EVALUATION OF WRITING SKILLS AND STRATEGIES IN 3RD SEMESTER STUDENTS OF UMMUBA'S ENGLISH EDUCATION DEPARTMENT

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ABSTRAK

Penelitian ini menggunakan pendekatan kuantitatif guna mengidentifikasi sejauh mana penilaian diri siswa terhadap kemampuan menulis dan strategi yang diterapkan oleh mahasiswa semester 3 Departemen Pendidikan Bahasa Inggris UMMUBA. Metode survei dengan kuesioner digunakan untuk mengumpulkan data tentang tingkat kepercayaan diri dalam menulis, pemahaman terhadap strategi menulis yang mencakup strategi penulisan umum, strategi sebelum menulis, strategi selama menulis, dan strategi setelah menulis. Analisis statistik akan dilakukan untuk menginterpretasikan data survei dan menarik kesimpulan terkait aspek-aspek yang dievaluasi. Penelitian ini diharapkan dapat memberikan pemahaman yang lebih mendalam mengenai kondisi sebenarnya secara kuantitatif terkait kemampuan menulis dan strategi yang digunakan oleh mahasiswa semester 3 Program Studi Pendidikan Bahasa Inggris UMMUBA.

ABSTRACT

This research employed a quantitative approach to determine the extent of students' self-assessment regarding writing abilities and strategies used by third-semester students in the English Language Education Department at UMMUBA. A survey method using questionnaires was utilized to gather data on confidence levels in writing, understanding of writing strategies encompassing general writing strategies, pre-writing strategies, during-writing strategies, and post-writing strategies. Statistical analysis will be conducted to interpret survey data and draw conclusions regarding the evaluated aspects. This research is expected to provide a deeper understanding of the actual quantitative conditions regarding writing abilities and strategies used by third-semester students in the English Education Program Study at UMMUBA.

Keyword: *Writing Skill's, Strategies, Self-Assessment*

INTRODUCTION

Self-assessment is a process in which an individual evaluates their own work, abilities, or understanding in a particular area. It involves a wide variety of mechanisms and techniques through which individuals describe and possibly assign merit or worth to the qualities of their own learning processes and products (Andrade 2019).

The role of self-assessment in education is significant. It helps students develop an understanding of their strengths, weaknesses, interests, and goals. By regularly assessing themselves, students can identify areas where they need improvement, set realistic goals, and take steps to achieve them. This process also helps students develop crucial self-evaluation skills that are vital for their personal and academic growth. Self-assessment can also help students gain a better understanding of their strengths and weaknesses in writing, which can lead to more effective learning strategies and improved academic outcomes (zhang 2022).

However, as said by (Stancic 2020) in his research, self-assessment can be a valuable tool for supporting students' learning, although it can also be stressful and uncomfortable for many of them.

Self and peer correction have also been shown to promote error awareness and critical self-assessment of writing among college students, highlighting the importance of continuous training to systematize writing practices (Balderaz 2018). Therefore, the use of self-assessment in writing skills and strategies is supported by various studies and is an effective approach to enhance students' writing abilities.

The aim of the study is to investigate how students evaluate their own writing abilities and the strategies they employ in the writing process. This research endeavors to comprehend students' perspectives regarding their own writing proficiency, the extent of their self-awareness regarding strengths and weaknesses, and the strategies they find effective in enhancing their writing skills. Consequently, this study may offer valuable insights for the development of more effective writing assessment methods and instructional approaches.

In pursuit of the author's objective to gauge the proficiency of students in evaluating their writing competencies and employed strategies, qualitative research instruments adopting a questionnaire-based methodology have been utilized. The author has administered a comprehensive set of questionnaires tailored for completion by third-semester students enrolled in the English education program at Muhammadiyah University of Muara Bungo.

The research offers several direct benefits for students. Firstly,

it enhances students' awareness of their own writing abilities by allowing them to systematically evaluate strengths and weaknesses in their writing skills. This helps students focus more on areas that need improvement in their writing learning process. Secondly, through a deeper understanding of effective writing strategies, students gain insights into various approaches they can employ to enhance their writing skills. Thus, the research directly aids students in developing better writing skills and techniques.

With the background as described above, the research questions that the author wants to solve are:

1. How is the Self-Assessment of English Writing Skills and Strategies of 3rd semester students of English Education

LITERATURE REVIEW

Self-assessment is something that refers to the value towards oneself and others. Judgment is like a person's strength or weakness. In this case, it relates to a field, such as one of the fields of education. Self-assessment refers to the process of evaluating a person's performance or progress in a particular area, such as studying or working. It involves setting goals, reflecting on one's strengths and weaknesses, and identifying areas for improvement. Self-assessment can be used in a variety of contexts, such as education. It is considered an important tool to promote self-awareness, self-regulation, and self-improvement (Cahyanto And Afifulloh 2021). The existence of self-assessment is carried out as a form of writing by realizing the disadvantages and advantages that occur.

According to research, one of the goals in self-assessment is to be able to think logically. The purpose of self-assessment is to determine students' anxiety to write according to the appropriate context and structure. To evaluate how effective various writing strategies, such as metacognitive strategies, are in improving students' writing skills in a variety of contexts. For example, one study tried to find out the types of writing anxiety and writing strategies students used in English classes, another study examined how writing strategies were used by students (Rofi'ah et al, 2021). A secondary objective is to identify the most common methods used by high-ability students to compare their abilities at different stages of writing, i.e. before, during, and after a writing assignment (Nguyen Thi 2023). The advantage of self-assessment is that it can motivate students to progress within themselves. To increase motivation and encourage a person to strive to achieve personal progress, recognize what they have achieved and where to improve (Cahyanto and Afifulloh 2021).

1. General Writing Strategies

Writing in general is writing produced with techniques or strategies that have generally been carried out. The general technique is like pre-writing or things that are done before writing. Depending on the writer, reader, and context, writing strategies can differ. However, prewriting, drafting, revising, and editing are some of the commonly used techniques. Prewriting involves gathering ideas and organizing them into an outline or other structure; drafting involves pouring those ideas into sentences and paragraphs; And revision involves improving the organization, content, and style of the draft. Editing involves correcting grammar, punctuation, and spelling. Setting goals, seeking criticism, and using specific strategies for different types of writing are some examples of additional approaches (J. Deshmukh 2014)

The benefits of common writing strategies can be observed in a variety of contexts, such as virtual education, collaborative scripting, and scholarly writing. Some common writing strategies that can be useful in this context, one of which is to foster good communication among friends. So that writing is easier to do if you often hold discussions. Frequent and clear communication between team members prevents misunderstandings and ensures the writing process stays on track. This can be achieved through regular meetings, updates via email, and shared documents (Hannah et al 2019)

2. Before Writing Strategies

Before writing, writers use various strategies to plan and organize their writing. These strategies include rereading task requirements, understanding the type of essay and organization, searching for valid references, summarizing ideas, analyzing sentences and contents, making a writing plan, negotiating topics, and making a concept map. The use of these strategies varies across writing levels, with higher-level writers using more strategies than lower-level writers. The instruction of writing strategy positively impacts writing performance and attitude, particularly at the pre-writing stage. The first thing writers do before writing is to employ the prewriting approach. It aids in the generation of ideas, purpose identification, audience assessment, and writing preparation (Nordquist, 2020). Geyimi (2014) went on to explain that prewriting approaches aid in generating ideas and thoughts—though typically not in an organized manner—and brainstorming ideas that would likely lead to a writing direction.

The purpose of before writing varies depending on the context. In academic writing, students use before writing strategies such as considering the task or assignment, discussing what they are going to write with others, brainstorming and writing down

ideas, making plans and notes, and doing extra study outside the classroom to improve their writing

3. During Writing Strategies

Writing is regarded as a learning aid for a variety of reasons, including understanding vocabulary, idioms, grammar structure, and the ability to explain and engage with a foreign language. Writing is one of the five fundamental skills that is used to communicate indirectly when face-to-face interaction is not possible. Students must investigate their thoughts before putting them down in writing skills. In order for the pupils to write well, they must become proficient in a wide range of vocabulary. One of the key competencies that student need to have is writing. Writing proficiency is the capacity to communicate ideas, thoughts, and experiences through written language (Kuswandari et al, 2018. Suratman et al, 2021).

The purpose of during writing can vary depending on the context. In the academic setting, the purpose of during writing can be to communicate ideas, present research findings, or express thoughts and arguments. For example, in a study about the application of a teaching method, the purpose of writing is to communicate the research objectives, methodology, and results to the readers In a business or organizational context, writing may serve the purpose of internal communication, such as

conveying information, making announcements, or seeking feedback Therefore, the purpose of writing is closely tied to the specific goals and objectives of the writer within a given context.

4. After Writing Strategies

After writing, students can carry out activities in making in their work. The written work, such as an essay, report, or story, is better done using methods and techniques referred to as "after-writing strategies". Revisions are made in the form of criticism from friends and editing from the opinions of supervisors. According to Allison They can include different aspects of writing, such as revision, editing and criticism from friends or educators . "Strategy after writing" is not clear for search results. The revisions made concern the structure that is appropriate to the context. Related concepts include revision techniques, which are used to improve the content, structure, and clarity of writing after it has been first drafted (Tara 2019). Approaching in this way allows dalapat to be easier to do. To make writing more coherent and interesting, this approach can include changing ideas, adding more details, or rearranging sentences (Eka Deli, 2020).

Regardless of the editing and revision used, translation is necessary as a writing strategy. Translation is changing the language from the origin language to the target language, without changing its meaning. In interpreting a translation, it is

certainly in context, and can be accessed by the wider community. Using translation strategies, one can translate content from one language to another while retaining its original meaning and style. Translation strategies can include understanding cultural contexts, addressing linguistic issues, and ensuring that translations are accurate and accessible to target audiences (Ursa 2020).

The purpose that concerns the strategy after writing is to correct and to minimize errors that occur. Like the components in a piece of writing. To ensure that documents are not incorrect and meet objectives, this strategy involves revision, edit, and correction. To ensure that the writing is coherent and logical, revision involves evaluating its content and structure. Proofreading is the process of carefully reading a written document to find spelling, punctuation, and grammatical errors during the editing process. As for the writing regarding SRSD. Self-regulation strategies, such as the Self-Regulatory Strategy Development (SRSD) teaching model, can help students monitor, assess, and improve their writing. This can be especially beneficial for students with learning disabilities (Azar 2017).

METODHOLOGY

The methodology for this research is survey research design as a quantitative approach that relies on self-reported measures and is crafted to amass descriptive data. This explanation highlights the importance of utilizing self-report measures and underscores the significant role played by the collection of descriptive data, thereby illuminating the quantitative essence inherent in survey research. The primary objective of this methodology is to gain an understanding of the characteristics, opinions, or attitudes prevalent within a particular population, commonly accomplished through the utilization of questionnaires or interviews (creswell 2014).

The population and sample of this study were 3rd semester students from the English education department. the sample was random sampling, consisted of 30 students who filled out a questionnaire that had been distributed via google form.

FINDINGS AND DISCUSSIONS

The results of the analysis at this stage, the researchers presented a data analysis consisting of the findings and discussions. The aim of this article is to answer the research question " How is the Self-Assessment of English Writing Skills and Strategies of 3rd semester students of English

Education". The questionnaires have been distributed to the students through online questionnaire, Google forms.

After splitting the questionnaire, the researchers make tabs and calculate the questionnaire scores. After that, the researchers processed the data through the SPSS program version 26. The researchers used the range of like scale from Katz & Kahn (1978) to determine the self-assessment category. The researchers had sixty four statements about students' self-assessment of their writing skills. The researchers have distributed the questionnaire to the students, and processed the data using the SPSS program version 26. There were 30 students as samples who had filled in the questionnaire. To summarize the respondent's perception clearly can be seen in Table 1.1 below:

Table 1.1 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Assessment of English Writing Skills	30	97.00	176.00	117.9333	23.46521
Use of Learning Strategies	30	137.00	248.00	172.9000	30.52229
Valid N (listwise)	30				

Based on the results of the table above, it can be seen that in general the assessment of 30 respondents with the variable Self-Assessment of English (X) obtained a minimum score of 97.00, a maximum of 176.00, an average of 179.9333 and a standard deviation of 23.46521.

The results are in line with Bommanaboina and Guduru (2022) where scores for "Self Assessment of Writing Skills" can be interpreted as a student's effort to enhance self-use more effectively in improving students' skills. Students in writing skills must be able to think critically because thinking critically will easily improve their writing skills. Reading is one of the efforts to improve writing skills, because reading often allows us to produce good writing skills.

It is supported by the theory Martinez et al., (2020) that self-assessment shows improved student performance and increased student satisfaction. Self-assessment helps students take an active part in their learning, improve their performance, encourage self-learning and develop metacognitive skills.

Self-assessment can improve student writing quality and deepen student understanding of writing. Ardhi and Trihantoyo (2021) note that self-assessment supports the development of EFL writing because studies of self assessment of student writing are relatively rare and experimental quasi approaches are used to study student writing progress through self-learning with the theory of formative assessment.

In self-assessment, it can help one identify its own strengths and weaknesses in making action plans to implement change. When students are able to identify their own progress, they will find ways, methods or strategies to make improvements or changes to become better students and learners. In short, the application of self-assessment will give a better impact than the conventional way of teaching writing skills to students of English-language education.

In a previous study, Febtrina et al. (2022) showed that there were some barriers in the use of self-assessment, such as differences in the level of language skills, culture and teacher understanding, but the

application of self assessment in the teaching learning process can be beneficial to students and teachers. Teachers, like recognizing student abilities, developing student writing skills, increasing student participation in class, motivating students to be more responsible in their learning process and increasing students' interest in writing.

CONCLUSION

Based on the research, it can be concluded that the self-assessment of English writing skills and strategies used by third-semester English Education students shows a significant level of awareness. The findings indicate that most students have a good understanding of their own writing abilities and utilize various strategies to enhance them. However, there are specific areas that require further attention or development in teaching and learning English writing skills.

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