

Teaching Writing Through Self- Assessment And Analytical Scoring

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Abstract: Based on the curriculum of higher education, the students are expected to have good writing skill. However, the fact showed that the students still faced problems in writing, especially in writing an essay. The problems might be caused by the use of inappropriate assessment in teaching writing. Therefore, the researcher conducted a research concerning the use of self – assessment and analytical scoring in teaching writing in order to improve students' writing skill. This research is an action research. The participants of this reserach were two classes of the fifth semester of IAIN Kerinci. This research employed two kinds of data collection techniques; quantitative and qualitative data collection techniques. The findings showed that the implementation of self – assessment and analytical scoring improved students' writing skill. It can be seen from the result of students' writing. It can be seen from the increasing of students' score in cycle I, cycle II, and cycle III. Based on those findings, it was concluded that the students' writing skill got improvement through self – assessment and analytical scoring. Thus, it is suggested to do self assessment in their writing process and use analytical scoring in assessing writing.

Index Terms: Writing, Self Assessment, Analytical Scoring

1. INTRODUCTION

In university, one of the students' skills that has to be assessed is writing skill. Writing is one of the skills that should be mastered competently by students university. In writing skills, the students of university are expected to be able and get better result in producing or composing paragraph, essay, article in journal, and even their final thesis. Among the four skills, however, writing is considered one of the difficult skills for many students, which will influence the students' ability to develop their ideas in writing. Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Writing also encourages thinking and learning to motivate communication and make thought available for reflection. For this reason, it is expected to have great interest in teaching writing. It needs creative efforts to conduct an interesting process of teaching and learning (Gaith, 2002). Unfortunately, most of the students still face problems in writing. They had difficulties to express ideas in writing. It caused by lack of their knowledge about the topic. Thus, it is hard for them to develop paragraphs if they did not have what the ideas which they want to express in their writing. In addition, when the lecturer asks them to write a kind of text genre, they had difficulties to express their ideas and develop their paragraph. They also were not able to describe specifically in details. They, even, have blank paper with nothing to write. They did not know what to do and how to start it. Furthermore, the students also had problems in arranging the words and organizing the ideas by using appropriate vocabulary, grammar, spelling, and punctuations in writing texts. There are many repeated words in every paragraph and there are no variations in writing the sentences. In addition, they often create their text by translating words into English.

Those problems can be caused by the use of inappropriate of assessment and type of scoring. In this case, it has to be considered the use of assessment and type of scoring which can be guide the students to have good process of writing. It is important for teachers to have clear instructional goals so that he or she can assess whether the goals have been met (Cameron in Linse, 2001). Then, assessment practice should also reflect the instructional practices in place. (Georgiou-loannou and Pavlou in Linse, 2005). In fact, assessing students' writing is usually concerned with the process of getting information about the progress which are gotten after experiencing learning process at a given time. The achievement of writing skill should be measured by using suitable assessment. Assessing students' writing is not easy since from the result of assessment will be reliable. Particularly, there are some problems that may appear in doing the assessment. First, when using tests, lecturers face some problems if they do not use appropriate instruments to judge students' achievement. Second, the result of lecturers' assessment does not show students' ability if lecturers used inappropriate criteria. Third, the techniques that lecturers use to assess students' achievement do not match the curriculum being implemented. The next problem is that the instruments were not valid. Then, lecturers often ignored the process of assessing students' achievement. All the same, in assessing students' writing skill, the techniques used by lecturers to reflect students' ability in writing should be appropriate. Therefore, it is important for lecturers to use appropriate assessment and type of scoring which can help the students to improve their writing. Self – assessment and analytical scoring can be used. Self – assessment in writing encourages students to think about their purpose in writing and to reflect on what and how much they are learning (O'Malley & Pierce, 1995). Then, analytic scoring is one of the scoring types in assessing students' writing. analytical scoring is an effective tool for teachers to give students detailed feedback about their writing, emphasizing the strength and weaknesses. Teachers are also able to chose the scale they want to evaluate, taking into consideration in writing assignment and the teacher's goals, with an attempt to distinguish between elements of form

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and content. Readers using analytical scoring do not rate the writing as a whole, having the opportunity to focus on providing feedback in discrete areas. For example, in expository process essay, the reader would evaluate not only the clarity and sequence of the writer's explanation, but also the structure and style used to discuss the process (Wolcott & Legg, 1998). Based on those explanations, the researcher will use self – assessment and analytical scoring type to improve students' writing skills.

2. LITERATURE REVIEW

Writing is a combination of process and product. The process refers to the act of gathering ideas and works with them until they are presented in a manner polished and comprehensible to readers. The process writing approach involves the process-steps necessary to produce a good quality final piece of writing. It includes the steps of writing process: pre-write, write, revise, edit and publish (Linse, 2005: 104). Writing process usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic. The process of writing includes some stages which are started with the collecting of ideas and develop them in order to produce in final piece of writing and can be presented to the reader. There are four stages in writing process, namely prewriting, writing, revising, editing and publishing (Bello, 1997). There are many techniques to help students in writing process such as technique that is used in prewriting. Prewriting is the first stage of writing process. Prewriting is important to do before coming to writing stage (Herayati, 2019). Instead of having technique in one of stages of writing process, the appropriate assessment and type of scoring in teaching writing are also important to improve students' writing skill. The kind of assessment and type of scoring which can be applied are self – assessment and analytical scoring. Self – assessment in writing encourages the type of reflection needed to gain increased control as writers. Self – assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning. Self – assessment can be encouraged through four ways; dialogue journals, learning logs, self – assessment of interests and writing awareness, and checklist of writing skills (O'Malley and Pierce, 1995). Self – assessment can be used because the students can aware of their own ability through self – assessment (Devi, et.al, 2014). Thus, to use self – assessment in teaching, the teachers have to provide clear instructions, materials, and instruments for students. Good teaching and learning process has to be organized in clear and good components of teaching and learning process itself (Ferry, 2019). Furthermore, analytic scale separates the features of a composition into components that are each scored separately. Analytic scoring has advantages; it provides feedback to students on specific aspects of their writing. This type of scoring also gives teachers diagnostic information for planning instruction. It also has special advantage for English language learners in which it provides positive feedback on component of writing on which they have progressed most rapidly O'Malley and Pierce (1995:144). Furthermore, some research also were conducted related to self – assessment and analytical scoring. Alternative assessment (portfolio, rubrics, self – assessment, analytical scoring, holistic scoring, conference, rating scale, and

checklist) can be effectively implemented by any EFL Cape Verde teacher in the classroom. Specifically, analytical scoring is very simple and easy to follow guide for both teachers and students. It helps teachers give students a more detailed feedback on their assignment, and it will guide teachers to give students a better and fair grade. Then, self – assessment gives benefits for both teachers and students. It will bring to both teachers and students when evaluating an assignment. It will also allow students to have responsibility on their assessment, diagnosing their strength and weaknesses Lopes (2015). The implementation portfolio assessment improved students' writing skill (Arsyad, et. al, 2015; Efendi, 2017). Several studies indicated that writing portfolios and research paper bibliographies are useful tools to evaluate students' information literacy learning outcomes (Shao, 2016). Student writing portfolio consisted of reflective evaluation of their growth, references to the evidences of growth by providing the best exemplar from the archive of writing they have, their future vision of the problems they have in writing and how they are going to solve them, their evaluation of feedback they received from the teachers and how they respond to the comments (Mohamadi, 2018). To improve students' overall writing motivation and engagement, L2 writing researchers and instructors may strive to enhance students' adaptive motivation and engagement (e.g., self-efficacy, learning focus, plan and monitor, and persistence) and lower their maladaptive motivation and engagement (e.g., anxiety, disengagement, and failure avoidance). For instance, writing teachers may adopt process and genre-oriented approach and assign interesting and meaningful writing tasks and adopt more collaborative and interactive writing activities to stimulate students' engagement, enhance their persistence, and reduce their writing anxiety (Anderson et al., 2015; Yu & Lee, 2015). Similarly, self-reflection is a good way for students to learn about their experience, experiences, learning preferences and think critically about what they have learned. It is also a valuable source for teachers, too, since they can reconsider their teaching methods, strategies or activities (Klimova, 2014).

3. RESEARCH METHOD

This research concerns on the use of self – assessment and analytical scoring type to improve students' writing skills. This is a classroom action research (CAR). In this research, it is related to the concept of improving the students' writing by using self – assessment and analytic scoring. In this case, the teacher as the researcher who identifies the learning problems and does the certain action in order to solve those problems to improve the student's writing skill. This research carried out in English Department of IAIN Kerinci. It was conducted at English Department of IAIN Kerinci. The participant of this research were students in one of the fifth semester classes of English Department students of IAIN Kerinci who take writing course. In this research, there were two types of data; quantitative data and qualitative data. Quantitative data was used to analyze to what extent self – assessment and analytical scoring can improve the students' writing skill. Quantitative data were taken from the results test which was given to the students. Then, qualitative data was used to analyze what factors influence instruments. Quantitative instrument was test. Test was as the instruments that used to

get students' score at the end of every cycle. Meanwhile, qualitative instruments involve researcher as the key instruments, observation sheet, interview guide. In this case, quantitative data was obtained by giving test, then, qualitative data was collected through observation and interview. Then, quantitative data was analyzed by using statistical technique and qualitative data was analyzed by using descriptive interpretative technique.

4. RESULT

a. The Results of Cycle I

The result of students' writing at the first meeting of cycle I showed that most of the students were in weak category. The following table shows the score distribution in the cycle I.

Table 2
The distribution of scores in the Cycle I

Score Interval	Category	The first meeting		The last meeting	
		Frequency	Percentage	Frequency	Percentage
17-20	Very good	-	-	-	-
13-16	Good	3	13.04%	6	26.08%
9-12	Fair	7	29.16%	10	41.67%
5-8	Weak	14	60.86%	8	34.78%
0-4	Poor	-	-	-	-

From the table above, it can be seen that in the first meeting of cycle I, three students (13,04%) were in good category, seven students (29,16%) were in fair category, and fourteen students (60,86%) were in weak category. Meanwhile, in the last meeting of cycle I, six students (26,08%) were in good category, ten students (41,67%) were in fair category, and eight students (34,78%) were in weak category.

b. The Results of Cycle II

Based on data collected it was found that the results of students writing got improvement from the first cycle to the second cycle. The students were able to improve their ability in doing self – assessment and understand the feedback of their writing based on analytical scoring rubric. The following table shows the score distribution in cycle II.

Table 3
The distribution of scores in the Cycle II

Score Interval	Category	The first meeting		The last meeting	
		Frequency	Percentage	Frequency	Percentage
17-20	Very good	-	-	9	39.13%
13-16	Good	8	34.78%	11	45.83%
9-12	Fair	12	50.00%	4	17.39%
5-8	Weak	4	17.39%	-	-
0-4	Poor	-	-	-	-

From the table above, it can be seen that in the first meeting of cycle II, eight students (34.78%) were in good category, twelve students (50.00%) were in fair category, and four students (17.39%) were in weak category. Meanwhile, in the last meeting of cycle II, nine students (39.13%) were in very good category, eleven students (45.83%) were in good category, four students (17.39%) were in fair category, and no

students were in weak category. Based on the result of observation, the collaborator explained that the students really use feedback of their previous writing in terms of each aspect of analytical scoring. Some of them understood well each aspect of scoring. They were able to be consistent to control their writing in good category of composing, style, semantic formation, usage, and mechanics. Based on the result of interview with some students, it was known that they prepared to write by starting with self – assessment. They did self – assessment of writing strategies and self – assessment of writing dimensions. They stated that they have been interested in writing. They have realized that having good preparation in writing process will give good impact of the final writing product.

c. The Results of Cycle III

Based on the data collection in the cycle III, it was found that there were no students who got fair category. They are good ability to write an essay. It can be seen in the following table.

Table 4
The distribution of scores in the Cycle III

Score Interval	Category	The first meeting		The last meeting	
		Frequency	Percentage	Frequency	Percentage
17-20	Very good	11	45.83%	12	52.17%
13-16	Good	12	52.17%	15	62.50%
9-12	Fair	7	30.43%	2	8.69%
5-8	Weak	-	-	-	-
0-4	Poor	-	-	-	-

From the table above, it can be seen that there was improvement of students' writing. In fact, the number of students who got very good and good category were increased from the first meeting to the last meeting of cycle II. In the first meeting of cycle III, ten students and twelve students were in very good and good category. Then, there were seven students who got fair category. The last meeting of cycle II, it was found that two students were in fair category. There were twelve and fourteen students who got very good and good category.

d. The factors of students' writing improvement

Based on data collection, it was found some factors which influenced the students' writing skill. Those factors involved classroom management, teaching and learning time, teaching and learning media, reading material, and learning method. For further detailed of each factor, it was described as follow:

1). Classroom management

In teaching and learning process, the classroom was managed well to make enjoyable process of teaching and learning. It was considered that writing process needed quite and nice condition and situation, the class was managed systematically. The students knew when they responded to some questions or statements and when they had to focus to their writing.

2). Teaching and learning time

Based on the result of observation and interview with some of the students, it was found that teaching and learning time influenced their mood in writing. In this case, it was known that

the students were more interested in writing when it was done in the morning. They had full of spirit to write in the morning. They said that it was easy for them to collect idea when they wrote in the morning. They were not easy to get bored and they were not sleepy and hungry. In fact, the class of writing was started at a half past eight in the morning.

3). Teaching and learning media

Media was also one of the factors which influenced students' writing skill. In this case, the teacher used media in focus to present material related to the topic. Then, the students were also expected to use some pictures and other writing toolkits in writing. It could help them to develop their writing in systematic ways. They might present their outline or their draft by using pictures or different color of pens based on the main topic and details of their writing. Thus, their writing was more interesting and they could produce their final draft easily.

4). Reading material

Based on data collection, it was found that reading before writing could make the students had more information to develop their writing. In this case, the teachers also reminded the students to do writing process before they produced their final draft. The students were required to read sources which contained of information related to their topic. Thus, they might be easy to collect their ideas and develop their writing well.

5). Learning method

The ways of teaching writing also gave influence how the improvement of students' writing. The implementation of self-assessment in term of writing strategies and writing dimension gave good contribution to students in their writing process. The students have known how important of pre writing and writing process were before they produced their final draft. Then, the use of analytical scoring also gave good effect toward students' writing. The students got clear feedback of their writing in terms of composing, style, sentence formation, usage, and mechanics.

5. DISCUSSIONS

Based on the analysis of the students' writing, it was found that there was better development on the students' writing score who did self assessment and assessed by analytical scoring rubric. By using analytical scoring rubric, the students have clear feedback of their writing in each aspect of writing assessment. It was very helpful for the students to know in what aspect of their strength and weaknesses. Then, the students could share and compare with their classmates to answer it. Furthermore, the use of self – assessment also gave good sides toward students' writing. Based on data collected, it was found that students became better writers since they learn how to evaluate their own writing in terms of their writing strategies and dimension. Then, by asking students to do self – assessment, it was found that they became more interested in writing. The students have opportunity to actively participate in assessing themselves, thus, their attitudes toward evaluation became more positive as well as they became more confident about their ability. By comparing the result of students' writing in cycle 1 and cycle 2, it showed that there was improvement from the students' writing score. It was seen that the result of students' writing in

cycle 2 was better than cycle 1. Based on the students' writing in cycle 1, the students still faced problems in organizing and developing their ideas to come into good essay. Furthermore, the students also dealt with the problems in formulating supporting sentence to describe specifically in details, even though the students developed their ideas with supporting details that were not sufficient and suitable with their topic. Another problem was the students dealt with the problem in vocabulary, word order, inflections, punctuation, and spelling. After conducting four meetings in teaching essay by asking students to do self assessment and using analytical scoring in assessing students' writing, it was found that the student got good improvement in writing essay. In this case, by applying analytical scoring rubric, the students have clear aspects of writing assessment. The students could know and understand that they have to write accurately, that is, they had to use correct vocabulary, word order, inflection, punctuation, and spelling. Thus, they tried to have more accurately. By applying analytical scoring rubric, the students could understand that they have to control their composing in term of how they focus their central ideas, the use of correct vocabulary, inflection, capitalization, and punctuation. Besides, the students were also able to assess their own writing strategies and dimension by applying self – assessment. In this case, strategies may be used before writing, during writing, and after writing. The pre – writing strategies focus on topic and organization. Then, during writing was related to the use of style, usage, and mechanics. After writing, it focuses on students participation in reread, edit, and revise their writing before producing final product. Then, the students also reviewed the quality of each written piece for dimension such as composition, style, sentence formation, usage and mechanics.

6. CONCLUSION

Based on the result of the research, there was the differences in students' writing score between cycle I, cycle II, and cycle III. The students' writing score developed after there was application of self – assessment and analytical scoring rubric. The students could develop and arrange their essay by doing self – assessment and receiving feedback in form of analytical scoring rubric. The results could be seen from the students' score in writing.

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