

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the research, research problem, objective of the research, hypothesis, significance of the research, scope and limitation of the research and definition of key term.

#### **A. Background of the Study**

Writing is one of the primary English language skills that are critical in the field of education. It fulfills an essential academic and communication role. As stated by Heffernan, Linclon, and Atwirl (2001), "writing is the basic foundation of education and a prerequisite skill for all academic disciplines". They acquire the capacity to explain concepts, feelings, convince, and impart meaning to others through written language. Students usually work on academic assignments in order to develop and enhance their writing abilities. They are often asked to define terms and phrases in order to illustrate the materials in accordance with the learning objectives. While writing is not a skill that can be acquired naturally after birth, according to Robia and Ambarini (2021), it does require a solid understanding of the process. Teachers should assign students to write brief paragraphs and sentences in order to help them become better writers.

Writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning (Siddiq, 2013). Thus, writing is defined as a 'process of thinking'

(Rukayah, 2014). Hence, writing is as linguistic communication, since this language skill is used to communicate to each other (Quirk et al., 1985; Rukayah, 2014).

For the students, writing skill is a significant skill to be possessed by the second language learners (Javed et al., 2013) because it gives positive impacts on the students' life. Unfortunately, the learners' still have difficulties in writing, such as the problems of language, cognitive and content (Wigati, 2015). In this case the teacher is a very important part in the process of teaching writing. As educators, teachers must ensure that their students learn something useful, beneficial and lasting for their future. Three roles of the teacher in the teaching and learning process of writing are as a motivator, a resource (giving clarification and facilitation), and a feedback provider (Harmer, 2002). Therefore, the teacher has full responsibilities and significant roles in the teaching and learning process of writing.

There has been a rapid increase in interest in foreign language writing assessment methods over the past few decades. The areas of increasing interest have been the transition from bureaucratic to humanized, democratic assessment; from product-based to process-based assessment; and from norm-referenced summative assessment to formative, student-centered assessment (Balderas & Cuamatzi, 2018; Jakavonytė-Staškuvienė, 2021; Lam, 2018). Barootchi and Keshavarz (2002) emphasize that the primary cause of this change is the inability of traditional assessment methods to paint a realistic picture of the steps involved in completing a writing assignment. This disadvantage served as the primary

catalyst for the field's leaders to look for more genuine, alternative approaches to creating assessment methods. An alternative assessment tool is used in foreign language learning and teaching to provide opportunities for students to actively and authentically absorb languages as well as to assess their progress. The method of assessment that teachers use, particularly when teaching, is one important component that needs to be set up.

To evaluate a student's learning outcomes, assessment is crucial to the teaching and learning process (Looney, Cumming, Van Der Kleij, & Harris, 2018). The goal of the assessment itself is to describe how students' processes and outcomes are developing over time. Formplus (2022) employs the term "authentic assessment" to denote the various forms of evaluation that mirror students' knowledge acquisition, accomplishments, drive, and perspectives regarding pertinent classroom activities. Furthermore, Mueller (2016) clarifies that authentic assessment is a type of evaluation in which students are required to complete tasks from the real world that show how important knowledge and abilities are applied in a meaningful way. Presentations, portfolios, and student self-evaluation are a few instances of authentic assessment.

In order to help teachers teach writing and students write better, this study suggests a self-assessment model. Iranian students learning English as a foreign language (EFL) had their writing samples evaluated by Heidarian (2016). The study found that utilizing self-assessment as a method of assessment is a helpful evaluation tool and an efficient teaching strategy for enhancing students' writing skills. Per the notion of the 'washback effect' (Graham, 2019), assessment

procedures are regarded as both evaluative and developmental. In this way, students' focus is brought to the essential steps involved in producing quality writing. Thus, it is contended under this premise that students share some of the assessment responsibilities with themselves by using alternative assessment methods such as self-assessment (Dunn,2021).

According to this viewpoint, teachers can "assist students in becoming more metacognitive about their writing and writing processes by using self-assessment, but they also frequently try to mitigate the negative effects of grading or testing writing" (Schendel & O'Neil, 2000, p. 200). Students are encouraged to evaluate their writing performances in the self-assessment, and the findings are utilized to inform significant decisions regarding their future. As a result, learners reveal their own shortcomings and consider the procedures they employed to finish the writing assignments as a gatekeeping function on their performance (Andrade, 2019).

Nevertheless, teachers who are aware of the difficulties their students face when writing consistently encourage them by emphasizing that writing is not a hard subject; rather, it is similar to posting on social media but in the English language. Additionally, the writer has selected MAN 5 KEDIRI as this location for her research. In view of the foregoing context, the writer is interested in learning how well the self-assessment works to improve writing.

**B. Research Problem**

According to the background of the study, the research question can be formulated as follow “Is there any significant difference between students who are taught by using self-assessment guide and those who are taught by using flipped classroom in their writing skill?”

**C. Objective of the Research**

The main objective of this study is to find out the effectiveness of using self-assessment guide in student’s writing skill, whether the students who are taught by using self-assessment guide have better writing skill than the students who are taught writing by using flipped classroom.

**D. Hypothesis**

Based on the objective of the study, this research wants to know the effectiveness of using self-assessment guide in student’s writing skill. Thus the researcher builds the hypothesis to make purpose of this study. In this study the null hypothesis (H<sub>0</sub>) and alternative hypothesis (H<sub>a</sub>) as follows:

Ho : There is no significant difference in writing skill between students who are taught by using self-assessment guide and students who are taught by using flipped classroom.

Ha : There is significant difference in writing skill between students who are taught by using self-assessment guide and students who are taught by using flipped classroom.

### **E. Scope and Limitation of the Research**

The focuses of this study is to investigate the effectiveness of the self-assessment guide in student's writing skill to eleventh grade students at MAN 5 KEDIRI. The scope of this research is writing skill through explanation text of the students in MAN 5 KEDIRI.

### **F. The Significance of Research**

#### 1. For the Students

To train students in writing skills, they must know how to evaluate their own work. This study attempts to train students on how to self-assessment improve their writing skills

#### 2. For the Teacher

The purpose of this study is to inform English teachers about the role that self-assessment plays in developing writing skill. They might also think about implementing this particular assessment in their classroom. As previously mentioned, things can be made simpler with the right self-assessment method.

#### 3. For the Further Researcher

Furthermore, this study adds to the body of knowledge regarding the perceived efficacy of self-assessment generally as well as future research. This study aims to close the gap by taking into consideration the observation of earlier research that showed differences between teacher assessment using assessment and self-assessment. Additionally, the study's findings can be used as a guide for additional research on self-assessment, particularly in the context of Indonesia.

**G. Definition of the Key Term**

1. Self-assessment is the students who participate in self-assessment base their conclusions on their own learning outcomes.
2. Writing is called as complex activity because it requires students' comprehensive abilities such as mastering grammar, vocabulary, punctuation, and so forth.
3. Explanation text is kind of text that gives understanding about how/why of particular phenomenen, events, and concepts in occur science.
4. Flipped classroom is an activity that “flipped” the learning model. In order to maximize teacher-student and student-student interaction during the learning process.