CHAPTER II

REVIEW OF RELATED LITERATURE

The reviews of relevant literature used in this specific study are covered in this second chapter. This chapter discusses supporting prior research and attempts to offer some insight on the study's important phrases. It includes an definition of writing, teaching of writing skill, definition of explanation text, definition of self-assessment guide, self-assessment guide in writing skill, and definition of flipped classroom as well as relevant research.

A. Writing

1. Definition of Writing

Writing is one of the important skills EFL students should develop through their learning process in order to master a great deal of the language. Many books and sources have defined the term "writing skill," and while each one uses its own terminology, they all agree on a few key points, most notably that writing is a crucial language skill alongside speaking, listening, and reading. Writing is a productive English skill that students studying English as a foreign language (EFL) in Indonesia should be proficient in for written communication and academic writing purposes, including project reports, theses, essays, papers, articles, and journals. According to Fareed, Ashraf, and Bilal (2016), writing is essential to language production, which is used to mediate knowledge globally.

One of the most important English language skills nowadays is writing. Writing abilities enable us to express, explore, and explain our ideas, emotions, and experiences (Lestari, 2018; Yamin, 2019). It implies that writing necessitates

the writer giving the reader what they have to think and write. To be clear, though, we must possess fundamental writing abilities. Writing gives students the freedom to freely express their ideas and emotions, which makes it an essential component of language learning. It's an intricate and time-consuming process that comprises planning, creating, reviewing, and reevaluating; it's a skill that enables people to connect and clarify subjects in a variety of academic contexts by crafting compelling sentences. Çetin et al. cited Arıcı ve Ungarn et al (2021). Writing is an art that requires a lot of knowledge, research, tools, and experience, so it takes time to become proficient. As stated by Özkan in Çetin et al. (2021). Writing skills are difficult for foreign language learners because learning a foreign language requires a very complex process of understanding and knowledge of the subject, as De Silva, cited in Duwila (2019), noted. These issues stem from a number of things, including poor writing practice, first language transfer, insufficient reading, and problems with sentence construction, vocabulary choice, and paragraph coherence.

Writing is a mental process that can be prepared for and given an endless number of revisions prior to publication, according to Brown (2007). It is a system of written symbols used to represent the sounds, syllables, and words of a language. The use of statement structures, proper capitalization, and punctuation enhances the readability of written sentences and various texts. Writing, according to Huy (2015, cited in Cruz, 2022), is "a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to

coordinate multiple processes" (p. 6). Writing entails a number of skills, including word choice, proper grammar and syntax, and coherent concept organization.

According to Asriati (2017), writing is the act of conveying something by the usage of the language system. There are two proplematic areas in writing, it is about what to write and how to write. Alodwan and Ibnian (2014: 148) also state that writing is viewed as a complex and organized set of processes. According to Lindsay (2000: 149), a writfen piece with coherent, fluent, and extended writing is a difficult task regardless of whether the language is the student's first, second, or foreign language. Writing is one important English skills to develop the student ability because it is also important to academic context, business and personal relation in the global community (Weigle, 2002). In the academic context, writing is used to evaluate the students writing skill such as writing some academic essays or some texts included in the curriculum, such as descriptive text, narrative text or procedure text. Then in the business, writing skill is important to communicate and create business relation with other countries, such as sending email or writing business report. Students will know how to write a good content by writing the idea into some sentences supported with relevant supporting sentences through learning writing.

In this skill, students also improve their grammar such as using correct tenses, adjectives, articles and noun phrases. They also can arrange a text with good mechanics such as word spelling, punctuation and capitalization (Rini, 2015) From the definition above, it can be summarised that writing is as an activity to express ideas or thought in written words. Writing skill is a skill that combines

some language competence such as grammar and vocabulary. Therefore, writing is about how the author conveys the ideas. So the author should understand how to develop and organize the idea into understandable texts.

2. Teaching Writing Skill

One of the skills in the English curriculum that students must master is writing. Writing down ideas is a creative process that requires pouring creativity. Students' writing abilities play a major role in determining how well they learn. Teaching writing skills is therefore essential since students must acquire this ability. Writing is one of the four fundamental English skills, and it's a fairly complex skill. In order to keep students from getting bored, writing instruction should be presented in an appealing way.

Similar to how they taught the other skills, teachers also taught their students how to write. These guidelines are made up of the strategies and techniques teachers use with their students when they write. Some academics have explained how to teach writing skills correctly and what kind of behavior teachers should exhibit in the classroom.

According to Hayland (2003), a skilled teacher of writing expression is one who understands how to choose the methods, resources, and procedures to be used in the classroom based on their understanding of the current attitudes and practices on their work.claiming that the quality of teachers' preparation has influenced how successful writing has been taught. Furthermore, as Harmer (2004) notes, teaching writing starts the moment a proficient English speaker

decides to write a text, and how we understand this affects how writing instruction should be conducted.

Additionally, communication is the fundamental idea behind learning and teaching foreign languages, and this idea extends to writing. Stated differently, instructing students in writing in a foreign language comprises teaching them how to utilize the language proficiently for reading, writing, or speaking with others, as well as how to persuade readers of their accurate meaning through written communication (ibid, 2004). When it comes to teaching writing, teachers can impart various strategies to their students.

B. Explanation Text

1. Definition of Explanation Text

Anderson and Anderson (1997: 80) state that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences. Explanatory text in the student book published by the Ministry of Education and Culture (2014: 1), "contains an explanation of the condition of something as a result of something else that has happened before and causes something else to happen later."

Explanatory text has a social function to explain the process of something happening according to the principle of causation. Explanatory texts are closely related to natural events and social events. Dirgeyasa (2016: 84), the explanation of the genre is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Kosasih (2013: 85), "explanatory text is a text that explains or explains about natural or social processes or phenomena." Furthermore, according to Sani (2014: 298), "explanatory text is a type of text that explains scientifically how natural phenomena and technology appears, for example: how and why did something happen?."

There are three steps for constructing a written explanation according to Anderson and Anderson (1997: 80). The first step is a general statement about the event or thing that will be explained. Then, a series of paragraphs that tell the hows or whys. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. The writer concludes what he/ she has explained in this paragraph.

To make a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes. The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and

the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

C. Self-Assessment Guide

1. Definition of Self-Assessment Guide

Assisting students in forming opinions based on their own learning is known as self-assessment (Panadero and Romero, 2014). The first step in conducting a self-assessment is to consider, consider, and assess your own performance. Students typically use rubrics to assess their writing proficiency. The rubric includes several features, such as organization, vocabulary, language use, and mechanics, to gauge self-assessment. The foundation of self-assessment is comprised of two concepts: self-monitoring and self-observation (Al-Mamoory & Abathar Witwit, 2021).

In order to compare their present performance with established educational criteria, students who self-monitor are forced to produce internal feedback (Carroll, 2020; Kanfer, 1975; Sabri Ali, 2021; Shahidi, 2020). According to Lam (2010), "this feedback comes partially from observation and evaluation, which are key processes in affecting change with deep-seated human behaviors" (p. sixteen). Social constructivism theory has also been supportive of self-assessment.

This theory's premise is that behavior is shaped or modified by the social context in which it is situated (Grabe & Kaplan, 1996; Nieminen, 2021; Qinghua, 2021). However, behaviorism and cognitivism, which view self-assessment as a collection of discrete performances, cannot justify self-evaluation (Lam, 2010). Put differently, these perspectives have not been able to demonstrate or justify

how EFL learners pick up the skills necessary to accurately conduct self-evaluation or how these perspectives can assess their own performance in social contexts, as stated by Hilgers et al. (2000).

Thus, in order to ascertain and reveal how self-assessment practices and strategies enhance EFL learners' performance in social contexts, a self-assessment study must be grounded in a social constructivism perspective (Karimi & Sarem, 2021; Lam, 2018). Using this method in relation to EFL writing will probably highlight how self-assessment aids EFL learners in improving as writers when they actively participate in planning, drafting, editing, and self-monitoring their work. Furthermore, written self-assessment is a potent tool that can help EFL learners integrate into the professional world, according to Hobson (1996).

According to his reasoning, students can be encouraged "to think, make decisions, and evaluate their actions using the self- assessment tools as other members of the community" (p. 56) by using the self-assessment. According to this viewpoint, self-evaluation helps EFL learners comprehend the customs and values of their preferred professional community (Litterio, 2018; Sadeghi et al., 2017).

Two primary methods of self-assessment have been validated in the literature. The first kind, according to Brown (2005), uses discrete-point exams that are evaluated objectively to gauge the proficiency of EFL learners. The second kind uses checklists to rate and comment on the proficiency of EFL learners (North, 2000; Yan & Carless, 2021). Despite having a high degree of

reliability, objectively rated tests are unable to force second language learners to produce linguistically complex structures in useful skills.

This stands in stark contrast to the core principles of alternative assessment approaches, which emphasize outcome-based learning, as Brown (2005) emphasizes. Put another way, they place less importance on learning useful skills like listening and reading comprehension and more emphasis on learning grammar, vocabulary, pronunciation, and orthography—the traditional building blocks of language. Therefore, it is evident that this type of evaluation prevents EFL learners from applying their newly learned structures in novel communicative contexts.

As an alternative, self-assessment checklists are made based on the present situation of foreign language learners and are intended to evaluate not only language components but also other receptive skills and productive skills (Brown, 2005). They consist of free-form phrases like "I can write about..." and "I can talk about..."Despite their low reliability, these self-assessment tools help EFL learners focus on using the language in communicative situations. Self-assessment checklists have the exceptional quality of enabling EFL learners to consider the steps and procedures they have gone through in order to compose a piece of writing (Hoo et al., 2021). In keeping with these noteworthy advantages, self-assessment reports were employed in this study.

Leaders in the field have been examining the self-assessment concept for research and instructional purposes since the 1950s. Hilgers et al. (2000) claim that social and clinical psychology are its sources. Two concepts serve as the

foundation for self-assessment: self-monitoring and self-observation (Al-Mamoory & Abathar Witwit, 2021; Lam, 2010, 2018). In order to compare their present performance with established educational criteria, students who self-monitor are forced to produce internal feedback (Carroll, 2020; Kanfer, 1975; Sabri Ali, 2021; Shahidi, 2020). According to Lam (2010), "this feedback comes partially from observation and evaluation, which are key processes in affecting change with deep-seated human behaviors" (p. Sixteen). Social constructivism theory has also been supportive of self-assessment.

This theory's premise is that behavior is shaped or modified by the social context in which it is situated (Grabe & Kaplan, 1996; Nieminen, 2021; Qinghua, 2021). However, because behaviorism and cognitivism see self-assessment as a collection of discrete performances, self-evaluation cannot be justified from their points of view (Lam, 2010). Put differently, these perspectives have not been able to demonstrate or justify how EFL learners pick up the skills necessary to accurately conduct self-evaluation or how these perspectives can assess their own performance in social contexts, as stated by Hilgers et al. (2000).

Thus, in order to ascertain and reveal how self-assessment practices and strategies enhance EFL learners' performance in social contexts, a self-assessment study must be grounded in a social constructivism perspective (Karimi & Sarem, 2021; Lam, 2018). Adopting this strategy in relation to EFL writing will probably highlight how self-evaluation aids EFL learners in improving as writers when they actively participate in planning, drafting, editing, and self-monitoring their work.

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2. Self-Assessment in Writing

Given that the subject of this study is the effectiveness of self-assessment toward writing skill. It would be more advantageous to discuss writing self-evaluation and the various viewpoints that academics have on the subject. This study has previously discussed the idea of self-assessment in general in this review of the literature, but when it apply this term to a particular skill—writing—it takes on a meaning that differs slightly from that of other language skills. similar to speaking, listening, and reading.

Self-assessment in writing, according to Nielsen (2012:1), is any teaching strategy that requires students to consider analyzing and reacting to their own work; this strategy is based on a "number of writing exercises intended to encourage reflection in order to foster improvement." Writing self-evaluation necessitates "one's revision of written work on his own" (Brown, 2021).

When it comes to writing, self-assessment is a technique that can be applied differently than to other skills. It is used to help students identify their

areas of weakness and build on those weaknesses to create their own achievements.The most popular ways of self- assessment are shown in the following figure, along with the kinds of exercises that experts believe work best in the classroom: (1) Self- assessment in response to particular written cues or prompts. This type of practice asks the writer to think through and assess every facet of their writing, including structure, organization, and so forth. (2) Free-form written commentary on writing. This category necessitates that writers view their writing from a broad perspective; instead of concentrating on specific points in their writing, they should consider the overall quality of ideas, content, and success in communicating their message to the reader. (3) Writing presented aloud. This kind of work is comparable to peer evaluation. The writer concentrates on their own work rather than that of their peers, which is how it varies from peer assessment.

D. Definition of Flipped Classroom

One type of blended learning that mixes synchronous direct instruction with asynchronous indirect instruction is the flipped classroom (Aulia & Mawardi, 2021). Reidsema et al. (2017) define blended learning as learning that combines two approaches: traditional, or in-person, and technology-based, or online. The acronym for the flipped classroom model is F-L-I P, which stands for Flexible Environment, Learning Culture, Intentional Content, and Professional Educator (Hamdan, 2013). These four pillars support the model. An activity called "flipped classroom" aims to "flip" classroom instruction with outside learning (Wolff & Chan, 2016). According to Bergmann and Sams (2012), the idea behind

a flipped classroom is that students study the material at home before coming to class, leaving time for practice and discussion.

A creative and adaptable teaching method called "flipped classroom" enables students to review the material at their own pace and needs. sources of educational content from digital media, including e-books, audio, and video. Teachers and schools are required under this model to evaluate efficient facilities that adjust to the needs of individual students.

According to Ehring and Leis (2018), a flipped classroom incorporates communication as a key component of the learning process. Students absorb new material and hone their critical thinking skills while the teacher offers feedback and corrections. In summary, Flipped Classroom is an activity that "flipped" the learning model, making in-class activities two and homework assignments one. In order to maximize teacher-student and student-student interaction during the learning process. The unique feature of the flipped classroom is its utilization of technology in a way that fosters meaningful learning.

This approach teaches students to be self-directed, imaginative, and receptive to new information. The teacher's sole responsibility is to lead, support, and assist pupils in achieving high-quality learning. Furthermore, the instructor prepares resources or relevant content from digital media, including YouTube, e-books, and PDF files, that are simple for students to use in their learning process. Students will find it easier to study at the time they choose as a result. They gain the ability to take ownership of their education through this learning exercise.

During the process of independent learning, issues are presented in discussion activities and resolved collaboratively by students and the teacher.

E. Previous Study

The researcher used references from other researchers who had previously carried out the following investigations on a relevant issue in order to perform this research:

The first previous study was conducted by Rezai (2022). The aims of this study is to investigate the developmental potential of self-assessment for high school students' writing skills: a qualitative study, it looked at how students felt more positively about the effectiveness of the report. The findings of the self-assessment showed that the students believed they had made significant progress in terms of content, language, organization, language, and task requirements in their writing.

Accordingly, Cheima's (2020) study on investigated self-assessment use to improve efl learners writing skill: a case study of second year english students in Mohamed Khider University-Biskra, is relevant to this discussion. The results of the data analyses of the two questionnaires demonstrated that, in addition to the primary concern that it enhances and improves students' writing skills and reduces their errors without ignoring the necessity of teachers' guidance, both teachers and students had a positive attitude towards this strategy, pointing out that it develops learners autonomy.

Alkhowarizmi (2022) carried out a related study which aims at investigate the effect of using self-assessment technique towards efl students' writing skill.

The purpose of this study is to compare the writing skills of the students before and after they used the self-assessment technique in narrative text. It also aims to determine the positive and significant impact that the self-assessment technique had on the students' achievement in writing narrative text. The study's conclusions demonstrate the usefulness of the self-assessment technique in improving the writing skills of students.