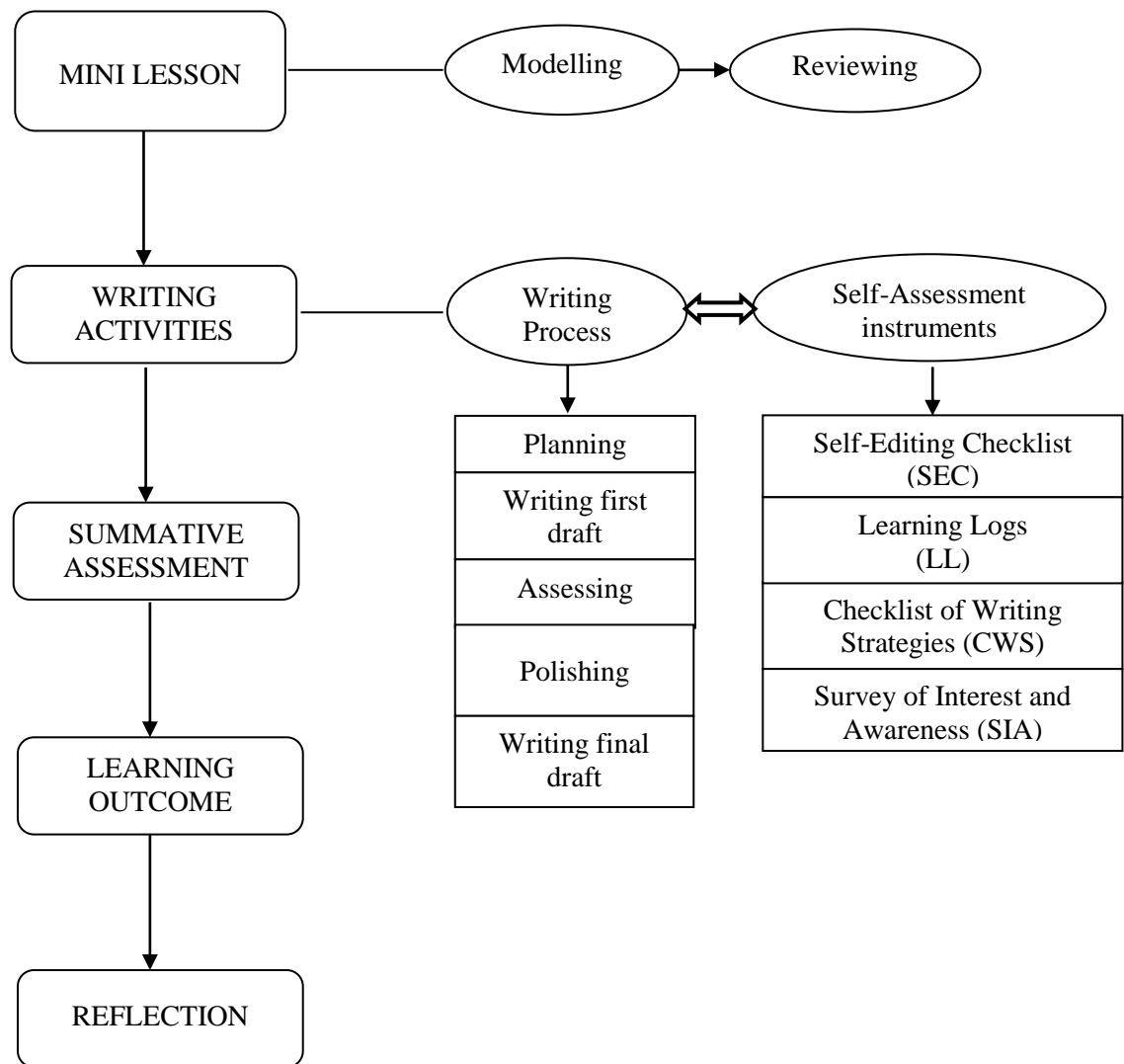


Figure 1: The flowchart of self-assessment model of genre-based writing class for EFL learners

Drawn from the figure 1, this model encompasses five components: mini lesson, writing activities, summative assessments, learning outcome, and reflection.

3.2.1 Mini Lesson

Mini lesson (criteria) is an important part in self-assessment. Teacher should provide criteria or standards students must follow in order that they can make judgment on their own. This is a key element of self-assessment. According to Boud (1986:1) criterion is a requirement of self-assessment to be able to engage with and if possible involve students in both discussion and understanding of criteria and/or formulating the criteria used in assessment. While O'Malley and Pierce (1996) added that in order to carry out self-assessment, students must be led. This mini lesson is carried out by two activities: modeling and reviewing. Teacher presents some models of essay to be critically reviewed in terms of strengths and weaknesses.

3.2.2 Writing activities

During writing instruction, students are assigned to write a number of writing tasks following the models provided by their lecturers using the steps of writing process adapted from Oshima and Houghton (2006). In this stage, self-assessment instruments are also embedded.

a. Writing process

In this study, self-assessment practices are associated with the steps of writing process. A writing process provides the students with a series of steps

of writing from the most-simple activity until the more complex one. Through such an approach, students are led to write following a series stages or steps of writing. The writing process is on the contrary to the traditional method of teachers in which they assign a set writing topic, with students writing and handing in their works without revision during a certain time period. Teachers get used to using direct correction. The traditional way of working, also tends to give the students the impression that it is the teacher who is responsible for improving the written text.

Generally, writing process consists of three major parts: pre-writing, writing and post writing. To have an effective writing instruction, we need to systematically teach our students problem-solving skills connected with the writing process to realize specific goals in each stage of the writing process. Writing process is intended to produce something in a formal written form of writing which consists of several stages. Harmer J. (2004:4) mentions four stages in a writing process: planning, drafting, editing and final version.

Seow (1995:60-63) stated that a process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teacher namely responding (sharing), evaluating and post writing. Oscarson (2009:76) simply describes the writing steps ranging from pre-writing which includes generating and gathering ideas and facts through for example talking and reading, multiple rough drafts, sharing drafts through

reading own or peer work, feedback and revision to improve content and organization on the drafts, and editing for formal language errors (i.e. spelling and grammar) at the final stage and last version to be published, posted and/or graded. Mean while, Oshima and Hogue (2006:266-278) mention steps of the writing process consisting of pre-writing (creating), planning, drafting, polishing and writing the final copy.

Developed from the model of writing process from Oshima and Hogue (2006), the steps of the writing process in this model are described as follows

1) Planning

A good planning will help students better develop their writing to meet the purpose of writing itself. The planning stage includes determining a topic and narrowing it down. Teacher provides various topics of which the students choose one they are interested in. Then, they narrow the topic down by generating ideas that can be done in some activities such as brainstorming, small discussion or talk about the topic, rapid freewriting, clustering, and so on. At the end of this stage, an outline or semantic map is set.

2) Writing the first draft (Drafting)

Following the outline, the students write their first draft. They do writing at this stage focusing on elaborating or developing ideas in order that their writing meets its purpose. They do not have to worry about the format, grammar or the mechanical skills such as spelling, word selection (diction), and capitalization. They only focus on developing content of their writing.

3) Assessing

Students do assessing their work at this stage as they learn criteria with their teacher in the mini lesson. They score their essay using the criteria or rubrics in order that they are able to identify which aspects of their draft they are still weak at. This is used as the basis for revising and editing their draft.

4) Revising

At this stage, the students focus on checking their writing for content and organization including unity, coherence, and logic. Dealing with content, they could change, rearrange, add, or delete any parts, all for the goal of communicating their thoughts more clearly, more effectively and in a more interesting way. They also check to make sure that their essay has a complete organization: introduction, body, and conclusion. Moreover, they check whether or not they use proper transitional signals.

5) Editing

In editing, the students focus on checking their writing for grammar, vocabulary, sentence structures, format and mechanical skills such as punctuation, spelling, etc. For examples, they look for incorrect sentence structures, and places to combine short sentences. They also check subject-verb agreement errors and verb tense errors.

6) Writing the Final Copy/Draft

The students do re-writing at this stage in which their writing is expected to be neat and legible. As soon as they finish, they may reread again

and re-write if there are some changes or revisions since writing is a continuous process.

b. Self-assessment instruments

Self-assessment instruments in this model consist of four components: self-editing checklist (SEC), learning logs (LL), checklist of writing strategies (CWS), and survey questionnaire of interest and awareness

1) Self-Editing Checklist (SEC)

This checklist was developed from the model of self-edit checklist from Oshima and Hogue (2006). Through this checklist, students learn to self-edit several aspects of their writing including format, mechanics, content, organization, grammar, and sentence structures. They self-edit their draft to have good format, correct spelling, punctuation and other mechanical skills. They also learn to assess whether their writing is interesting or not to read, and whether their writing is produced with care and thought or not, and whether or not their essay has a good organization. Furthermore, students are able to recognize their mistakes on several grammatical aspects in their writing such as tenses, conjunctions, etc. In addition, since writing is an art, using various types of sentences in writing is artful. Throughout this instrument, students can figure out the type of sentences they most use. When simple sentences are mostly used, they could modify into more complex ones so that their writing is artful. (See Appendix 2).

2) Learning logs (SEC)

Throughout this log, students spend 5 up to 10 minutes after each period of teaching to write entries. (See Appendix 2).

3) Checklist of Writing Strategies (CWS)

This checklist was developed from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990) cited in O'Malley (1996:154) cited in O'Malley and Pierce (1996). Through this checklist, students assess their strategies before, during, and after writing. Pre-writing strategies focus on topic review and organization. Students learn to recognize the strategies in generating ideas about the topic and making outline or semantic map of the topic. Strategies used during writing focus on the content. After writing, students identify their strategies in rereading, editing, and revising their essays. (See Appendix 3)

4) Survey of Interest and Awareness (SIA)

This questionnaire was developed from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990) cited in O'Malley (1996:154). It is employed to determine the students' attitude toward academic writing. Students are asked to identify their interest and awareness which include their perceptions, care, and seriousness in learning to write essay. Simply, students are asked to indicate their attitudes in learning academic writing and gauge their improvement as writers. Hence, teacher can share with students' experiences during the writing process.

Teacher can find out the strengths and weaknesses of the students so that they can give feedback for improvement and resetting instructional goals in future. (See appendix 4).

3.2.3 Summative assessment.

Summative one refers to a product assessment focusing on the outgoing development of the learners' language and aimed at measuring or summarizing at the end of a course or unit of the instruction. It also called assessment of learning which is used to to sum up the results of achievement.

Relating to this study, summative assessment is conducted by giving writing test at the end of instruction to see overall progress of learning during learning to write through self-assessment practices. Students' writing strategies, interest and awareness as well as monitoring strategies, are also figured out through this type of assessment.

3.2.4 Learning-outcome

The learning outcome in implementing self-assessment model in teaching academic writing, is comprised of four aspects: students' achievement, strategies, interest and awareness, and learning monitoring strategies in academic writing class. Students' writing achievement is derived from the results of students' writing scores in pre-test and post-test. Things that have not been passed or achieved would be recognized. The strengths and the weaknessess of the students in learning academic writing will be the reference to reset the instructional goals.

3.2.5 Reflection

The self-assessment in this study is based on the theory that metacognitive skills are important in developing autonomous learning skills. The metacognitive skills covers self-regulation, self-monitoring, and self-assessment. Metacognition essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions (Eleonora and Louca, 2008: 15). Reflection helps learners deepen their understanding of one experience with other experience and ideas as it is about our systematic way of thinking, our interaction with others and an attitude in which it values growth to ourselves and others (Rodgers, 2002:842).

For students' reflection, at the end of the writing process, the metacognitive aspects are figured out from the checklist of writing strategies (CWS), and survey questionnaire of writing interest and awareness (SWIA).

BAB IV

MODEL IMPLEMENTATION PROCEDURE

This chapter presents a set of activities of both teacher and students in implementing self-assessment model in academic writing class. As shown in figure 2, both teacher and students are involved in the following activities in implementing self-assessment model in genre-based writing class:

4.1 *Delivering instructional objective.* At the beginning of instruction, teacher delivers the instructional objective of academic writing which was developed from the standard competence and basic competencies in the existing syllabus so that it enables students to figure out what to be achieved in learning academic writing, particularly essay writing. Teacher also prepares the materials of essay writing as the subjects matters taught in academic writing class. Regarding the instructional objective, the learning materials of essay embrace several aspects of essay writing such as the development of essay, types of essay, unity and coherence, sentence types and grammatical features in essay, rethorical strategies, etc.

4.2 *Conducting mini lesson.* Teacher plays a central role in applying mini lesson. This is about setting criteria with the involvement of the students so that self-assessment practices in the classroom can be worked out successfully. Defining characteristics of self-assessment is the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards (Boud 1995: 12).

Through mini lesson, teacher presents some models of well-organized essays which have clarity in meaning, accuracy in format, mechanics, grammar, and sentence structures, and clarity in content and organization. Another form of mini lesson is reviewing. Teacher provides sample essays to be reviewed with students in the classroom to figure out their strengths and weaknesses.

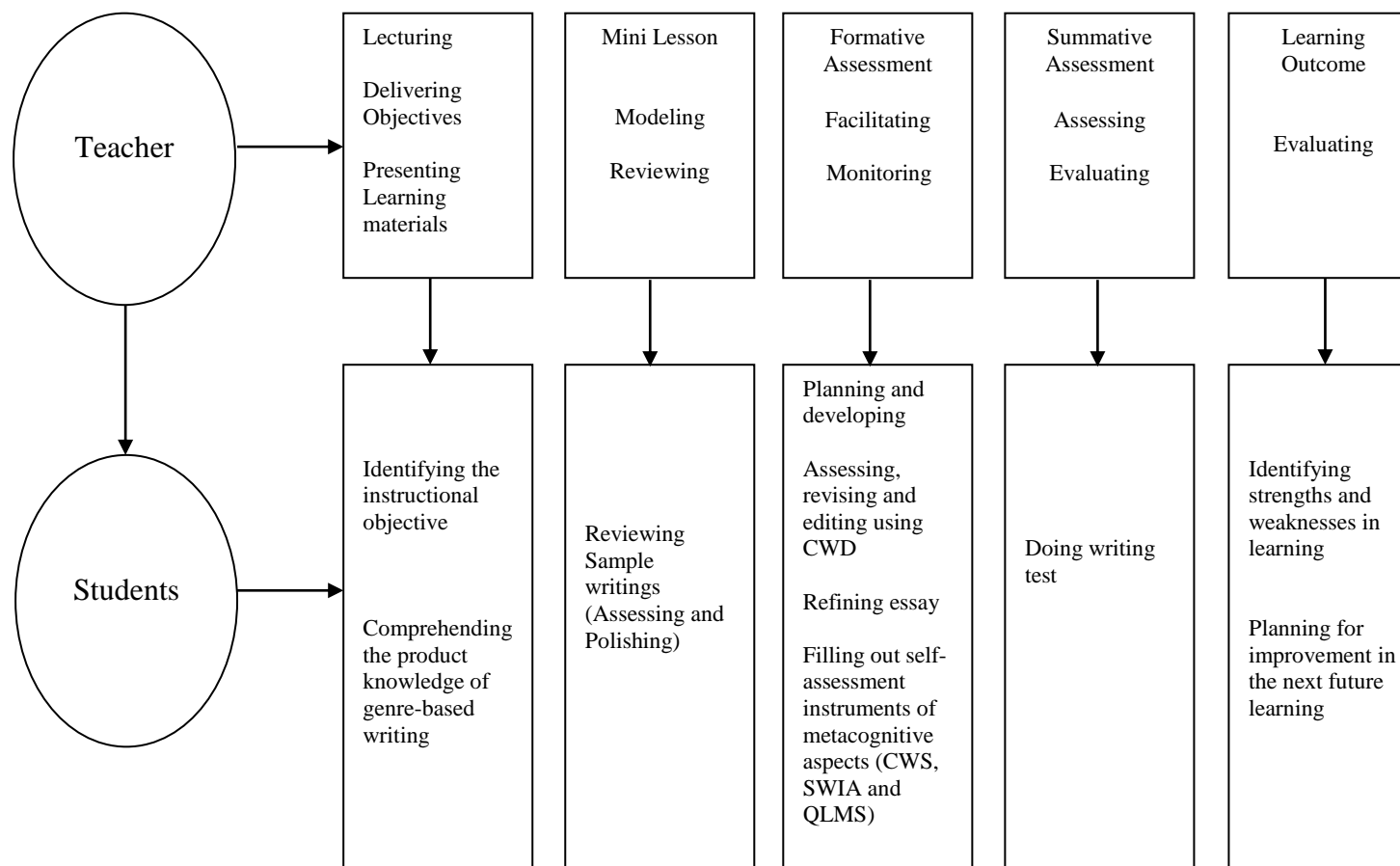
4.3 Conducting formative assessment. After mini lesson, formative assessment is administered. This is where self-assessment practices take in action associated with process-based writing instruction. Such an assessment should be conducted at least two times during the teaching and learning process of essay writing. The results of the first formative assessment are used to make refinements or improvements in the next assessment. In formative assessment, teacher assigns students to develop essay on some topics using the steps of writing process which consist of planning, writing, assessing, revising, editing, and writing the final copy. The self-assessment instrument, self-editing checklist (SEC) is employed by students in assessing, revising, and editing stage. By using this checklist, students are dissolved in the situations in which they figure out their problems or weakness in writing and find solutions to cope with them by gathering feedback from their peers and teacher. During the writing process, they employ learning logs and at the end of the writing process, students do reflection. They employ checklist of writing strategies and survey questionnaire of Interest and awareness.

4.4 Conducting summative assessment. At the end of the writing instruction, teacher administers essay writing test to the students to find out the effect of self-

assessment practices during the teaching and learning process of academic writing. This summative test is timed based in which students develop their writing on the given topics.

4.5 *Discussing learning outcome.* Learning outcome is then analyzed for reflecting or giving a meaning toward genre-based writing instruction with self-assessment practices. Things that have not been passed or achieved would be recognized. The strengths and the weaknessess of the students in learning academic writing will be the reference to reset the instructional goals.

Figure 2: Implementation procedure of the self-assessment model in teaching genre-based writing for EFL Learners



CHAPTER V

CONCLUSION AND SUGGESTION

This self-assessment model was developed from the results of needs analysis, theoretical and empirical review. It is different from the existing models in terms of content and implementation. The content embraces more self-assessment instruments that can be used to apply self-assessment practices in academic writing class in a wider domain, covering both cognitive and metacognitive learning aspects of the students. Through this model, students not only learn to produce well-organized essays, but also to figure out their attitude in terms of writing strategies, interest, and awareness and learning monitoring strategies. Finally, this model is addressed to be implemented in academic writing class of English Department, Pancasakti University Tegal.

In future, this model can also be implemented to other types of writing or other skills of language by making some adjustments on its contents.

BIBLIOGRAPHY

- Benson, P. 2007. Autonomy in language teaching and learning. *Language Teaching Journal*. 40/1: 21–40.
- Birjandi P, (2010). The Role of Self-Assessment in Promoting Iranian EFL Learners' Motivation. *ELT Journal*, Vol.3/3 Published by Canadian Center of Science and Education
- Brown, H. Douglas. (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching : Fourth Edition*. San: Addison Wesley Longman, Inc.
- Chan, V. 2003. Autonomous language learning: the teachers perspectives. *Teaching in Higher Education* 8/1: 33–54
- Dyke, Martin. (2006). The role of the 'Other' in reflection, knowledge formation and action in a late modernity. *International Journal of Lifelong Education*, 25, (2), 105-123.
- Eleonora P., Louca., (2008). *Metacognition and Theory of Mind*. Newcastle: Cambridge Scholars Publishing.
- Ertmer, P. A., & Newby, T. J. (1996). The expert learner: Strategic, self-regulated and reflective. *Instructional Science*, 24, 1-24.
- Fairclough, Norman. 1995. *Critical Discourse Analysis*. London: Longman
- Ferris, D., (1995). *Teaching Students to Self-Edit*. TESOL Journal.
- Flavell, John, H. 1979. *Metacognition and cognitive Monitoring*. *American Psychologist*, 34, (10), 906-911.
- Gipps, Caroline. 1994. *Beyond Testing: Towards a Theory of Educational Assessment*. London: The Falmer Press.
- Harmer, J., (2004). *How to Teach Writing*. Essex: Pearson Education Limited
- Hyland, K. (2007). *Genre and second language writing*. Michigan: University of Michigan Press.
- Illes, E. (2012). Learner Autonomy Revisited. *ELT Journal* 66/4 505-513n
- John, A.M. (Ed). (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Lawrence Erlbaum

- Lemos, Marina, S. 1999. Students' goals and self-regulation in the classroom. *International Journal of Educational Research*, 31(6): 445-551.
- Lynch, B. K. 2001. Rethinking assessment from a critical perspective. *Language Testing*, 18:4, 351-372.
- Matsuno, S. (2009). Self-, Peer-, and Teacher- assessments in Japanese University EFL Writing Classrooms. *Language Testing*, 29(1), 75-100.
- Meyer, Allan. 2005. *Gateways to Academic Writing*. New York: Longman
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw Hill.
- O'Malley and Pierce J.M., Pierce,V., (1996). *Authentic Assessment for English Language Learners*. Longman.
- Oscarson, A.,D., (2009). *Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level*. Göteborg : Geson Hylte Tryck.
- Oshima A., Hogue A., (2006). *Writing Academic English*. Pearson : Longman
- Pintrich, Paul, R. 1999. The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31:464-466.
- Rodgers, Carol., 2002. Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record*, 104 (4): 842-866.
- Sadek, N., (2011). *The Power of Self-Assessment in Language learning*. LAP Lambert Academic Publishing
- Shohamy, Elana. 2001. *The power of tests: a critical perspective on the uses of language tests*. London: Longman
- Seow, Anthony., (2003). *The Writing Process and Process Writing*. TELL Journal.
- Tan, Kelvin, H.K. 2004. Does student self-assessment empower or discipline students? *Assessment & Evaluation in Higher Education*, 29 (6): 651-662.
- Taras, M., (2001). The use of tutor feedback and student self-assessment in summative assessment tasks: Towards transparency for students and for tutors. *Assessment & Evaluation in Higher Education*, 26(6), 289–306.

- Taufiqulloh, (2014). Developing A Self-Assessment of Academic Writing for EFL Learners. *English Review Journal*..Volume 3 December 2014, ISSN : 23017554
- Taufiqulloh, (2016). Using a Self-Assessment Model in Indonesian EFL Writing Class. *Thaitesol Journal*. Volume 28 No. 1 June 2015, ISSN 22868909
- Wang, H. & Wang, Y. (2007). The Addition of an Affect Test and Self-assessment into ESL Writing Assessment: Process and Effect. *Asian EFL Journal*, 20.
- Weigle, (2000). *Assessing Writing*. Cambridge: Cambridge University Press.
- Zimmerman, Barry. 2001. *Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis*. New Jersey: Hahwah.

APPENDICES

Appendix 1

Self-Edit Checklist of Writing Dimensions (SEC)

Name :

Date :

Topic :

Write your answer by circling the selected numbers interpreted in the following scale (shown in percentage)

1 : 85%-100% , excellent/perfect

2 : 75%-84% , good, few changes

3 : 61%-74% , fair, partly changed or replaced

4 :> 60% , poor, huge revision or removed

Format and Mechanics

| | | | | |
|--|---|---|---|---|
| The title is centered | 1 | 2 | 3 | 4 |
| The first lines of paragraphs are indented | 1 | 2 | 3 | 4 |
| Margins are used correctly on both sides | 1 | 2 | 3 | 4 |
| Each paragraph consists of more than three sentences | 1 | 2 | 3 | 4 |
| My words are spelled correctly | 1 | 2 | 3 | 4 |
| I use capitals correctly to start sentences and others | 1 | 2 | 3 | 4 |
| I use punctuation (periods, commas, etc) correctly | 1 | 2 | 3 | 4 |

Content and organization

| | | | | |
|---|---|---|---|---|
| My essay is easy to understand | 1 | 2 | 3 | 4 |
| I organize or map ideas as well | 1 | 2 | 3 | 4 |
| My essay is rich of ideas | 1 | 2 | 3 | 4 |
| My essay is interesting | 1 | 2 | 3 | 4 |
| I acknowledged the sources of references/quotations | 1 | 2 | 3 | 4 |
| My essay has introduction, body and conclusion | 1 | 2 | 3 | 4 |
| Type of introduction I used (funnel, historical background, surprising statistics, dramatic story, etc) _____ | | | | |
| The introductory paragraph ends with thesis statement | 1 | 2 | 3 | 4 |
| The body has _____ paragraphs. The topics of the body paragraphs are as follows : | | | | |
| 1. _____ | | | | |
| 2. _____ | | | | |
| 3. _____ | | | | |
| 4. _____ | | | | |
| All paragraphs are on the topic (unity) | 1 | 2 | 3 | 4 |
| My essay flows smoothly from beginning to end (coherence) | 1 | 2 | 3 | 4 |
| I repeat key nouns | 1 | 2 | 3 | 4 |
| I use pronoun consistently | 1 | 2 | 3 | 4 |
| I use transition signals correctly | 1 | 2 | 3 | 4 |
| I use transition to link paragraphs | 1 | 2 | 3 | 4 |
| The conclusion summarizes the main points | 1 | 2 | 3 | 4 |

Word/Sentence Use

I used some new vocabulary
What are they?.

1 2 3 4

I checked my essay for the types of sentences used
Examples:

1 2 3 4

I used correct subject-verb agreement
Examples:

1 2 3 4

I used correct word order
Examples:

1 2 3 4

I used correct word class
Examples:

1 2 3 4

I used correct word choice
Examples:

1 2 3 4

Grammar

Number found and corrected

I checked my essay for errors in tenses
Examples:

I checked my essay for errors in articles
Examples:

I checked my essay for errors in verbs
Examples:

I checked my essay for errors in prepositions
Examples:

I checked my essay for errors in conjunctions
Examples:

I checked my essay for errors in pronouns
Examples:

I checked my essay for errors in modality
Examples:

Adapted from Oshima and Hogue (2006)

Appendix 2

Name :

Session/Meeting :

Day/Date :

1. What did I learn today?

1. What strategies or approaches worked best for me in learning the lesson?

2. What was hard to understand?

3. What will I do to understand better?

Comments :

Adapted from O'Malley (1996:153)

Checklist of Writing Strategies (CWS)

Name _____

Date _____

Check one box for each statement

Before Writing

Always usually rarely never

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I talked to my teacher about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I talked to a friend or a partner about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I activated my prior knowledge about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I looked for some references about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I made a list of ideas about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I made an outline or a semantic map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I made the topic sentence of each paragraph | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During Writing

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I wrote anything in my mind about the topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I wrote all in English but I substituted words I didn't know in my own Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I used dictionary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I used books or other references related to the topic to support my writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I paraphrased the ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I used my own ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. My writing was time-based | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

After Writing

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I reread to see if my writing made sense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I added or took out some ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I edited my sentence structures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I checked my grammar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I edited spelling and punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I edited the format of my writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I checked my word choice (diction) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Adapted from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990) cited in O'Malley (1996:154) cited in O'Malley and Pierce (1996)

Appendix 4

Survey of Writing Interest and Awareness (SWIA)

Name _____ Date _____

Check one box for each statement

| | A lot | Fairly | A Little | Not at All |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I like writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Writing helps me to be a good writer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Writing is fun | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Writing is easy for me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I like writing about the topic of my interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Writing can increase my knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Writing can enhance my vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Writing can help me understand better about others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I will continuously make efforts to improve my writing skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Adapted from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990)
cited in O'Malley (1996:154) cited in O'Malley and Pierce (1996)*



**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND
EDUCATION
PANCASAKTI UNIVERSITY, TEGAL
Jln. Halmahera Km. 01 Tegal**

Focus Group Discussion (FGD) Report

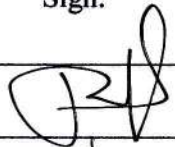

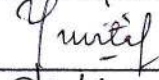
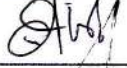




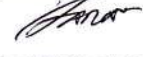
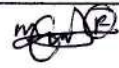





A Focus Group Discussion was conducted on Wednesday, 12th July 2017, at the English Department, Faculty of Teacher Training and Education, Pancasakti University Tegal attended by 4 (four) lecturers, and 11 (eleven) students who attended genre-based writing class. The discussion was mainly addressed to introduce and refine the preliminary form of self-assessment model in genre-based writing for English as a foreign language (EFL) learners.

The results of the discussion were described in the followings:

1. Both lecturers and students agreed to use the proposed self-assessment model in genre-based writing as an alternative technique in teaching writing classes, more particularly academic writing class.
2. Students wanted to be involved in assessing (scoring) their essay to figure out their strengths and weaknesses in writing. Thus, assessing stage should be inserted as an additional stage in the steps of the writing process.
3. Some changes were made in some statements of the self-assessment instruments: self-editing checklist (SEC), learning logs (LL), checklist of Writing Strategies (CWS), and survey of writing interest and awareness (SIA).

- In the Survey of Writing Interest and Awareness (SWIA), of 9 points provided, 1 deleted and 2 added. The deleted statement is “*writing can enhance my critical thinking.*” It leads to bias since critical thinking is a broad term consisting of many aspects and requiring many indicators. And the two points or statements added are: *I never run out of ideas to put into my writing and writing a genre-text can enhance my vocabulary.*
- In the checklist of Writing Strategies (CWS), two statements are redundant in the statements 2 and 8, and then they are corrected into “*then translated it into English.*” and “*my writing was timed based.*”

PRESENCE LIST
FOCUS GROUP DISCUSSION
 On reviewing the model prototype "*A Self Assessment Model*
of Genre-Based Writing Class for EFL Learners"
 Wednesday, 12th July 2017

| No | Name | Position | Sign. |
|----|------------------------------|----------|---|
| 1 | Dr Taufiqulloh, M.Hum | Lecturer |  |
| 2 | Endang Sulistianingsih, M.Pd | Lecturer |  |
| 3 | Yuvita, M.Pd | Lecturer |  |
| 4 | Anin Eka S, S.S, M.Hum | Lecturer |  |
| 5 | Atmo Kusumo | Student |  |
| 6 | Atria Widyastuti | Student |  |
| 7 | Avida Dwi Jasmine | Student |  |
| 8 | Dimas Setia Pambudi | Student |  |
| 9 | Dinar Sari Fadlilah | Student |  |
| 10 | Muhammad Ghulam R | Student |  |
| 11 | Muhammad Krisna BP | Student |  |
| 12 | Muhammad Parsta NH | Student |  |
| 13 | Nanda Bahari | Student |  |
| 14 | Nella Addiba | Student |  |
| 15 | ABDUL AZIZ | |  |



**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND
EDUCATION
PANCASAKTI UNIVERSITY, TEGAL
Jln. Halmahera Km. 01 Tegal**



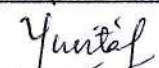
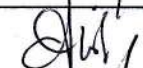
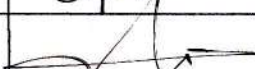




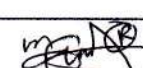
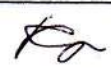

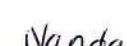
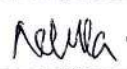

Focus Group Discussion (FGD) Report

A Focus Group Discussion was conducted on Tuesday, 25th July 2017, at the English Department, Faculty of Teacher Training and Education, Pancasakti University Tegal attended by 4 (four) lecturers, and 11 (eleven) students who attended genre-based writing class. The discussion was mainly addressed to introduce and refine the preliminary form of self-assessment model in genre-based writing for English as a foreign language (EFL) learners.

The results of the discussion were described in the followings:

1. In implementing the model students should be more assigned to do critical review on sample genre-based writing.
2. Some items containing statements in self-assessment instruments: Self-edit checklist of writing dimensions (SEC), learning logs (LL), checklist of Writing Strategies (CWS), and survey of writing interest and awareness (SIA), were considered applicable after being revised.

PRESENCE LIST
FOCUS GROUP DISCUSSION
 On reviewing the model prototype "*A Self Assessment Model*
of Genre-Based Writing Class for EFL Learners"
 Tuesday, 25th July 2017

| No | Name | Position | Sign. |
|----|------------------------------|----------|---|
| 1 | Dr Taufiqulloh, M.Hum | Lecturer |  |
| 2 | Endang Sulistianingsih, M.Pd | Lecturer |  |
| 3 | Yuvita, M.Pd | Lecturer |  |
| 4 | Anin Eka S, S.S, M.Hum | Lecturer |  |
| 5 | Atmo Kusumo | Student |  |
| 6 | Atria Widyastuti | Student |  |
| 7 | Avida Dwi Jasmine | Student |  |
| 8 | Dimas Setia Pambudi | Student |  |
| 9 | Dinar Sari Fadlilah | Student |  |
| 10 | Muhammad Ghulam R | Student |  |
| 11 | Muhammad Krisna BP | Student |  |
| 12 | Muhammad Parsta NH | Student |  |
| 13 | Nanda Bahari | Student |  |
| 14 | Nella Addiba | Student |  |
| 15 | ABDUL AZIZ | |  |

Statement of Validation

I inform that:

Name : Taufiqulloh
Department : English Education Department
Universitas Pancasakti, Indonesia

has consulted the model of his research project entitled:

**A SELF-ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR
*ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS***

In general, the model was considered applicable with some revisions to be made as follows:

- Make sure the students learn and practice how to critically assess their own writing.
- Make sure the students understand the metalanguage used in the self-assessment instruments.
- The implementation procedure should be elaborated further, especially in the students' part.

This statement is made to whom it may concern.

Yogyakarta, Indonesia
Sincerely,



Dr. Didik Rinan Sumekto, M.Pd
English Education Department
Faculty of Teacher Training and Education
Universitas Widya Dharma Klaten
Alamat : Jalan Ki Hajar Dewantara, Klaten Utara, Karanganom, Klaten Utara,
Kabupaten Klaten, Jawa Tengah 57400

Statement of Validation

I inform that:

Name : Taufiqulloh

Reg. Number : 0201611007

Department : Language Education Program

Semarang State University, Central Java Indonesia

has met me to discuss revisions plans for the model of his reserach project entitled:

**A SELF-ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR
*ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS***

In general, the model was considered applicable with some revisions to be made as follows:

- The chart of the model should be more readable
- Self-assessment instruments should be tested for validity and reliability empirically

This statement is made to whom it may concern.

Magelang, Jawa Tengah Indonesia

Sincerely,



Dr Farikhah, M.Pd

Education Education Department

Universitas Tidar

Address: Jl. Kapten Suparman 39 Potrobangsari, Magelang Utara, Jawa Tengah
56116



**5th Celt International Conference : Contextualizing the Trajectory
of Language, Arts and Culture in Contemporary Society**

English Department, Faculty of Language and Arts,

Soegijapranata Catholic University,

Henricus Constance, Jl. Pawiyatan Luhur IV/1, Bendan Duwur Semarang, Indonesia,

www.celtintconf.com 5th@celtintconf.com



No. : 005/5th Celt/VII/2017
Re : Letter of Acceptance (LoA)

Semarang, July 21st, 2017

5th Celt International Conference 2017 ABSTRACT ACCEPTANCE LETTER

Dear Mr Taufiqulloh, Ms Yuvita, and Ms Endang Sulistianingsih,

We are very pleased to inform you that your paper presentation, entitled **“Needs Analysis: Developing A-Self Assessment Model of Genre-Based Writing Class for EFL Learners”** has been accepted for inclusion in the program of the 5th Celt International Conference, to be held in Semarang, Indonesia from 9th to 11th September 2017. If you have changed your plans and cannot confirm that you will be able to deliver your paper, please let us know quickly, so that we do not include your paper in the program.

Please note that confirmation as participant is compulsory for inclusion in the conference program. The committee will announce the policies and procedures concerning the confirmation of participation soon. Practical information regarding the conference can also be obtained from the website. We will announce a preliminary detailed program by early September. The conference venue will be in Hotel Oak Tree, Semarang. We advise that you will book your accommodation early through the committee to get a special price, since September is a busy period.

We have decided that you are among the lucky ones to receive a 50% discount. Prices (that does not include accomodation) are as follows:

CONFERENCE PRESENTER ONLY

Early Birds : IDR 1,500,000 x 50% = IDR 750,000/ person or USD 150 x 50% = USD 75
Association Members (please show proof of membership card)
: IDR 1,350,000 x 50% = IDR 675,000/ person or USD 135 x 50% = USD 67.5

CONFERENCE PRESENTER + JOURNAL WORKSHOP PARTICIPANT

Early Birds : IDR 2,000,000 x 50% = IDR 1,000,000/ person or USD 200 x 50% = USD 100
Association Members (please show proof of membership card)
: IDR 1,750,000 x 50% = IDR 875,000/ person or USD 175 x 50% = USD 87.5

We appreciate it very much if you could pay the registration fee soonest to **Maybank Indonesia (used to be BII), Antonius Suratno 1-575-037-294** by 30th July 2017, so we can include your name in the program book. Thank you for your contribution to 5th Celt International Conference 2017. We look forward to welcoming you in Semarang, Indonesia in September!

Thank you,



Dr. Dra. Ekawati M. Dukung M. Hum.
5th Celt International Conference Chief Committee

Needs Analysis: Developing a Self Assessment Model of Genre-Based Writing Class for EFL Learners

Taufiqulloh

taufiqkayla@gmail.com

Yuvita

yuvieazfa@gmail.com

EndangSulistianingsih

Endang.sulistia@gmail.com

Department of English Education, Pancasakti University,
Tegal, Indonesia

Abstract: The task of English language teaching in the global context today is expected to be able to create competent and autonomous learners. One of the ways to develop learners' autonomy in EFL writing class in particular, is applying self-assessment. It enables learners to raise their awareness in learning and to improve the goal orientation. It also helps teachers reduce their burdens of assessment and entails a long term effect on the learner's autonomy. The objective of this study is to figure out the needs of both lecturers and students in developing a self-assessment model of genre-based writing class. It was conducted at the English Education Department, Faculty of Teacher Training Pancasakti University in the even semester of the academic year 2016/2017. The data were collected from a questionnaire, classroom observation, and focus group discussions. The results of this study present the lecturers' and students' perceptions on the teaching and learning process of genre-based writing classes attended, the problems encountered and its alternative solutions, and the type of self-assessment model needed in such writing classes in order to promote learners' autonomy.

Keywords: Needs analysis, self-assessment model, genre-based writing

Abstrak: Pengajaran bahasa Inggris dalam era global sekarang ini diharapkan mampu untuk menghasilkan peserta didik yang kompeten dan otonom. Secara khusus, salah satu cara untuk mengembangkan otonomi peserta didik dalam pembelajaran menulis bahasa Inggris sebagai bahasa asing yaitu dengan penerapan penilaian-diri. Penilaian diri meningkatkan kesadaran peserta didik dalam proses pembelajaran dan memperbaiki orientasi tujuan belajar. Jenis penilaian ini juga mengurangi beban dosen terkait penilaian belajar dan mempunyai efek jangka panjang terhadap otonomi peserta didik. Penelitian ini bertujuan untuk mengeksplorasi kebutuhan dosen dan mahasiswa sehubungan dengan pengembangan model penilaian diri pada kelas menulis yang berbasis pada genre. Penelitian ini dilakukan di Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pancasakti Tegal pada semester genap tahun akademik 2016/2017. Data penelitian diperoleh melalui kuesioner, observasi kelas, dan diskusi kelompok yang terfokus. Hasil penelitian ini menyajikan persepsi (hasil evaluasi) dosen dan mahasiswa terhadap proses pembelajaran menulis berbasis pada genre yang telah diikuti, beberapa permasalahan menulis yang dihadapi selama proses pembelajaran dan berbagai alternatif solusinya serta jenis model penilaian diri yang dibutuhkan sehingga mampu untuk mempromosikan otonomi peserta didik.

Kata kunci: Analisis kebutuhan, model penilaian diri, tulisan berbasis

INTRODUCTION

It is generally acknowledged that learning to write is considered to be difficult for EFL learners. The students from English Department from any universities in Indonesia, in particular, must be able to write as part of their study either to meet their assignments or to accomplish their degree. However, for lecturers, teaching writing is often assumed to be a frustrating task due to its complexity in many aspects from format, mechanics, content, organization, grammar and sentence structures. Also, they are often tied in the situations that the students are reluctant to write, and don't know how to start their writing. Many still think that writing is about the talent. This opinion is not fully incorrect. As Meyers (2005, p.2) states that writing is partly a talent, but it is mostly a skill, and like any skills, it improves with practice. Responding to that, teacher should encourage students to build the writing habit so that they do writing activities as often as possible. Moreover, writing activities not only become normal parts of classroom life, but also present opportunities for the students to achieve almost instant

success in improving their writing skill. To create such a situation, selecting or developing an appropriate model or method in teaching writing is necessary based on students' and teacher's needs. This study presents the needs analysis in developing a self-assessment model of genre-based writing class.

The needs analysis in this study is used to collect information from both lecturers and students in developing a self-assessment model as a part of writing instruction. According to Feez and Joyce (2002, p.39-40), needs analysis strategies are used to enable students to express their personal language learning goals, priorities and aspirations, and to enable teachers to collect background information about the learners, to identify their obstacles in learning, and to diagnose the language learning needs for the learners. In line with that, the needs analysis in this study was carried out to find out the information about the students' goals in learning genre-based writing, their obstacles or barriers, and its alternative solutions. It was also to explore the comprehension of both lectures and students on self-assessment.

LITERATURE REVIEW

A. Self-assessment

There are some definitions of self-assessment. Brown (2004, p.270) said that self-assessment derives its theoretical justification from a number of well-established principles of second or foreign language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit all keys to success.

According to Oscarson (2009, p.63), self-assessment accuracy is a precondition for learner autonomy. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers. A fundamental reason for self-assessment is then to help the learners become aware of achievement reached at any given time and over a longer term, and in this way enhance learning. Self-assessment engages students to be autonomous in learning. Illes (2012, p.509) defined learner autonomy can be defined as the capacity to become competent speakers of the target language who are able to exploit the linguistic and other resources at their disposal effectively and creatively. Autonomous learners are

independent language users capable of online problem solving and decision making. Even though this perception of the notion is language use rather than learning driven, aspects of control over the learning process that pertain to learners' particular purposes, for example finding materials for a presentation or researching a problem area in grammar or lexis, should be retained. The definition of learner autonomy should, however, exclude responsibility for matters that require pedagogic expertise and have long-term effects. It is the notion of capacity that ensures that problem solving takes place in actual instances of language use. Capacity is the creative force that enables language users to exploit the linguistic and other resources available to them for their own purposes. It is employed when problems cannot be clearly identified in advance and are difficult to solve by reference to pre-established formulae. Presenting learners with problems that have no ready-made answers forces them to activate their problem-solving capacity and to work out solutions for themselves. In so doing, students learn how to cope with problems which do not have a ready-made formulaic solution and develop independent thinking. Autonomy in this approach therefore is not an end in itself but a corollary of efficient target language use. Pierce and O'Malley (1996, p.38) stated that self-assessment is the key to use portfolios successfully in the classroom in which it involves the students and enables them to see possibilities for reflection, redirection, and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning.

Regarding some definitions and descriptions on self-assessment previously described, it can be concluded that self-assessment in learning is a process of making a judgment with the concept of reflection, while self-assessment in learning refers to a set of behaviors which enables a learner to regulate and monitor his/her own learning and sets learning goals in future.

Meanwhile, relating to writing, self-assessment encourages the type of reflection needed to gain increased control as a writer. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers. Self-assessment is effective since it involves the students and enables them to see possibilities for reflection, redirection and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning.

Self-assessment is a process through which students must be led (O'Malley, 1996,p.39). Teaching students to evaluate their progress begins with realizing that students will be learning new skills. As such, they need plenty of opportunities to learn and apply these skills with feedback on how they are doing.

B. Genre-based writing

The term “*genre*” is used nowadays in many contexts. In EFL writing, it relates to how the writer groups texts together and typically use language in certain situations. Such a term becomes very popular in language education today. Ann John (2002, p.3) cited in Hyland (2007, p.5) referred to as “a major paradigm shift” in literary studies and teaching. Learning to develop genre-based writing works enables students to produce their writing as social and cultural practice. Also, they can develop their social communicative competence by including rhetorical understanding of a text. The focus will be the language and discourse features of particular texts and the context in which the text is used. The students are expected to comprehend the social function, the generic structure, and the language feature of a text.

To reach the goals of genre-based instruction, an appropriate approach or model is required. The teaching of writing utilizing teacher-centered approach today is often considered as a frustrating task and many end in failure. This study presents the needs analysis in designing a model of self-assessment in genre-based writing class for EFL learners, the students of English Education Department of Pancasakti University. The results of this study are used as the bases in developing a model in genre-based writing class focusing on student-centered approach and promoting learner autonomy.

C. Needs analysis

Needs analysis is considered very necessary when teachers plan to design curriculum, syllabus, and implement a model or method in EFL classroom. According to Brown (1995, p.35), the definition of a needs analysis is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.” The outcome of a needs analysis should be a list of goals and objectives for the parties involved, which should serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as

well as for reevaluating the precision accuracy of the original needs assessment” (Brown, 1995, p. 35).

Need analysis strategies are used to collect information from teachers and students as well as related parties at the beginning, during, and at the end of a course. According to Feez and Joyce (2002, p.39-40), the needs analysis strategies are designed to collect learners’ personal learning goals, priorities and aspirations, and their background information, to identify obstacles to learning and consider to deal with these, and also to diagnose the language learning needs of the learners.

Relating to this study, the needs analysis strategies conducted are to collect the information from both lecturers’ and students’ on the teaching and learning process of genre-based writing classes attended, the problems encountered and its alternative solutions, and the type of self-assessment model needed in such writing classes in order to promote learners’ autonomy.

METHODOLOGY

A survey questionnaire were distributed to 60 students of English Education Department, Faculty of Teacher Training and Education, Pancasakti University, who attended genre-writing classes, in the even semester of the academic year 2016/2017. Throughout the questionnaire, students’ learning experiences in learning genre-based writing were collected including their personal goals, the objectives of instruction, the learning materials and methods. assessment processes, learning outcomes. This first part of questionnaire contains 12 closed statements. students wrote their answers in scale 1 - 4 indicating different type of responses (1=strongly agree 2= agree, 3= agree somewhat, and 4=disagree). The second part contains 5 open-ended questions for students to answer indicating the problems or obstacles in learning genre-based writing, the efforts they made to deal with these, and their future expectations in learning. And last part of questionnaire also consists of 5 open-ended questions indicating students’ perceptions on self-assessment in writing, they types of self-assessment needed in genre-based writing class, and problems may occur in utilizing self-assessment in writing. The data were also collected from the classroom observation intended to match the information collected from the questionnaire and the field conditions. And focus group discussion was also

conducted with writing and students relating to self-assessment in genre-based writing and involved three writing lecturers and 20 students.

RESULTS

Quantitative and qualittative analysis were utilized to draw the findings of this study. Descriptive statistics were used for any quantitative data. The data from open-ended questions were collected into some categories. The order of the results concerning with the needs analysis of this study are: the results and analysis of survey questionnaire on students' perceptions of genre-based writing class, students' answers on open ended questions, classroom observation, and focus group discussion.

A. Survey Questionnaire

Using SPSS 22, the results of survey questionnaire relating to students' perception after attending genre-based writing class are presented in the following table.

Table 1. Students' perception on genre-based writing class

| No | Statements | N | M | SD | Strongly agree | Agree | Agree somewhat | Disgaree |
|----|---|----|------|------|----------------|-------|----------------|----------|
| 1 | The instructional goals were communicated thoroughly | 60 | 2.65 | 0.57 | 0 | 40 | 55 | 5 |
| 2 | The materials contained much weight | 60 | 2.55 | 0.59 | 3.3 | 40 | 55 | 1.7 |
| 3 | The materials were easy to follow | 60 | 2.45 | 0.59 | 1.7 | 55 | 40 | 3.3 |
| 4 | The presentations of materials were structured and systematic | 60 | 2.52 | 0.70 | 6.7 | 40 | 48.3 | 5 |
| 5 | The presentation of materials was interactive | 60 | 1.93 | 0.54 | 0 | 18.3 | 70 | 11.7 |
| 6 | Students were assigned to do more writing exercises | 60 | 1.90 | 0.79 | 36.7 | 36.7 | 26.7 | 0 |
| 7 | Students learned writing process | 60 | 2.22 | 0.73 | 13.3 | 56.7 | 25 | 5 |
| 8 | Students figured out their | 60 | 2.48 | 0.77 | 15 | 23.3 | 60 | 1.7 |

| | | | | | | | | |
|----|--|----|------|------|------|------|------|------|
| | problems and shared with others | | | | | | | |
| 9 | Students gathered feedback from others | 60 | 2.42 | 0.69 | 6.7 | 50 | 38.3 | 5 |
| 10 | The class made use of technology such as computer and internet | 60 | 2.97 | 0.95 | 1.7 | 41.7 | 15 | 41.7 |
| 11 | Learning outcome was shared | 60 | 2.45 | 0.84 | 13.3 | 48.3 | 28.3 | 10 |
| 12 | The class motivated students to write better | 60 | 2.72 | 0.92 | 11.7 | 25 | 43.3 | 20 |

Table 1 shows the perception of students in attending genre-based writing class. 56.7% responded their agreement on *the materials which were easy to follow*. 73.4% of the students chose *strongly agree* and *agree* to the statement 6 that during writing course, they were assigned to more writing exercises. In statement 7, 70% of students choose *strongly agree* and *agree* that *they learned writing process* when doing their writing exercises. 56% also gathered feedback from their peers and lecturers after they finished their writing. And 51.6% chose *strongly agree* and *agree* that the learning outcome was shared. However, it seems that students have more negative responses on such a survey questionnaire. 60% chose *agree somewhat* and *disagree* that *the instructional were communicated thoroughly* at the beginning of the course. 56.7% disagreed that the course materials were very sufficient enough, *contained much weight*. 81.7% think that the presentation of the materials was not interactive. Also, 61.7% stated that they were not led by their lecturers to figure out their problems and shared with others to deal with. Moreover, 55.3% responded that the class didn't really motivate them to write better. The results describe in the table show that students have positive and negative responses regarding their experience during attending the teaching and learning process of genre-based writing class they attended. To conclude, students have more negative responses on such genre-based writing instruction.

The survey questionnaire of this study also figures out problems commonly faced by students during writinmg course instructions, tttheir efforts to deal with, and their expectation for future learning. The results are presented in the following table.

Table 2. Students' problems in writing class, their efforts to deal with, and their expectation in future learning

| No | Questions | Answers | Frequency |
|----|---|--|--------------------------------|
| 1 | What problems do you usually face in writing? | <ul style="list-style-type: none"> - Lack of ideas - Difficult to start writing - Lack of vocabulary - Grammar innacuracies - Improper use of writing mechanical aspects (punctuation, capitalization, diction, spelling,etc) - Less coherent and united writing | 15 13 12 10 5 5 |
| 2 | Of the problems previously mentioned, what is the most dominant one? | <ul style="list-style-type: none"> - Lack of ideas - Difficult to start writing | 35 25 |
| 3 | What efforts have you have made in dealing with your learning problems? | <ul style="list-style-type: none"> - Do more writing exercises - Learn more about vocabulary - Study more about grammar in witing - Study writing more with friends - Build motivation to write - Read a lot of writing texts | 17 13 12 8 5 5 |
| 4 | What kind of learning goals do you want to achieve in the future learning of genre based writing? | <ul style="list-style-type: none"> - To be able to write with good content - To be able to write with good grammar and vocabulary | 35 25 |
| 5 | In your opinion, what kind of genre based writing class should be an ideal one for you? | <ul style="list-style-type: none"> - Should bemore student-centered - Should involve students more in assessment practices - I have no ideas about it | 35 15 10 |

As described in table 2, the second part of the survey questionnaire of this study contains five open-ended questions for the students to respond. The answers were then collected and analyzed based on its level of frequency. In statement 1, 15 out of the 60 students chose wrote that *they lack of ideas* when starting their writing as the most. This problem is the most dominant one faced by the students when doing writing tasks. They couldn't elaborate their ideas to enrich the content of their writing. 13 out of 60 students responded that *they were often tied in the students that they were unable to start their writing*. Some techniques or methods implemented by teachers in the class didn't enable them to write their writing easily. This is also another dominant problem students faced. And the problems in writing were also caused by *poor mastery in vocabulary* (12 students), *inaccuracies in grammar* (10 students), and *difficulties to use mechanical aspects of writing* (5 students). And *many of their writing works didn't meet unity and coherence*, either (5 students).

Responding to the problems encountered during attending the writing course, students made some efforts to deal with. Drawn from table 2, it was found that 17 out of 60 students wrote that *they have to do more writing exercises* to improve their writing. 13 students wrote *they have to learn more to master vocabulary*, 12 students wrote *they have to do more exercises in grammar*, 10 students responded to *study more with friends*, and 5 students wrote that *they have to build up motivation and read a lot of writing texts*. The most interesting here is that students need to build up motivation in writing. It is one of the important factors students must have in writing. Otherwise, it will end in failure.

Table 2 also presents students' expectation in the future writing course. Among many parts of needs analysis in this study, this should be put into major consideration to plan future writing course. 35 out of 60 students wrote that *the future writing course should be more student-centered* and 15 students write that *they have to be more involved in their writing assessment*. This indicates that during the writing course instruction, students were not involved in the assessment of their writing. Teachers still played a central role in assessing their students' writing works.

The last part of the questionnaire indicates students perceptions about some issues related to self-assessment. The results are described in the following table.

Table 3. Students' perception about self-assessment in writing

| No | Questions | Answers | Frequency |
|----|--|--|--------------------|
| 1 | What do you know about self-assessment in EFL writing? | <ul style="list-style-type: none"> - I don't know about self-assessment - I know a little about of self-asessment (definition) but never implement it in my writing | 50 10 |
| 2 | Do you think that self-assessment will be useful for you in learning to write? . If yes, state your reasons? | <ul style="list-style-type: none"> - Yes, sure. It will - Yes, but I am sure whether it will improve my writing - Not at all | 30 20 10 |
| 3 | What kinds of self-assessment do you need in learning genre-based writing? | <ul style="list-style-type: none"> - Self-assessment that enables me to write better - I can write more by myself (promote learner autonomy) - I have no ideas about it | 40 15 5 8 |
| 4 | When do you think you use self-assessment in genre-based writing class is impelemented? | <ul style="list-style-type: none"> - During the writing course - After the writing course - I have no ideas about it | 40 10 10 |
| 5 | What problems will you probably face when using self-assessment in your writing? | <ul style="list-style-type: none"> - I am not sure whether I can assess my writing because my writing skill is not good - I have no ideas about it | 40 20 |

As seen in table 3, it was found that 50 out of 60 students do not know about self-assessment in writing. 10 students wrote that they know a bit about self-assessment and never implement it in their writing. This indicates that students are not familiar with the concepts and practices of self-assessment in general. However, after I introduced the concepts of self-assessment, 30 out of 60 students are quite sure that self-assessment enables them to write well. However, 20 students still feel doubtful since they never implement it and 10 students have no ideas about it. The table also shows the importance of self-assessment when it is implemented in a writing course instruction. 25 students believe that self-assessment enables them to write better. Throughout self-assessment, they think they can practice polishing (editing and revising) their writing draft. 15 students believe that self-assessment can promote learner autonomy while 5 students have no ideas about it. For the implementation of self-assessment in a writing course instruction, most students agreed that it should be implemented during writing course. Finally, the table shows students still feel doubtful whether or not they can implement such an assessment due to their low ability to write.

B. Classroom observation

After I distributed a survey questionnaire to 60 students as the participants of this study, collected the answers or responses as the data of this study, and analyzed them using descriptive statistics as previously described, I conducted classroom observation during May 2017, once in a week with 100 minutes (duration) of each. It was intended to find out the supplementary data regarding needs of students and lecturers in writing course instruction, genre-based writing in particular. The results are similar to those of the questionnaire.

The results showed that at the beginning of the course, the instructional goals were not well communicated by lecturers to the students. Also, lecturers only presented the concepts of writing and after that assigned the students to create a writing task by selecting one of the given topics or type of texts, and asked them to submit their works. Lecturer plays the central role in assessment. If this happens continuously, the writing instruction will end in failure because it doesn't give more opportunities to the students to evaluate their writing. The use of single assessment in performance tests like writing test certainly was inappropriate because it can result in potentially biased evaluations (Matsuno, 2009, p. 76).

During my observation, I also found that the writing process was implemented in the writing course. Students should write throughout five

stages from Oshima and Hogue (2006): pre-writing, planning, writing (drafting), polishing and writing the final draft. However, during writing practices, students were not encouraged to search feedback from peers and teachers. Feedback is an important part in self-assessment. Tutor feedback and student learning are inseparable (Osmond. et.al, 2000).

Regarding self-assessment in writing, I found that both lecturers and students are not familiar with the concepts and practices of self-assessment. They considered self-assessment as other types of assessment: peer-assessment, teacher-assessment, collaborative assessment, and others. They didn't have a concern to implement self-assessment as an alternative technique in the writing class. For that reason, I presented to the classroom to the concepts and sample practices of self-assessment in writing. I encouraged them to get to know closer about what self-assessment looks like and how it is implemented in a writing course instruction.

C. Focus group discussion

Another technique I employed for this study is focus group discussion. It was intended to discuss the results of both survey questionnaire and those of classroom observation conducted before. To this, I also presented the draft (prototype) of self-assessment model in genre-based writing class. The results showed that Both lecturers and students agreed that self-assessment can be used as an alternative technique in the future genre-based writing instruction. The self-assessment model should measure both cognitive and metacognitive aspects of the students in learning. It not only enables students to write using self-editing strategies, but also serves them with some instruments to raise their awareness and motivation to do more writing exercises. As Pierce and O'Malley (1996, p.38) stated that self-assessment is the key to using portfolios successfully in the classroom in which it involves the students and enables them to see possibilities for reflection, redirection, and confirmation of their own learning efforts. Also, the self-assessment model should give more concern to the students to share their writing tasks with their friends and lecturers. Finally, both lecturers and students agreed that mini lesson should be conducted as one of the important parts in the model. This is a key element of self-assessment. According to Boud (1986, p.1) criterion is a requirement of self-assessment to be able to engage with and if possible involve students in both discussion and understanding of criteria and/or formulating the criteria used in assessment. While O'Malley and Pierce (1996) added that in order to carry out self-assessment, students must be led. This mini lesson is carried out by

two activities: modeling and reviewing. Teacher presents some models of essay to be critically reviewed in terms of strengths and weaknesses.

CONCLUSION

To this point, I have presented the results of needs analysis in designing a self-assessment model in genre based writing for EFL learners, especially to my students in English Education Department. Teaching and assessing genre-based writing tasks in my department are still teacher-centered that result in poor writing achievement of the students. Relating to draft or prototype of the model that I introduced and discussed with both lecturers and students, some important feedback were gathered for the refinement of the model before it is implemented in the field.

REFERENCES

- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. New York: Heinle & Heinle
- Brown, H. Douglas. (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Feez, Susan, and Joyce, Helen.(Eds). (2002). *Text-based Syllabus Design*. Sidney: Macquarie University
- John, A.M. (Ed). (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Lawrence Erlbaum
- Hyland, K. (2007). *Genre and second language writing*. Michigan: University of Michigan Press.
- Illes, E, (2012). Learner Autonomy Revisited. *ELT Journal*, 66(4):505-513
- Matsuno, S. (2009). "Self, Peer, and Teacher- assessments in Japanese University EFL Writing Classrooms". *Language Testing*, 29(1): 75-100.
- Meyer, Allan. (2005). *Gateways to Academic Writing*. New York: Longman
- O'Malley J.M., Pierce, V.L. (1996). *Authentic Assessment for English Language Learners*. New York: Longman

- Oscarson, A.D. (2009). Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level. Göteborg : Geson Hylte Tryck.
- Orsmond, P., Merry, S., & Reiling, K. (2000). The use of student derived marking criteria in peer and self-assessment. *Assessment and Evaluation in Higher Education*, 25(1): 23–38
- Oshima A, Hogue A. (2006). Writing Academic English. New York: Longman



5th Celt (Culture, English Language Teaching & Literature) International Conference

Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society
9 - 11th September 2017

Certificate of Appreciation

The Faculty of Language & Arts, Soegijapranata Catholic University
Semarang - Indonesia

awards this certificate to

Taufiqulloh

in recognition of participation in the conference as

Parallel Presenter

Angelika Riyandari, Ph.D.



Dean of Faculty of Language & Arts
Soegijapranata Catholic University
Semarang - Indonesia



Dr. Dra. Ekawati Marhaenny Dukut, M.Hum.

5th Celt International Conference
Chief Committee



5th Celt (Culture, English Language Teaching & Literature) International Conference

Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society
9 – 11th September 2017

Certificate of Appreciation

The Faculty of Language & Arts, Soegijapranata Catholic University
Semarang – Indonesia

awards this certificate to

Yuvita

in recognition of participation in the conference as

Parallel Presenter

Angelika Riyandari, Ph.D.

Dean of Faculty of Language & Arts
Soegijapranata Catholic University
Semarang - Indonesia

Dr. Dra. Ekawati Marhaenny Dukut, M.Hum.



5th Celt International Conference
Chief Committee



5th Celt (Culture, English Language Teaching & Literature) International Conference

Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society
9 – 11th September 2017



Certificate of Appreciation

The Faculty of Language & Arts, Soegijapranata Catholic University
Semarang – Indonesia

awards this certificate to

Endang Sulistianingsih

in recognition of participation in the conference as

Parallel Presenter



Angelika Riyandari, Ph.D.

Dean of Faculty of Language & Arts
Soegijapranata Catholic University
Semarang - Indonesia



Dr. Dra. Ekawati Marhaenny Dukut, M.Hum.

5th Celt International Conference
Chief Committee




journal.binus.acid/index.php/Lingua/index

P-ISSN: 1978-8118
E-ISSN: 2460-710X

Lingua Cultura is a semiannual journal, published in May and November, first publication is in 2007. Since 2016, it is accredited by the Ministry of Research, Technology and Higher Education under the decree number 2/E/KPT/2015. The journal contents are managed by the English Department, Japanese Department, and Chinese Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia.




The objective of the journal is to provide a forum for lecturers, researchers, students, and practitioners to present their ideas, concepts, and new theories in language and culture; and to disseminate theory, research, and teaching reviews to the academic community of language and literature studies in Indonesia and abroad.



Accredited
Decree of Ministry of Research, Technology and Higher Education
Number 2/E/KPT/2015

- Editorial Team
- Focus and Scope
- Indexing and Abstracting
- Authors Guideline
- Publication Ethics
- Reviewers Acknowledgement
- Buy Lingua Cultura in Tokopedia

Tools:

Activate Windows
Go to PC settings to activate Windows.

journal.binus.acid/index.php/Lingua/author

ACTIVE SUBMISSIONS

ACTIVE ARCHIVE

| ID | MM-DD SUBMIT | SEC | AUTHORS | TITLE | STATUS |
|------|-----------------|-----|---|---|-------------------|
| 4064 | 10-07 | ART | Taufiquloh, Yuvita, Sullistianingsih | NEEDS ANALYSIS: DEVELOPING A SELF-ASSESSMENT MODEL OF... | IN REVIEW ROUND 2 |

1 - 1 of 1 items

Start a New Submission

CLICK HERE to go to step one of the five-step submission process.


Refbacks

ALL NEW PUBLISHED IGNORED

| DATE ADDED | HITS | URL | ARTICLE | TITLE | STATUS | ACTION |
|----------------------------------|------|-----|---------|-------|--------|--------|
| There are currently no refbacks. | | | | | | |



PUBLISH IGNORE DELETE SELECT ALL

journal.binus.acid/index.php/Lingua/about/editorialPolicies#focusAndScope



- Editorial Team
- Focus and Scope
- Indexing and Abstracting
- Authors Guideline
- Publication Ethics
- Reviewers Acknowledgement
- Buy Lingua Cultura in Tokopedia

Tools:

Activate Windows
Go to PC settings to activate Windows.

Gmail



Move to Inbox



More

1 of 4



COMPOSE

Inbox (103)

Important

Sent Mail

Drafts (13)

Perjalanan

Pribadi

More



Taufiq



Hudi, arie, Unknown



Didik R. Sumekto
E-mail dari Dr. Farikah Iri



Iwan Ridwan
hello bos....



hiroshy suherman
You: yang no 3 : 4 x perle

[LC] NEEDS ANALYSIS: DEVELOPING A SELF ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR EFL LEARNERS



Inbox x



Haryo Sutanto <hsutanto@binus.edu>

18 Oct



to me, Yuvita, Endang, asundjaja, linguacultura

Dear Mr/Mrs. Taufiquloh, Yuvita, Endang Sulistianingsih,

Thank you for revision, your article will go to the next process of content review, which will be done by 2 or 3 reviewers from Indonesia and/or International.

...

2 Attachments



Click here to [Reply](#), [Reply to all](#) or [Forward](#)

Activate Windows

Go to PC settings to activate Windows.

Needs Analysis: Developing A Self Assessment Model of Genre-Based Writing Class for EFL Learners

ABSTRACT

The task of English language teaching in the global context today is expected to be able to create competent and autonomous learners. One of the ways to develop learners' autonomy in EFL writing class in particular, is applying self-assessment. It enables learners to raise their awareness in learning and to improve the goal orientation. It also helps teachers reduce their burdens of assessment and entails a long-term effect on the learner's autonomy. The objective of this study is to figure out the needs of both lecturers and students in developing a self-assessment model of genre-based writing class. It was conducted at the English Education Department, Faculty of Teacher Training Pancasakti University in the even semester of the academic year 2016/2017. The data were collected from a questionnaire, classroom observation, and focus group discussions. The results of this study present the lecturers' and students' perceptions of the teaching and learning process of genre-based writing classes attended, the problems encountered and its alternative solutions, and the type of self-assessment model needed in such writing classes in order to promote learners' autonomy.

Keywords: Needs analysis, self-assessment model, genre-based writing

INTRODUCTION

In the EFL learning, writing is one of the important subjects learners must do. Students of any English department in Indonesian colleges or universities, for instance, should be able to pursue good performance in writing to meet daily course assignments or even to complete their study (Taufiqulloh, 2014). However, for lecturers, teaching writing is often assumed to be a frustrating task due to its complexity in many aspects from format, mechanics, content, organization, grammar and sentence structures. Also, they are often tied in the situations that the students are reluctant to write, and don't know how to start their writing. Many still think that writing is about the talent. This opinion is not fully incorrect. Moreover, writing activities not only become normal parts of classroom life, but also present opportunities for the students to achieve almost instant success in improving their writing skill. To create such a situation, selecting or developing an appropriate model or method in teaching writing is necessary based on students' and teacher's needs. This study presents the needs analysis in developing a self-assessment model of genre-based writing class.

Self-assessment is aimed at promoting learners' autonomy as this issue has received many concerns from many teachers, practitioners, and researchers from many parts of the world. Learner autonomy is one of the issues that need to be addressed when the focus is on the learner in present-day ELT (Illés, 2012). Self-assessment

drives learners not only to be competent but to be autonomous in learning. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit all keys to success (Brown, 2004). According to Illés (2012), learner autonomy can be defined as the capacity to become competent speakers of the target language who are able to exploit the linguistic and other resources at their disposal effectively and creatively. So, it can be drawn that autonomous learners independent in problem-solving and decision-making process.

The needs analysis of this study is the initial step in designing a self-assessment model in EFL genre-based writing class. The preference of this type of assessment out of others is based on the notions that the concepts of self-assessment offer independent learning to students in order to promote learners' autonomy which becomes the trends of present day ELT. It is a key issue in autonomous learning and enables students to set goals and to monitor and evaluate their own learning. According to Oscarson (2009), a fundamental reason for self-assessment is then to help the learner become aware of achievement reached at any given time and over a longer term, and in this way enhance learning. However, self-assessment is effective since it involves the students and enables them to see possibilities for reflection, redirection, and confirmation of their own learning

efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning.

Self-assessment in writing, in particular, enables students to gain more control as writers. They could write within a series steps of writing: planning, outlining, drafting, polishing, and writing the final copy. Self-assessment could be embedded in some or whole steps of the writing process. Throughout this way, students are able to identify their strengths and weaknesses in writing and finding out how to cope with them. Self-assessment encourages the learners to recognize their strengths and weaknesses in learning, and cope with various learning problems (Taufiqulloh, 2014).

However, students can't stand by themselves in applying practices of self-assessment in the classroom. They must be led. Teachers or lecturers play an important role in directing students in implementing the instruments of self-assessment in EFL writing class. Students must be endorsed to raise their critical thinking in learning to write through self-assessment. Thus, teacher feedback is, very useful for directing students in implementing self-assessment practices in the EFL writing. In writing instruction, feedback is usually given by the teacher when writing process is implemented. Teacher gives comments or suggestions on the students' writing relating to various aspects of writing such as format, mechanics, content, organization, grammar and sentence structures (Taufiqulloh, Y Imam, Yuvita, 2016). Beside teacher feedback, peer feedback is also a crucial part in implementing self-assessment practices for students in the classroom. It is a type of assessment performed by equal status learners. The assessor finds and discusses the strengths of weaknesses of students' writing performance for further improvement.

Meanwhile, self-assessment itself can also be implemented in other types of writing including genre-based writing as raised in this study. The term "*genre*" is used nowadays in many contexts. In EFL writing, it relates to how the writer groups texts together and typically use language in certain situations. According to Hyland (2007), genre refers to abstract, socially recognized ways of using language. It is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.

Learning to develop genre-based writing works enables students to produce their writing as the social and cultural practice. Also, they can develop their social communicative competence by including the rhetorical understanding of a text. The focus will be the language and discourse features of particular texts and the context in which the text is used. The students are expected to comprehend the social function, the generic structure, and the language feature of a text.

To reach the goals of genre-based instruction, an appropriate approach or model is required. The teaching of writing utilizing teacher-centered approach today is often considered as a frustrating task and many ends in failure. This study presents the needs analysis in designing a model of self-assessment in the genre-based writing class for EFL learners, the students of English Education Department of Pancasakti University. The results of this study are used as the bases in developing a model in genre-based writing class focusing on student-centered approach and promoting learner autonomy.

Needs analysis is one of the crucial parts when teachers plan to design curriculum, syllabus, and implement a model or method in EFL classroom. It also relates to the goals and content of the instruction. As Nation & Macalister (2010) states that needs analysis is directed mainly at the goals and content of a course and it examines what the learners know already and what they need to know. The needs analysis of this study was conducted to collect information from both lecturers and students in developing a self-assessment model as a part of writing instruction. It was carried out to find out the information about the students' goals in learning genre-based writing, their obstacles or barriers, and its alternative solutions. It was also to explore the comprehension of both lectures and students on the concepts and practices of self-assessment EFL writing.

METHOD

A survey questionnaire was distributed to 60 students of English Education Department, Faculty of Teacher Training and Education, Pancasakti University, who attended genre-writing classes, in the even semester of the academic year 2016/2017. Throughout the questionnaire, students' learning experiences in learning genre-based writing were collected including their personal goals, the objectives of instruction, the learning materials and methods, assessment processes, learning outcomes. This first part of questionnaire contains 12 closed statements. students wrote their

answers on scale 1 – 4 indicating the different type of responses (1=strongly agree 2= agree, 3= agree somewhat, and 4=disagree). The second part contains 5 open-ended questions for students to answer indicating the problems or obstacles in learning genre-based writing, the efforts they made to deal with these, and their future expectations in learning. And last part of the questionnaire also consists of 5 open-ended questions indicating students' perceptions on self-assessment in writing, they types of self-assessment needed in the genre-based writing class, and problems may occur in utilizing self-assessment in writing. The data were also collected from the classroom observation intended to match the information collected from the questionnaire and the field conditions. And focus group discussion was also conducted with writing and students relating to self-assessment in genre-based writing and involved three writing lecturers and 20 students.

RESULTS AND DISCUSSION

Quantitative and qualitative analysis were utilized to draw the findings of this study. Descriptive statistics were used for any quantitative data. The data from open-ended questions were collected into some categories. The order of the results concerning with the needs analysis of this study are: the results and analysis of survey questionnaire on students' perceptions of genre-based writing class, students' answers on open-ended questions, classroom observation, and focus group discussion.

Using SPSS 22, the results of survey questionnaire relating to students' perception after attending genre-based writing class are presented in the following table:

Table 1 Students' perception of genre-based writing class

| No | Statements | N | 1 | 2 | 3 | 4 |
|----|---|----|-----|------|------|-----|
| 1 | The instructional goals were communicated thoroughly | 60 | 0 | 40 | 55 | 5 |
| 2 | The materials contained much weight | 60 | 3.3 | 40 | 55 | 1.7 |
| 3 | The materials were easy to follow | 60 | 1.7 | 55 | 40 | 3.3 |
| 4 | The presentations of materials were structured and systematic | 60 | 6.7 | 40 | 48.3 | 5 |
| 5 | The presentation of | 60 | 0 | 18.3 | 70 | 11. |

| | | | | | | |
|----|--|----|------|------|------|------|
| | materials was interactive | | | | | 7 |
| 6 | Students were assigned to do more writing exercises | 60 | 36.7 | 36.7 | 26.7 | 0 |
| 7 | Students learned writing process | 60 | 13.3 | 56.7 | 25 | 5 |
| 8 | Students figured out their problems and shared with others | 60 | 15 | 23.3 | 60 | 1.7 |
| 9 | Students gathered feedback from others | 60 | 6.7 | 50 | 38.3 | 5 |
| 10 | The class made use of technology such as computer and internet | 60 | 1.7 | 41.7 | 15 | 41.7 |
| 11 | Learning outcome was shared | 60 | 13.3 | 48.3 | 28.3 | 10 |
| 12 | The class motivated students to write better | 60 | 11.7 | 25 | 43.3 | 20 |

1 strongly agree, 2 agree, 3 agree somewhat, 4 disagree

Table 1 shows the perception of students in attending the genre-based writing class. 56.7% responded their agreement on *the materials which were easy to follow*. 73.4% of the students chose *strongly agree* and *agree* to the statement 6 that during writing course, they were assigned to more writing exercises. In statement 7, 70% of students chose *strongly agree* and *agree* that *they learned writing process* when doing their writing exercises. 56% also gathered feedback from their peers and lecturers after they finished their writing. And 51.6% chose *strongly agree* and *agree* that the learning outcome was shared. However, it seems that students have more negative responses on such a survey questionnaire. 60% chose to *agree somewhat* and *disagree* that *the instructional were communicated thoroughly* at the beginning of the course. 56.7% disagreed that the course materials were a sufficient enough, *contained much weight*. 81.7% think that the presentation of the materials was not interactive. Also, 61.7% stated that they were not led by their lecturers to figure out their problems and shared with others to deal with. Moreover, 55.3% responded that the class didn't really motivate them to write better. The results described in the table show that students have positive and negative responses regarding their experience during attending the teaching and learning process of genre-based writing class they attended. To conclude, students have more

negative responses on such genre-based writing instruction.

The survey questionnaire of this study also figures out problems commonly faced by students during writing course instructions, their efforts to deal with, and their expectation for future learning. The results are presented in the following table:

Table 2 Students' problems in writing class, their efforts to deal with, and their expectation in future learning

| No | Questions | Answers | Frequency |
|----|---|--|-----------|
| 1 | What problems do you usually face in writing? | - Lack of ideas | 15 |
| | | - Difficult to start writing | 13 |
| | | - Lack of vocabulary | 12 |
| | | - Grammar inaccuracies | 10 |
| | | - Improper use of writing mechanical aspects (punctuation, capitalization, diction, spelling, etc) | 5 |
| 2 | Of the problems previously mentioned, what is the most dominant one? | - Less coherent and united writing | 5 |
| | | - Lack of ideas | 35 |
| | | - Difficult to start writing | 25 |
| 3 | What efforts have you made in dealing with your learning problems? | - Do more writing exercises | 17 |
| | | - Learn more about vocabulary | 13 |
| | | - Study more about grammar | 12 |
| | | - Study writing more with friends | 8 |
| | | - Build motivation to write | 5 |
| 4 | What kind of learning goals do you want to achieve in the future learning of genre-based writing? | - Read a lot of writing texts | 5 |
| | | - To be able to write with good content | 35 |
| | | - To be able to write with good grammar and vocabulary | 25 |
| 5 | In your opinion, what kind of genre-based writing class should be an ideal one for you? | - | |
| | | - Should be more student-centered | 35 |
| | | - Should involve students more in assessment practices | 15 |
| | | - I have no ideas about it | 10 |

As described in table 2, the second part of the survey questionnaire of this study contains five open-ended questions for the students to respond. The answers were then collected and analyzed based on its level of frequency. In statement 1, 15 out of the 60 students chose wrote that *they lack ideas* when starting their writing as the most. This problem is the most dominant one faced by the students when doing writing tasks. They couldn't elaborate their ideas to enrich the content of their writing. 13 out of 60 students responded that *they were often tied to the students that they were unable to start their writing*. Some techniques or methods implemented by teachers in the class didn't enable them to write their writing easily. This is also another dominant problem students faced. And the problems in writing were also caused by *poor mastery in vocabulary* (12 students), *inaccuracies in grammar* (10 students), and *difficulties to use mechanical aspects of writing* (5 students). And *many of their writing works didn't meet unity and coherence* either (5 students).

Responding to the problems encountered during attending the writing course, students made some efforts to deal with. Drawn from table 2, it was found that 17 out of 60 students wrote that *they have to do more writing exercises* to improve their writing. 13 students wrote *they have to learn more to master vocabulary*, 12 students wrote *they have to do more exercises in grammar*, 10 students responded *to study more with friends*, and 5 students wrote that *they have to build up motivation and read a lot of writing texts*. The most interesting here is that students need to build up motivation in writing. It is one of the important factors students must have in writing. Otherwise, it will end in failure.

Table 2 also presents students' expectation in the future writing course. Among many parts of needs analysis in this study, this should be put into major consideration to plan future writing course. 35 out of 60 students wrote that *the future writing course should be more student-centered* and 15 students write that *they have to be more involved in their writing assessment*. This indicates that during the writing course instruction, students were not involved in the assessment of their writing. Teachers still played a central role in assessing their students' writing works.

The last part of the questionnaire indicates students perceptions about some issues related to self-assessment. The results are described in the following table:

Table 3 Students' perception about self-assessment in writing

| No | Questions | Answers | Frequency |
|----|--|--|-----------|
| 1 | What do you know about self-assessment in EFL writing? | - I don't know about self-assessment | 50 |
| | | - I know a little about of self-assessment (definition) but never implement it in my writing | 10 |
| 2 | Do you think that self-assessment will be useful for you in learning to write? If yes, state your reasons? | - Yes, sure. It will | 30 |
| | | - Yes, but I am sure whether it will improve my writing | 20 |
| | | - Not at all | 10 |
| 3 | What kinds of self-assessment do you need in learning genre-based writing? | - Self-assessment that enables me to write better | 40 |
| | | - I can write more by myself (promote learner autonomy) | 15 |
| | | - I have no ideas about it | 5 |
| 4 | When do you think you use self-assessment in the genre-based writing class is implemented? | - During the writing course | 40 |
| | | - After the writing course | 10 |
| | | - I have no ideas about it | 10 |
| 5 | What problems will you probably face when using self-assessment in your writing? | - I am not sure whether I can assess my writing because my writing skill is not good | 40 |
| | | - I have no ideas about it | 20 |

As seen in table 3, it was found that 50 out of 60 students do not know about self-assessment in writing. 10 students wrote that they know a bit about self-assessment and never implement it in their writing. This indicates that students are not familiar with the concepts and practices of self-assessment in general. However, after the concepts of self-assessment were introduced, 30 out of 60 students are quite sure that self-assessment enables

them to write well. 20 students still feel doubtful since they never implement it and 10 students have no ideas about it. The table also shows the importance of self-assessment when it is implemented in a writing course instruction. 25 students believe that *self-assessment enables them to write better*. Throughout self-assessment, they think they can practice polishing (editing and revising) their writing draft. 15 students believe that self-assessment can promote *learner autonomy* while 5 students have no ideas about it. For the implementation of self-assessment in a writing course instruction, most students agreed that it should be implemented during writing course. Finally, the table shows students still feel doubtful whether or not they can implement such an assessment due to their low ability to write.

After a survey questionnaire was distributed to 60 students as the participants of this study, the collected answers or responses were analyzed using descriptive statistics as previously described, the classroom observation was conducted during May 2017, once in a week with 100 minutes (duration) of each. It was intended to find out the supplementary data regarding needs of students and lecturers in writing course instruction, genre-based writing in particular. The results are similar to those of the questionnaire.

The results showed that at the beginning of the course, the instructional goals were not well communicated by lecturers to the students. Also, lecturers only presented the concepts of writing and after that assigned the students to create a writing task by selecting one of the given topics or type of text, and asked them to submit their works. Lecturer plays the central role in assessment. If this happens continuously, the writing instruction will end in failure because it doesn't give more opportunities to the students to evaluate their writing. The use of single assessment in performance tests like writing test certainly was inappropriate because it can result in potentially biased evaluations (Matsuno, 2009).

During the classroom observation, it was found that the writing process was implemented in the writing course. Students should write throughout five stages: pre-writing, planning, writing (drafting), polishing and writing the final draft. Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions (Oshima & Hogue, 2006). However, during writing practices, students were not encouraged to search feedback from peers and teachers. Feedback is an important

part in self-assessment. Tutor feedback and student learning are inseparable.

Regarding self-assessment in writing, it was found that both lecturers and students are not familiar with the concepts and practices of self-assessment. They considered self-assessment as other types of assessment: peer-assessment, teacher-assessment, collaborative assessment, and others. They didn't have a concern to implement self-assessment as an alternative technique in the writing class. For that reason, the concepts and sample practices of self-assessment in writing were presented in the classroom. Students were encouraged to get to know closer about what self-assessment looks like and how it is implemented in a writing course instruction.

Another technique employed in this study is focus group discussion. It was intended to discuss the results of both survey questionnaire and those of classroom observation conducted before. To this, The draft (prototype) of self-assessment model in genre-based writing class was presented. The results showed that Both lecturers and students agreed that self-assessment can be used as an alternative technique in the future genre-based writing instruction. The self-assessment model should measure both cognitive and metacognitive aspects of the students in learning. It not only enables students to write using self-editing strategies, but also serves them with some instruments to raise their awareness and motivation to do more writing exercises. Through self-assessment, students are encouraged to possess metacognitive skills such as self-regulation and self-monitoring are important for the development of autonomous learning skills (Oscarson, 2009). The results also showed that both lecturers and students agreed that mini-lesson should be conducted as one of the important parts in the model. This is a key element of self-assessment. Taufiqulloh (2015) developed a model of self-assessment in EFL essay writing class. One of the components of this model is a mini lesson. It consists of modeling and reviewing. This is about setting criteria with the involvement of the students so that self-assessment practices in the classroom can be worked out successfully. Throughout the mini-lesson, the teacher presents some models of well-organized essays which have clarity in meaning, accuracy in format, mechanics, grammar, and sentence structures, and clarity in content and organization. Another part of the mini-lesson is reviewing. Here the teacher provides sample essays to be reviewed with students in the classroom to figure out their strengths and weaknesses. Such a lesson enables students to comprehend various types of written texts critically.

CONCLUSION

To this point, the results of needs analysis in designing a self-assessment model in a genre based writing class for for EFL learners were presented, especially to the students of English Education Department, Universitas Pancasakti. Teaching and assessing genre-based writing tasks in the department are still teacher-centered that result in poor writing achievement of the students. Relating to draft or prototype of the model that was introduced and discussed with both lecturers and students, some important feedback was gathered for the refinement of the model before it is implemented in the field.

REFERENCES

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice* (First Edit). New York: Longman.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>
- Illés, É. (2012). Learner autonomy revisited. *ELT Journal*, 66(4), 505–513. <https://doi.org/10.1093/elt/ccs044>
- Matsuno, S. (2009). Self-, peer-, and teacher-assessments in Japanese university EFL writing classrooms. *Language Testing*, 26(1), 075–100. <https://doi.org/10.1177/0265532208097337>
- Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design. World Englishes*. <https://doi.org/10.1136/bmj.326.7383.268>
- Oscarson, A. D. (2009). *Self-Assessment of Writing in Learning English as a Foreign Language*. Göteborgs Universitet. Retrieved from <http://hdl.handle.net/2077/19783>
- Oshima, A., & Hogue, A. (2006). Writing academic English. <https://doi.org/10.1017/CBO9781107415324.004>
- Taufiqulloh. (2014). A Self-Assessment Model in Teaching Academic Writing for Indonesian EFL Learners A SELF-ASSESSMENT MODEL IN TEACHING ACADEMIC WRITING FOR INDONESIAN EFL LEARNERS. *English Review: Journal of English Education*, 3(1), 1–9. Retrieved from <http://journal.uniku.ac.id/index.php/ERJEE>
- Taufiqulloh. (2015). USING A SELF-ASSESSMENT MODEL IN AN INDONESIAN EFL WRITING CLASS. *THAITESOL JOURNAL*, 28(June), 116–138. Retrieved from

[http://thailandtesol.org/data/doc/THAITESOL Journal Vol 28 No 1 June 2015_complete.pdf](http://thailandtesol.org/data/doc/THAITESOL_Journal_Vol_28_No_1_June_2015_complete.pdf)

Taufiqulloh, Y Imam, Yuvita. (2016). Utilizing Peer and Teacher Feedback in Academic Writing Class. *English Review: Journal of English Education*, 4(2), 161–170.
<https://doi.org/10.25134/erjee.v4i2.331>

ACKNOWLEDGEMENT

The authors are the teaching staffs of English Education Department, Pancasakti University Tegal Central Java Indonesia. This is one of the research outcomes supported under the funding scheme “Penelitian Produk Terapan (PPT) 2017” from the Directorate of Research, Technology, and Higher Education, Republic of Indonesia.

Questionnaire for Individual Difference

The following items describe statements about your learning experiences in academic writing class. Please indicate your response but putting a cross (x) using the following scale.

1=always 2= usually, 3= rarely and 4=never

| No | Questions | Responses | | | |
|---------------------------------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| <i>Motoric Behaviour</i> | | | | | |
| 1 | I set up my own goals when learning this course | | | | |
| 2 | I choose course material that arouses my curiosity, even it is difficult to understand | | | | |
| 3 | I learn a lot of new things in this class in order to increase my knowledge | | | | |
| 4 | I use what I learn in this course to other courses | | | | |
| 5 | I make notes of this course subject and read them over and over to help me understand the materials more thoroughly. | | | | |
| 6 | When I study for this class, I practice saying the materials over and over | | | | |
| <i>Perception</i> | | | | | |
| 7 | I think this course subject is interesting | | | | |
| 8 | I consider this course subject is easy | | | | |
| 9 | I am certain I can be a good writer when learning this course | | | | |
| 10 | I think this course provides me a lot of new things to increase my knowledge | | | | |

| | | | | | |
|------------------------|---|--|--|--|--|
| 11 | I am confident I can receive an excellent grade when learning this course seriously | | | | |
| 12 | I think this course motivates me to do better in writing | | | | |
| Memory | | | | | |
| 13 | I recall the content materials of this course to comprehend deeper | | | | |
| 14 | I memorize the key words to remind me of the important concepts in this class | | | | |
| 15 | I fully concentrate when learning this course | | | | |
| 16 | I figure out questions in my mind about things I don't understand about this course subject and reveal them to discuss with friends and teacher later | | | | |
| Self-Regulation | | | | | |
| 17 | If I become confused of something in this course, I go back and try to figure it out | | | | |
| 18 | I change the way I learn for difficult materials | | | | |
| 19 | I search feedback from others for my learning problems | | | | |
| 20 | I solve my learning problems in this course on the basis of the given feedback | | | | |

Questionnaire Rubrics

Always : 1 (highly independent)

Usually : 2 (independent)

Rarely : 3 (dependent)

Never : 4 (highly dependent)

Testing the prototype (Field Testing)

An experimental research with factorial design will be conducted to test the preliminary form of the product to small scale participants. It is a modification of a true experimental design, with the further complication that additional independent variables (usually moderator variables) are included in addition to the treatment variable (Tuckman, 1978:133). In such a design, a factor is a major independent variable. The variables of this experimental testing are self-assessment and non-self-assessment model as the independent variables as the factors of this research, the achievement of students' ability in academic writing as the dependent variable, and students' learning styles as the moderator variable categorized in two levels : field independent and field dependent students. A two-way ANOVA is used to compare groups which differ from one another along two dimensions or factors. The design of this testing design is described in the following diagram:

Table 5 : Factorial Design

| Model Learning Styles | Self-Assessment Model (Y1) | Non Self- Assessment Model (Y2) | Total |
|------------------------------------|-------------------------------|---------------------------------------|----------|
| Field Independent Students (X1) | $\mu X1Y1$ | $\mu X1Y2$ | $\mu Y1$ |
| Field Dependent Students (X2) | $\mu X1Y2$ | $\mu X2Y2$ | $\mu Y2$ |
| Total | $\mu X1$ | $\mu X2$ | |

The details of the research in this testing phase are described as follows:

(1) Population and Sampling.

The subjects of this study are the fifth semester students of English Department of Pancasakti University Tegal who attended academic writing class. The total number of population is about 153 students from five classes.

The population will be identified in term of two kinds of individual differences: field independent and dependent students. The identification will be conducted through a questionnaire. It is designed on the basis of the learning style theory from Santostefano (1978) and the theory of reflectivity (Oscarson, 2009). According to Santostefano (1978:100), field dependence-independence is a cognitive control which defines wider aspects such as motoric behavior, perception and memory. Meanwhile, according to Oscarson (2009:33), learners' autonomy or independence deals with reflection which relates to self-regulation strategy. It is the concept of enlightenment of individual autonomous learning. Through reflection, we learn how to improve ourselves in learning. Considering the two theories, this questionnaire is designed based on four indicators: motoric behavior, perception, memory and self-regulation. There are 6 statements of motoric behavior, 6 statements of perception, 5 statements of memory and 5 statements of self-regulation.

The questionnaire is multiple with four answers: *always*, *usually*, *rarely*, and *never*. The answers are coded with numbers from 1 (*always*), 2 (*usually*), 3 (*rarely*) and 4 (*never*). For data analysis, it is completed with the rubrics. The answer 1 means highly independent, 2 for independent, 3 for dependent,

and 4 for highly dependent. The rank ordering is intended to identify the degree of preference, intensity, priorities, etc., throughout the answers. (Cohen, et.al., 2005:252).

(2) Research Setting.

It will be conducted at the English Department of Pancasakti University, and scheduled to be implemented starting from July to October 2014.

(3) Technique of Data Collection

There are two kinds of tests administered as to gather the data of this research: pre-test and post-test. Pre-test is conducted at the beginning of experiment to figure students' ability in writing essay before learning self-assessment model. Meanwhile, post-test is conducted to find out students' ability after treatment (learning to write essay through self-assessment model).

(4) Instrument

The instrument of this study is essay writing test that will be administered before and after the treatment (pre-test and post-test). Students are asked to write either a comparison/contrast or a cause/effect essay of about 300-600 words by choosing one of the suggested topics that interest them. They have 100 minutes to accomplish this test. Each essay will be scored on the basis of how effectively it communicates a whole message for the stated purpose. It will also be considered in terms of five characteristics: format and mechanics, content and organization, word/sentence use, and grammar. Students are not allowed to use any books or papers or other reference materials during the test.

This essay writing test will be measured for its validity and reliability. A test is valid when it actually purports what to measure. To test the validity of essay writing test as the instrument of data collection in this study, three kinds of validity will be employed: empirical, content and face validity. (Harries:1969). Relating to empirical validity, a try out will be conducted. To score the students' essays, the rubrics and rating scales developed in this study is utilized. The rubrics is comprised of four aspects of essay: format and mechanics, content and organization, word/sentence use, and grammar. To find out the validity of the test, the average gained scores were correlated using correlation technique formula by Pearson with 5% of significance level.

Meanwhile, the test will be also tested for its reliability. Reliability deals with the consistence or accuracy of the test. To find out the internal reliability of the test, the Spearman Brown formula will be applied applied.

(5) Technique of Data Analysis

Referring to the statements of problems in this study, data analysis will be carried out in two ways: pre-analysis testing and hypothesis testing. Pre-analysis testing is intended to find out the normality and the homogeneity of sample groups. Meanwhile, the hypothesis testing was conducted by using F-test to draw the findings of this study.

(a) Pre-Analysis Tests

Normality and homogeneity tests will be conducted as pre-analysis tests in this study as described in the followings:

- Normality test

The normality test is to calculate the probability that the sample is drawn from a normal population. Lilliefors test will be utilized to test the normality of the research sample. It is a modification of Kolmogorov-Smirnov test (KS). The hypotheses of this test are formulated as follows:

H_0 = The sample data have normal distribution

H_a = The sample data don't have normal distribution

When testing normality, if the probabilities are more than ($>$) 0.05, it means that the data are normal, and reversely.

$$D_a = \max\{D_+, D_-\}$$

$$D_+ = \max_i \{ \hat{F}(y_i) - F(y_i) \}$$

$$D_- = \max_i \{ F(y_i) - \hat{F}(y_{i-1}) \}$$

Where

$\hat{F}(x)$ is the sample cumulative distribution and $F(x)$ is the cumulative normal distribution whose mean and variance are estimated from the sample.

When testing normality, if the probabilities are more than ($>$) 0.05, it means that the sample data have normal distribution, and reversely.

- Test of Homogeneity

Levene's test is to find out whether the scores of one group has homogenous variants with the scores of the other group or not. The hypotheses of this test are formulated as follows:

Ho = Both samples are homogeneous

Ha = Both samples are not homogeneous

The test statistic, W, is defined as follows:

$$W = \frac{(N - k) \sum_{i=1}^k N_i (Z_i - Z_j)^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^N (Z_{ij} - Z_i)^2}$$

Where

W is the result of the test

K is the number of different group to which the samples belong

N is the total number of samples

N_i is the number of samples in the *i* th group

Y_{ij} is the value of the *j* th sample from *i* th group

$$Z_{ij} = \begin{cases} |Y_{ij} - \tilde{Y}_i| & \tilde{Y}_i \text{ is a mean of } i\text{-th group} \\ |Y_{ij} - \hat{Y}_i| & \hat{Y}_i \text{ is a median of } i\text{-th group} \end{cases}$$

Lavene's test is utilized to test the ANOVA assumption that each group of the independents has the same variant. If the Levene statistic is significant at the .05 level or better, the null hypothesis is rejected.

(b) Hypothesis Testing

The F-test is used to test for differences among sample variance. The formula for F is simply:

$$F = \frac{S_1^2}{S_2^2}$$

The variance are arranged so that $F > 1$, that is; $S_1^2 > S_2^2$

The F-test is used to test the significant difference of the variances. Then, the value is compared to that of t-table. If the F value is greater that of-t table, then the null hypothesis is rejected.

(6) Experimentation

The research will be conducted in ten weeks from July to October 2014 as shown in the following table.

| NO | MEETING | MATERIAL | EXPERIMENTAL GROUP |
|----|-----------------|-----------------------------------|--|
| 1 | 1 st | Pre-test | Both groups of Independents and dependents |
| 2 | 2 nd | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 3 | 3 rd | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 4 | 4 th | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 5 | 5 th | Treatment (Self-Assessment Model) | Both groups of Independents and |

| | | | |
|----|-----------------|-----------------------------------|--|
| 6 | 6 th | Treatment (Self-Assessment Model) | dependents Both groups of Independents and dependents |
| 7 | 7 th | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 8 | 8 th | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 9 | 9 th | Treatment (Self-Assessment Model) | Both groups of Independents and dependents |
| 10 | | Post-test | |

DRAFT

A SELF-ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR *INDONESIAN EFL LEARNERS*

**Taufiqulloh
Endang Sulistianingsih
Yuvita**

ABSTRACT

This self-assessment model is developed to help EFL students improve their achievement in genre-based writing. The development of this self-assessment model was derived from the analysis of both theoretical and empirical studies of self-assessment in EFL writing. The results showed that the self-assessment model of genre-based writing classes is administered by 4 (four) instruments associated in the process-based writing instruction: self-editing checklist (SEC), learning logs (LL), checklist of writing strategies (CWS), and survey of interest and awareness (SIA). The implementation of such instruments is embedded in the writing process which consists of six stages: planning, writing first draft, assessing, polishing, and writing final draft. SEC is employed during polishing stage of the writing process. Throughout this checklist, students figure out problems or weaknesses in their writing and find out ways to cope with them through feedback from their peers and teacher. LL is used during writing instruction. Students spend about 5 to 10 minutes at the end of instruction to make entries. This self-assessment model was validated through focus group discussion, expert judgment. Its prototype was brought to focus group discussion (FGD) involving the writing lecturers and students. It was also validated by two experts from outside the department. Then, the instruments of prototype were tested in the field for its validity and reliability. Finally, this self-assessment model can be an alternative model in teaching academic writing to EFL students at university level, more particularly the students of English Department, Pancasakti University Tegal.

Keywords: Model, self-assessment, genre-based writing

A. INTRODUCTION

It has been widely known that writing in foreign language teaching has become more important today as it is not only an object of study but a system of communication (Weigle, 2000). Writing is different from spoken language in form and use. In essay writing, for example, learners are required to not only invent, express and organize ideas as well as translate them into readable texts, but also to make use of correct grammar and sentence patterns.

The students from English Department from any universities in Indonesia, in particular, must be able to write as part of their study either to meet their assignments or to accomplish their degree. However, for lecturers, teaching writing is often assumed to be a frustrating task due to its complexity in many aspects from format, mechanics, content, organization, grammar and sentence structures. Also, they are often tied in the situations that the students are reluctant to write, and don't know how to start their writing. Many still think that writing is about the talent. This opinion is not fully incorrect. As Meyers (2005:2) states that writing is partly a talent, but it is mostly a skill, and like any skills, it improves with practice. Responding to that, teacher should encourage students to build the writing habit so that they do writing activities as often as possible. Moreover, writing activities not only become normal parts of classroom life, but also present opportunities for the students to achieve almost instant success in improving their writing skill.

One of the reasons for designing the model in this study was derived from the phenomenon found in the writing instruction in the English Education Department of Pancasakti University Tegal. During my observations as an EFL lecturer in the department for several years, most writing courses were set in traditional classroom settings where students obediently followed the teachers' rules by spending a great deal of time in copying models from their instructors rather than expressing their own ideas creatively. I found that students were tied in the situations in which they were unable to identify their strengths and weaknesses, as well as monitor their progress in learning to write. Some writing teachers still applied traditional approach in writing which is product-oriented. In terms of assessment, they played a central role in assessing students' pieces of writing. The use of single assessment in performance tests like writing test certainly was inappropriate because it can result in potentially biased evaluations (Matsuno, 2009:76). Such problems resulted in the low writing achievement of the students. Therefore, selecting an alternative model should necessarily come into being that could cope with the situations.

Another reason was to promote learners' autonomy in the department that could lead the students to be actively engaged in independent learning. The trend of English as a foreign language (EFL) learning in international context nowadays should give emphasis on creating competent language learners and autonomous agents (Illes, 2012:506). The task of language education is then to help learners

develop self-reliance and autonomy, which will enable them to communicate successfully in international settings. Learner autonomy is therefore one of the issues that needs to be addressed when the focus is on the learner in present day ELT. Learner autonomy has received considerable attention over the past decades. Although this multifaceted notion has been widely debated and there are various trends and perceptions of it in the specialist literature (Benson 2007; Smith 2008). By being autonomous, language learners will have a great sense of critical thinking and action so that they can be decision maker in learning (Chan, 2003).

From the reasons previously described, this study was aimed at creating competent and autonomous learners for the students of English Education Department of Pancasakti University Tegal in particular through developing a self-assessment model in genre-based writing class. The concept of reflection in the model enables the students to appraise their performance accurately for themselves so that they understand what they need to learn more intensively and do not become dependent on their teachers. Through a self-assessment model in this current study, students are trained to monitor, regulate themselves in learning, seeking their learning problems or barriers and finding feedback collaboratively, and set goals for future learning.

B. REVIEW OF RELATED LITERATURE

Previous Studies

Some previous studies claimed the effectiveness of self-assessment in EFL instruction. Ferris (1995) developed and used a semester-long editing process approach to help advanced ESL writing students become more self-sufficient as editors. The results of the study showed that self-editing contributed a positive effect in improving student's ability in writing. Brown (2005:85), conducted a small study of students on an independent learning program. She used annotated learner produced texts to reflect communicatively oriented criteria (e.g. content and sociolinguistic appropriateness, text structure, organization and coherence) for students who assessed their own performance by comparing the annotated texts with their own. She found the method both reliable and useful for student self-assessment of writing, as well as for learning specific language skills. Wang and Wang (2007) introduced both affect test and self-assessment into the traditional assessment scheme of non-English major post-graduates ESL writing classes. Results showed that both affect test and self-assessment were welcomed by the majority of learners and played a relatively positive role in the whole ESL writing process.

Another study was conducted by Oscarson (2009). She explored a study on how upper secondary school students perceived their own general and specific writing abilities regarding syllabus goals and whether these perceptions were affected by self-assessment practices. She also explored students' and teachers' experiences of integrating self-assessment into everyday classroom practice. The

results showed that students' assessments of their writing ability in general showed a stronger relationship with teachers' grades and students' assessments tended to become more realistic with practice. While Taufiqulloh (2010) conducted a classroom research with two learning cycles on implementing the model of self-editing checklist in the writing process of essay from Oshima and Hogue (2006). The research took place in the English Department of Pancasakti University Tegal, in the academic year 2009/2010. The participants were the fourth semester students who attended academic writing class. It was conducted in one semester. The results showed that students' writing achievement improved over cycles. The self-edit instrument was successfully conducted during the teaching and learning process of essay writing. Birjandi (2010) also explored the role of journal writing as a self-assessment technique in promoting Iranian EFL learners' motivation. The participants were 60 intermediate TEFL students of Islamic Azad University of Tabriz. The result showed that the use of the journal contributed positive influence in promoting students' motivation.

Sadek (2011) investigated the effect of self-assessment on the EFL-learners' expository essay writing. Self-assessment in her study was employed as a revision technique in the process of writing in order to raise learners' awareness of their common mistakes through providing them with a chance to locate these mistakes by themselves. The participants of the study were 40 engineer freshmen at MSA (Modern Science and Arts) University. The result of this experimental study demonstrated that there was a significant improvement towards students' writing ability. The result also showed positive awareness of the students in learning to write essay.

Taufiqulloh (2014) developed a self-assessment model to help EFL students improve their achievement in academic writing, more particularly essay writing. In the department of Pancasakti University Tegal, academic writing is the course subject which develops models and practices of essay writing in order that students are actively engaged in rhetorical problem-solving. The development of this self-assessment model was derived from the analysis of both theoretical and empirical studies of self-assessment in EFL writing. The self-assessment model developed in this study consists of four kinds of self-assessment instruments: self-edit checklist of writing dimensions (CWD), checklist of writing strategies (CWD), survey questionnaire of writing interest and awareness (SWIA), and questionnaire of learning monitoring strategies (QLMS). This self-assessment model can be an alternative model in teaching academic writing to EFL students at university level, more particularly the students of English Department, Pancasakti University Tegal. And in the following year, 2015, Taufiqulloh examined the model. Using an experimental study with factorial design, the self-assessment model was tested for its effectiveness with 100 students attending an essay writing class. As the factor inserted in the research was individual difference, the participants were split into two groups: a group of field independent students and a group of the dependent ones. The findings showed that the writing achievement of both groups improved. Students could perceive their

strategies and enhance their interest and awareness in writing. However, some remarks were given on the bases of the findings of this study.

The Critical Perspective of Language Assessment

Like other critical applied linguists, Fairclough (1995:2003) cited in Oscarson (2009:57-58) saw the critical applied linguistics approach (CAL) as having an interest in everyday categories of applied linguistics such as for example language learning and assessment, as well as a resistance to the normative. In other words, CAL embraced transformative pedagogy while at the same time taking a self-reflexive stand on critical theory (Lynch, 2001: 356). Pennycook saw several ways of responding to issues of inequality and oppression, and Lynch characterized the critical approach to applied linguistics by:

- (1) its interest in the ways in which language related issues are interconnected with other domains,
- (2) its research ambition to consider paradigms beyond the dominant ones,
- (3) its concern for social justice and equality, and
- (4) its requirement to be self-reflexive in itself. This view was not committed to a fixed theoretical framework, and thus allowed researchers to be open to new perspectives to deepen understanding.

Lynch argued that the critical perspective could have elements to offer language research in assessment, as an additional approach to looking at individual language ability. Lynch saw the paradigms underlying alternative assessment as different from those of testing. Testing, according to Lynch, is mainly concerned with measuring objective entities while alternative assessment takes the view that language use can best be understood in social life and does not exist independently. He argues that the differences lie mainly in the conceptualization of validity and its criteria (Lynch, 2001:362). It is the assumptions of the research and practice with which they are embedded that determine their critical potential or alternative paradigm character.

Fairness in the critical alternative assessment perspective here means that the *learner's perspective* is taken into account, and that the assessment is so structured as to maximize ethical behavior so that the power relations between the assessor and the assessed are shifted. The assessment practice should also actively enable the construction of the self as subject, rather than the object of assessment. Here the notion of power relations is salient in the determination of ethics (Lynch, 2001:366). Language assessment and especially summative assessment in the form of language tests can, as Shohamy (2001:374) warns, be misused as forceful, undemocratic, and unethical tools by different groups in authority. They can also be used as a way of controlling knowledge, in respect to what is right/wrong, true/false and so forth. The critical perspective aims at establishing an assessment context where the learner's voice is give more room for expression, "a context in which traditional power relations are recognized and made more reversible and flexible" (Lynch, 2001:368). As both Lynch and Shohamy maintain, the critical perspective needs to be self-reflexive in itself. The procedure needs to be continually scrutinized so as to not become in itself normative, and the expert

status of traditional language assessment in the form of summative tests reconsidered in a more democratic approach, giving learners a more active role in assessment.

Alternative models of assessment can, through collaboration, lead to shared power, and thereby empower rather than subjugate the learner. But the complexities of the nature of self-assessment can also require the learner to 'confess' in the evaluation of their own performance. It is believed that this can occur in and through discourse associated with both summative and formative assessment and creates knowledge about the individual student. As Tan (2004:660) points out, "power should be appreciated for its productive pedagogical potential". This is also the case for the power inherent in different assessment practices, be they alternative or traditional. Power is always present and the focus should be, first of all, on how it may be used to benefit learners. Thus, lifelong self-regulated learning and self-assessment practices should be seen as a means to learning ends. If these means are not apparent, they are not going to be taken seriously. As many learners and teachers bring with them real life experiences other than that of the prevalent educational discourse, calling attention to the forces at work is needed. Students need help to develop self-regulating techniques. Lifelong learning, self-regulation, and self-assessment seek among other things to give students tools that help them learn to learn. It represents a shift in practice, which is a part of a broader discourse. Both the empowering and the disciplining potential of self-regulated learning and adherent self-assessment practices exist, but the question is how this power is exercised in practice, which is important. The consequences of assessment should be integrated into a wider and unified concept of validity, taking into account the wash back effects of assessment on teaching and learning in addition to the usual kinds of validity considerations.

Background Concept and Theories of Self-Assessment

The concept of self-assessment is *reflectivity*. While the underlying theories are two forms of *constructivism* (*cognitive* and *social constructivism*), *metacognition* and *social cognitive theory*. Reflectivity is the central concept of self-assessment. It is about how we learn to regulate and reflect what we learn. It is a central concept to self-regulation and self-reflection (Oscarson, 2009:33). Reflection is the concept of enlightenment of individual autonomous learning. Through reflection, we learn how to improve ourselves in learning. It is something worthwhile for the language learner for the language learners especially, to view back what they have done or learnt, then evaluate them, recognize their problems or weaknesses in learning and find out the solutions through self and teachers' feedback for the enlightenment or improvement in their future learning. Reflection in language learning also enables learners to adjust and cope with various situations in learning. Dyke said further in the followings:

Reflection is and has been a key concept dealt with by many philosophers from the Enlightenment to modern times, where a fast changing world forces people to make decisions without tradition for support. Because of this, it is argued that a more reflective approach to learning helps people respond and cope better in different situations in life. From some views above, I could simply add that reflection, in language learning, is something worthwhile for the learners to view back and evaluate what they have done or learnt, to adjust in various situations to get better enlightenment in future. (2006:105)

John Dewey cited Dyke (2006: 106), also saw knowledge as something which should enable people to deal with future problems. The statement is as the implication of experiential learning or a 'pedagogy of experience' in which students' individuality and autonomy are to be enhanced by giving them the opportunity to learn according to their own needs and interests.

Reflection is a process to deepen our understanding on one experience relating to others. Once we had an experience in learning, we could view it back, and it could help us to plan for future enlightenment or improvement in learning. As Rodgers (2002: 842) said reflection is a meaning-making process to deepen our understanding of one experience with other experiences and ideas. It is about our systematic way of thinking, our interaction with others and an attitude in which it values growth to ourselves and others.

The reflective learner is the one who possesses disciplined thought and open to obtain meanings in their experience. Thus, they enable to interpret their experience, recognize problems or weaknesses and generate possible or alternative solutions. The interaction with others also plays a vital role in strengthening reflection. Rodgers (2002) highlights in the followings:

The benefits of collaborative reflection, the affirmation of the value of one's own experience, the reflection of something "new" as others broaden the perspectives of understanding, and the support needed to engage in the self-discipline required.

Being autonomous in learning includes the ability to reflect. It requires some attitudes as central elements in reaching self-regulation. One is self-interest and awareness to learn. When learners own strong self-interest to learn, they could easily cope with different situations in learning, find out problems and provide self-feedback. Other forms of attitude could be self-confident, open-minded and willingness to cope with different views or perspectives in learning as Dyke stated in the followings:

a reflective attitude included single-mindedness or whole-heartedness in wanting to learn; a directness or confidence in one's own ability to learn; an open-mindedness and willingness to entertain different perspectives including an acceptance of the need to change one's own perspectives and willingness to grow; and an intellectual and moral responsibility to the self and to society. (2006: 107)

To summarize, reflection is the analytical tool that can be used by the students to better understand their own learning through self-assessment practices. Regarding self-assessment of essay writing instruction in this research, reflection is demanded by the students in the end of their learning, and it is also the reflective practice that is conveyed through the writing process model. The idea of the students' need of experience, and the experience leading the individual on to further knowledge is also the basis of the constructivist learning theory, where the students govern or rule themselves. This is further developed in social constructivism theory where knowledge is construed together with others, and through the scaffolding help of a teacher or lecturer.

Relating to self-assessment of writing academic essays in this study, reflection is implemented before, during and after the treatment of each cycle. Before the treatment, the teacher conducts previous reflection to figure out students' ability and their interest as well awareness in essay writing by giving a pre test of writing an essay and a survey questionnaire of students' interest and awareness in writing academic essays. On going reflection is carried out through students' learning logs in overall sessions of each cycle. And the last reflection is carried out after the treatment of each cycle by giving a test and survey checklist of interest and awareness to the students.

Self-Assessment of Writing

Self-assessment is a key issue in autonomous learning. It enables students to set goals and to monitor and evaluate their own learning. According to O'Malley (1996:151), self-assessment encourages the type of reflection needed to gain increased control as a writer. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers.

Self-assessment is effective since it involves the students and enables them to see possibilities for reflection, redirection and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning. Self-assessment is a process through which students must be led (O'Malley, 1996:39). Teaching students to evaluate their progress begins with realizing that students will be learning new skills. As such, they need plenty of opportunities to learn and apply these skills with feedback on how they are doing.

(1) Setting Criteria. In order that the students evaluate their own work or performance, they need to be able to see examples of good work and understand by what standards it has been judged. For example, if you want to ask your students to write an essay, you have to provide sample of a good essay. You should tell them the characteristics of such an essay in order that they could evaluate the given sample that will help them to write their own essay.

(2) Applying Criteria. Once students have participated in identifying criteria to assess their work, they need opportunities to apply the criteria. The students could work in pairs or group to evaluate the sample work from the teacher using criteria chart or checklist. Through this, the students would be able to identify the strengths and the weaknesses of the sample.

(3) Setting goals. After applying criteria, the students begin to identify the strengths and the weaknesses in their work. Weaknesses become improvement goals. By working together in pairs or groups and getting feedback from the class, students get practice in identifying weaknesses in their work and in setting realistic goals. Once students set goals for other's work, they can set goals for themselves with a portfolio partner and then individually.

(4) Working toward goals. Students carry out their work by referring the goal they make. Teacher facilitates them to remember their goals and help them to achieve the goals.

(5) Using goals to improve instruction. In addition to making time for the students to set and discuss goals, teachers also need to make time to allow students to work toward those goals in daily class activities. This an optimal opportunity for linking assessment with instruction.

O'Malley (1996:151) stated that self-assessment in writing encourages the type of reflection needed to gain increased control as a writer. Self-assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning. Taras (2001:605) describes three features which allow students increased access to assessment procedures to help them carry out self-assessment from an informed position.

These are first of all to use summative graded work for self-assessment, secondly to receive tutor feedback to understand and identify errors prior to self-assessment, and thirdly that students do not receive grades until after they have worked with formative self-assessment practices for learning purposes.

O'Malley (1996:151) added that there are four ways in which you can encourage self-assessment are through dialog journals, learning logs, self-assessment of interests and writing awareness, and checklists of writing skills. These instruments are used for self-assessment practices in this study.

1. Learning Logs. In one type of learning log, students make entries during the last five minutes of each period, responding to the following types of questions ; what did I learn today?, what strategies or approaches worked best for me in learning?, what was hard to understand?, what will I do to understand better?.
2. Survey Checklist of Writing Interest and Awareness. Students are asked to indicate their attitudes toward writing and gauge their improvement as writers. Students can complete self-assessment like this once they have sufficient command over English to be able to respond to the questions. By

- occasionally reviewing the Survey of Writing Interest and Awareness, you can keep in touch with your student's experiences during the writing process.
3. **Writing Strategies.** One of the most important components of writing is the strategies the students use in pre-writing, during writing and after writing. Pre-writing strategies focus on the topic review and organization, strategies used during writing advance the writing toward meeting the original purpose. After writing, students reread, revise and edit their writing to ensure whether it meets its original purpose.
 4. **Writing Dimensions Checklist.** The students check their writing using a checklist in which they could review the quality of each written piece for dimensions such as composition, style, sentence formation, usage, and mechanics.

C. SELF-ASSESSMENT MODEL OF GENRE-BASED WRITING CLASS FOR EFL LEARNERS

The components of self-assessment model in teaching genre-based writing for EFL learners is described in the following figure:

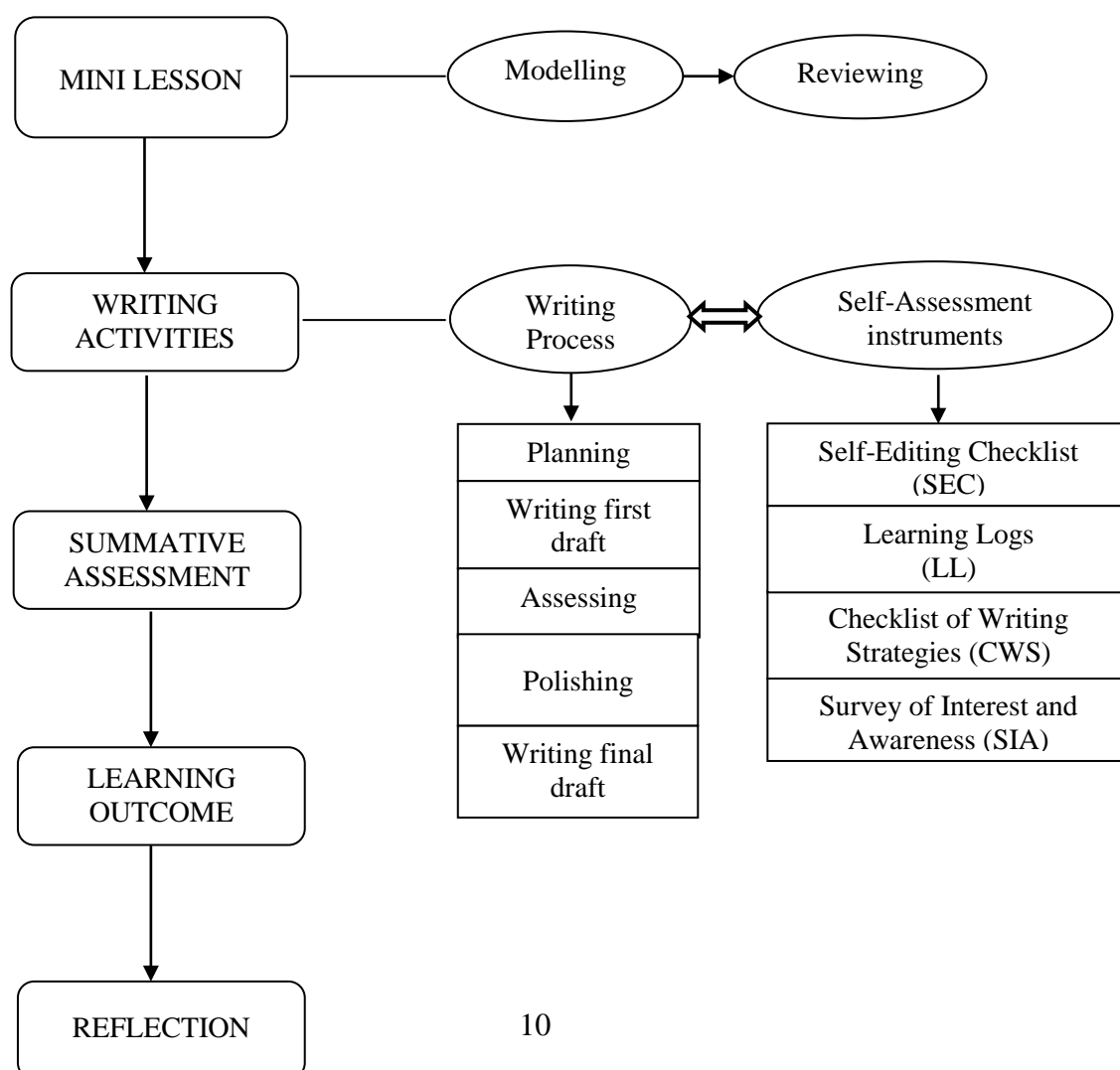


Figure 1: The flowchart of self-assessment model of genre-based writing class for EFL learners

Drawn from the figure 1, this model encompasses five components: mini lesson, writing activities, summative assessments, learning outcome, and reflection.

3.2.1 Mini Lesson

Mini lesson (criteria) is an important part in self-assessment. Teacher should provide criteria or standards students must follow in order that they can make judgment on their own. This is a key element of self-assessment. According to Boud (1986:1) criterion is a requirement of self-assessment to be able to engage with and if possible involve students in both discussion and understanding of criteria and/or formulating the criteria used in assessment. While O'Malley and Pierce (1996) added that in order to carry out self-assessment, students must be led. This mini lesson is carried out by two activities: modeling and reviewing. Teacher presents some models of essay to be critically reviewed in terms of strengths and weaknesses.

3.2.2 Writing activities

During writing instruction, students are assigned to write a number of writing tasks following the models provided by their lecturers using the steps of writing process adapted from Oshima and Houghton (2006). In this stage, self-assessment instruments are also embedded.

a. Writing process

In this study, self-assessment practices are associated with the steps of writing process. A writing process provides the students with a series of steps of writing from the most-simple activity until the more complex one. Through such an approach, students are led to write following a series stages or steps of writing. The writing process is on the contrary to the traditional method of teachers in which they assign a set writing topic, with students writing and handing in their works without revision during a certain time period. Teachers get used to using direct correction. The traditional way of working, also tends to give the students the impression that it is the teacher who is responsible for improving the written text.

Generally, writing process consists of three major parts: pre-writing, writing and post writing. To have an effective writing instruction, we need to systematically teach our students problem-solving skills connected with the writing process to realize specific goals in each stage of the writing process. Writing process is intended to produce something in a formal written form of writing which consists of several stages. Harmer J. (2004:4) mentions four stages in a writing process: planning, drafting, editing and final version.

Seow (1995:60-63) stated that a process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teacher namely responding (sharing), evaluating and post writing. Oscarson (2009:76) simply describes the writing steps ranging from pre-writing which includes generating and gathering ideas and facts through for

example talking and reading, multiple rough drafts, sharing drafts through reading own or peer work, feedback and revision to improve content and organization on the drafts, and editing for formal language errors (i.e. spelling and grammar) at the final stage and last version to be published, posted and/or graded. Mean while, Oshima and Hogue (2006:266-278) mention steps of the writing process consisting of pre-writing (creating), planning, drafting, polishing and writing the final copy.

Developed from the model of writing process from Oshima and Hogue (2006), the steps of the writing process in this model are described as follows

1) Planning

A good planning will help students better develop their writing to meet the purpose of writing itself. The planning stage includes determining a topic and narrowing it down. Teacher provides various topics of which the students choose one they are interested in. Then, they narrow the topic down by generating ideas that can be done in some activities such as brainstorming, small discussion or talk about the topic, rapid freewriting, clustering, and so on. At the end of this stage, an outline or semantic map is set.

2) Writing the first draft (Drafting)

Following the outline, the students write their first draft. They do writing at this stage focusing on elaborating or developing ideas in order that their writing meets its purpose. They do not have to worry about the format, grammar or the mechanical skills such as spelling, word selection (diction), and capitalization. They only focus on developing content of their writing.

3) Assessing

Students do assessing their work at this stage as they learn criteria with their teacher in the mini lesson. They score their essay using the criteria or rubrics in order that they are able to identify which aspects of their draft they are still weak at. This is used as the basis for revising and editing their draft.

4) Revising

At this stage, the students focus on checking their writing for content and organization including unity, coherence, and logic. Dealing with content, they could change, rearrange, add, or delete any parts, all for the goal of communicating their thoughts more clearly, more effectively and in a more interesting way. They also check to make sure that their essay has a complete organization: introduction, body, and conclusion. Moreover, they check whether or not they use proper transitional signals.

5) Editing

In editing, the students focus on checking their writing for grammar, vocabulary, sentence structures, format and mechanical skills such as punctuation, spelling, etc. For examples, they look for incorrect sentence structures, and places to combine short sentences. They also check subject-verb agreement errors and verb tense errors.

6) Writing the Final Copy/Draft

The students do re-writing at this stage in which their writing is expected to be neat and legible. As soon as they finish, they may reread again and re-write if there are some changes or revisions since writing is a continuous process.

b. Self-assessment instruments

Self-assessment instruments in this model consist of four components: self-editing checklist (SEC), learning logs (LL), checklist of writing strategies (CWS), and survey questionnaire of interest and awareness

1. Self-Editing Checklist (SEC)

This checklist was developed from the model of self-edit checklist from Oshima and Hogue (2006). Through this checklist, students learn to self-edit several aspects of their writing including format, mechanics, content, organization, grammar, and sentence structures. They self-edit their draft to have good format, correct spelling, punctuation and other mechanical skills. They also learn to assess whether their writing is interesting or not to read, and whether their writing is produced with care and thought or not, and whether or not their essay has a good organization. Furthermore, students are able to recognize their mistakes on several grammatical aspects in their writing such as tenses, conjunctions, etc. In addition, since writing is an art, using various types of sentences in writing is artful. Throughout this instrument, students can figure out the type of sentences they most use. When simple sentences are mostly used, they could modify into more complex ones so that their writing is artful. (See Appendix 2).

2. Learning logs (SEC)

Throughout this log, students spend 5 up to 10 minutes after each period of teaching to write entries. (See Appendix 2).

3. Checklist of Writing Strategies (CWS)

This checklist was developed from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990) cited in O'Malley (1996:154) cited in O'Malley and Pierce (1996). Through this checklist, students assess their strategies before, during, and after writing. Pre-writing strategies focus on topic review and organization. Students learn to recognize the strategies in generating ideas about the topic and making outline or semantic map of the topic. Strategies used during writing focus on the content. After writing, students identify their strategies in rereading, editing, and revising their essays. (See Appendix 3)

4. Survey of Interest and Awareness (SIA)

This questionnaire was developed from materials produced by the Georgetown University Evaluation Assistance Center (EAC) East (1990) cited in O'Malley (1996:154). It is employed to determine the students' attitude toward academic writing. Students are asked to identify their interest and awareness which include their perceptions, care, and seriousness in

learning to write essay. Simply, students are asked to indicate their attitudes in learning academic writing and gauge their improvement as writers. Hence, teacher can share with students' experiences during the writing process. Teacher can find out the strengths and weaknesses of the students so that they can give feedback for improvement and resetting instructional goals in future. (See appendix 4).

3.2.3 Summative assessment.

Summative one refers to a product assessment focusing on the outgoing development of the learners' language and aimed at measuring or summarizing at the end of a course or unit of the instruction. It also called assessment of learning which is used to to sum up the results of achievement.

Relating to this study, summative assessment is conducted by giving writing test at the end of instruction to see overall progress of learning during learning to write through self-assessment practices. Students' writing strategies, interest and awareness as well as monitoring strategies, are also figured out through this type of assessment.

3.2.4 Learning-outcome

The learning outcome in implementing self-assessment model in teaching academic writing, is comprised of four aspects: students' achievement, strategies, interest and awareness, and learning monitoring strategies in academic writing class. Students' writing achievement is derived from the results of students' writing scores in pre-test and post-test. Things that have not been passed or achieved would be recognized. The strengths and the weaknessess of the students in learning academic writing will be the reference to reset the instructional goals.

3.2.5 Reflection

The self-assessment in this study is based on the theory that metacognitive skills are important in developing autonomous learning skills. The metacognitive skills covers self-regulation, self-monitoring, and self-assessment. Metacognition essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions (Eleonora and Louca, 2008: 15). Reflection helps learners deepen their understanding of one experience with other experience and ideas as it is about our systematic way of thinking, our interaction with others and an attitude in which it values growth to ourselves and others (Rodgers, 2002:842).

For students' reflection, at the end of the writing process, the metacognitive aspects are figured out from the checklist of writing strategies (CWS), and survey questionnaire of writing interest and awareness (SWIA).

D. MODEL IMPLEMENTATION PROCEDURE

As shown in figure 2, both teacher and students are involved in the following activities in implementing self-assessment model in genre-based writing class:

4.1 *Delivering instructional objective.* At the beginning of instruction, teacher delivers the instructional objective of academic writing which was developed from the standard competence and basic competencies in the existing syllabus so that it enables students to figure out what to be achieved in learning academic writing, particularly essay writing. Teacher also prepares the materials of essay writing as the subjects matters taught in academic writing class. Regarding the instructional objective, the learning materials of essay embrace several aspects of essay writing such as the development of essay, types of essay, unity and coherence, sentence types and grammatical features in essay, rhetorical strategies, etc.

4.2 *Conducting mini lesson.* Teacher plays a central role in applying mini lesson. This is about setting criteria with the involvement of the students so that self-assessment practices in the classroom can be worked out successfully. Defining characteristics of self-assessment is the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards (Boud 1995: 12). Through mini lesson, teacher presents some models of well-organized essays which have clarity in meaning, accuracy in format, mechanics, grammar, and sentence structures, and clarity in content and organization. Another form of mini lesson is reviewing. Teacher provides sample essays to be reviewed with students in the classroom to figure out their strengths and weaknesses.

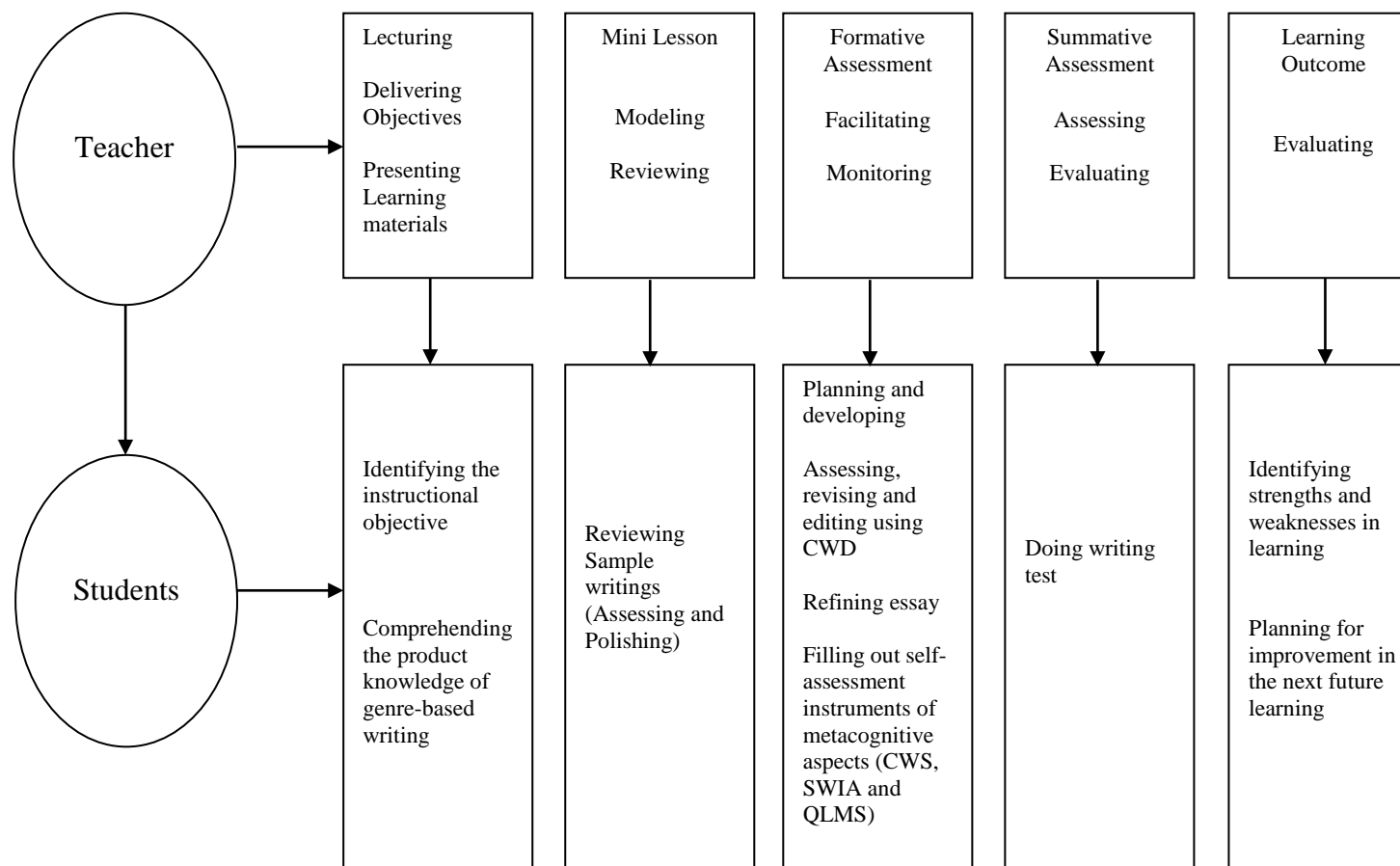
4.3 *Conducting formative assessment.* After mini lesson, formative assessment is administered. This is where self-assessment practices take in action associated with process-based writing instruction. Such an assessment should be conducted at least two times during the teaching and learning process of essay writing. The results of the first formative assessment are used to make refinements or improvements in the next assessment. In formative assessment, teacher assigns students to develop essay on some topics using the steps of writing process which consist of planning, writing, assessing, revising, editing, and writing the final copy. The self-assessment instrument, self-editing checklist (SEC) is employed by students in assessing, revising, and editing stage. By using this checklist, students are dissolved in the situations in which they figure out their problems or weakness in writing and find solutions to cope with them by gathering feedback from their peers and teacher. During the writing process, they employ learning logs and tt the

end of the writing process, students do reflection. They employ checklist of writing strategies and survey questionnaire of Interest and awareness.

4.4 *Conducting summative assessment.* At the end of the writing instruction, teacher administers essay writing test to the students to find out the effect of self-assessment practices during the teaching and learning process of academic writing. This summative test is timed based in which students develop their writing on the given topics.

4.5 *Discussing learning outcome.* Learning outcome is then analyzed for reflecting or giving a meaning toward genre-based writing instruction with self-assessment practices. Things that have not been passed or achieved would be recognized. The strengths and the weaknessess of the students in learning academic writing will be the reference to reset the instructional goals.

Figure 2: Implementation procedure of the self-assessment model in teaching genre-based writing for EFL Learners



E. CONCLUSION AND SUGGESTION

This self-assessment model was developed from the results of needs analysis, theoretical and empirical review. It is different from the existing models in terms of content and implementation. The content embraces more self-assessment instruments that can be used to apply self-assessment practices in academic writing class in a wider domain, covering both cognitive and metacognitive learning aspects of the students. Through this model, students not only learn to produce well-organized essays, but also to figure out their attitude in terms of writing strategies, interest, and awareness and learning monitoring strategies. Finally, this model is addressed to be implemented in academic writing class of English Department, Pancasakti University Tegal.

In future, this model can also be implemented to other types of writing or other skills of language by making some adjustments on its contents.

BIBLIOGRAPHY

- Benson, P. 2007. Autonomy in language teaching and learning. *Language Teaching Journal*. 40/1: 21–40.
- Birjandi P, (2010). The Role of Self-Assessment in Promoting Iranian EFL Learners' Motivation. *ELT Journal*, Vol.3/3 Published by Canadian Center of Science and Education
- Brown, H. Douglas. (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching : Fourth Edition*. San: Addison Wesley Longman, Inc.
- Chan, V. 2003. Autonomous language learning: the teachers perspectives. *Teaching in Higher Education* 8/1: 33–54
- Dyke, Martin. (2006). The role of the 'Other' in reflection, knowledge formation and action in a late modernity. *International Journal of Lifelong Education*, 25, (2), 105-123.
- Eleonora P., Louca., (2008). *Metacognition and Theory of Mind*. Newcastle: Cambridge Scholars Publishing.
- Ertmer, P. A., & Newby, T. J. (1996). The expert learner: Strategic, self-regulated and reflective. *Instructional Science*, 24, 1-24.
- Fairclough, Norman. 1995. *Critical Discourse Analysis*. London: Longman
- Ferris, D., (1995). *Teaching Students to Self-Edit*. TESOL Journal.
- Flavell, John, H. 1979. *Metacognition and cognitive Monitoring*. *American Psychologist*, 34, (10), 906-911.
- Gipps, Caroline. 1994. *Beyond Testing: Towards a Theory of Educational Assessment*. London: The Falmer Press.
- Harmer, J., (2004). *How to Teach Writing*. Essex: Pearson Education Limited
- Hyland, K. (2007). *Genre and second language writing*. Michigan: University of Michigan Press.
- Illes, E. (2012). Learner Autonomy Revisited. *ELT Journal* 66/4 505-513n
- John, A.M. (Ed). (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Lawrence Erlbaum

- Lemos, Marina, S. 1999. Students' goals and self-regulation in the classroom. *International Journal of Educational Research*, 31(6): 445-551.
- Lynch, B. K. 2001. Rethinking assessment from a critical perspective. *Language Testing*, 18:4, 351-372.
- Matsuno, S. (2009). Self-, Peer-, and Teacher- assessments in Japanese University EFL Writing Classrooms. *Language Testing*, 29(1), 75-100.
- Meyer, Allan. 2005. *Gateways to Academic Writing*. New York: Longman
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw Hill.
- O'Malley and Pierce J.M., Pierce,V., (1996). *Authentic Assessment for English Language Learners*. Longman.
- Oscarson, A.,D., (2009). *Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level*. Göteborg : Geson Hylte Tryck.
- Oshima A., Hogue A., (2006). *Writing Academic English*. Pearson : Longman
- Pintrich, Paul, R. 1999. The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31:464-466.
- Rodgers, Carol., 2002. Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record*, 104 (4): 842-866.
- Sadek, N., (2011). *The Power of Self-Assessment in Language learning*. LAP Lambert Academic Publishing
- Shohamy, Elana. 2001. *The power of tests: a critical perspective on the uses of language tests*. London: Longman
- Seow, Anthony., (2003). *The Writing Process and Process Writing*. TELL Journal.
- Tan, Kelvin, H.K. 2004. Does student self-assessment empower or discipline students? *Assessment & Evaluation in Higher Education*, 29 (6): 651-662.
- Taras, M., (2001). The use of tutor feedback and student self-assessment in summative assessment tasks: Towards transparency for students and for tutors. *Assessment & Evaluation in Higher Education*, 26(6), 289–306.

- Taufiqulloh, (2014). Developing A Self-Assessment of Academic Writing for EFL Learners. *English Review Journal*..Volume 3 December 2014, ISSN : 23017554
- Taufiqulloh, (2016). Using a Self-Assessment Model in Indonesian EFL Writing Class. *Thaitesol Journal*. Volume 28 No. 1 June 2015, ISSN 22868909
- Wang, H. & Wang, Y. (2007). The Addition of an Affect Test and Self-assessment into ESL Writing Assessment: Process and Effect. *Asian EFL Journal*, 20.
- Weigle, (2000). *Assessing Writing*. Cambridge: Cambridge University Press.
- Zimmerman, Barry. 2001. *Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis*. New Jersey: Hahwah.

