Using Online Self-Assessment of Grammar in English Lessons in an International Class Program of a Junior High School

Fitriyatus Sa'adah

SMP Muhammadiyah 12 GKB Gresik; Indonesia

ARTICLE INFORMATION	ABSTRACT
Keywords: online self-assessment; grammar; international class program	This study aims to investigate the practice of online self-assessment in the grammar course of the International Classroom Program (ICP) of a private junior high school in Gresik, Indonesia. The practice of a hybrid classroom due to the post-pandemic situation made the students need to assess themselves through an online platform, in this case, Moodle. This study embraced the exploration of the teachers' steps to train the students to do self-assessment in Moodle as a Learning Management System (LMS) and the students' ways to do the self-assessment in Moodle as the LMS. Observation and documentation were conducted in this study to acquire the data. The observations were held in two classes of ICP, which consist of twenty-one ninth graders in each classroom. Lastly, documentation was accomplished toward the results of the students' self-assessment to check how they did the project. Finally, the data collected were analyzed qualitatively to achieve the research goal.

Corresponding Author:
Fitriyatus Sa'adah
SMP Muhammadiyah 12 GKB Gresik; Indonesia saadahpipit@gmail.com

INTRODUCTION

Assessment is defined as a part of the educational learning process that measures student performance and learning progress and provides teachers with information about the effectiveness of education and the achievement of their goals (Evriana, 2020). The function of the assessment is to measure the student's level of understanding. Referring to the assessment function, which is used to measure the level of knowledge a student acquires, government regulation number 19 in 2005 states that educators are required to assess student learning outcomes. However, the world of education is currently facing the COVID-19 pandemic as schools are closed and learning is shifted online. Students who engage in online learning have fewer opportunities to interact with teachers. Therefore, the role of teachers in assessing students is also limited. When Covid-19 hit, apart from online learning, students are also required to learn through digital platforms and students are also required to be independent learners at home. Independent learners mean that learners take full responsibility for what and how they learn. According to Begum (2018), independent learners have clearly provided many benefits to

students. First, autonomous learners can be more effective and successful learners because they are more focused and active in the learning process. Second, the success of learning activities cannot be separated from learners' attitudes and willingness to learn. One way to become independent learners is to allow students to conduct self-assessments (Hati et al., 2021). Self-assessment is an assessment that learners make voluntarily. It is a type of assessment that allows learners to make autonomous decisions, choose learning activities, and plan the use of their time and resources. According to Andrade and Valtcheva (2009), Self-assessment also allows learners to reflect and assess the quality of their learning outcomes, determine their ability to achieve their learning goals, as well as identify their strengths and weaknesses in the learning process.

In relation to learning English, self-assessment plays a very important role. First, learners will find that being able to assess their language proficiency will facilitate the learning process. Second, this is one of the areas where learners should learn to take responsibility. Thus, learners are trained to assess their learning progress and identify their strengths and weaknesses. There are six different reasons why self-assessment techniques are useful for language learning: facilitate learning, raise awareness, improve goal orientation, widen the scope of assessment, share the assessment burden, and gain post-course benefits (Babaii et al., 2016). Indeed, if students are frequently asked to comment on how well they have done on a particular task, self-assessment plays an important role before the teacher gives feedback. This can promote students' self-criticism over time and the habit of self-reflection (Nedzinskaitė et al., 2006). Some of the ways and techniques that students can use to self-assess their language skills include the use of scale, checklist, portfolio, and journal (Brown & Abeywickrama, 2019). Meanwhile, this study only focuses on reflective writing (journal) which is the form that students use for self-assessment. A journal is defined as daily or weekly writing in which students reflect on their learning experiences and growth" (Brown & Abeywickrama, 2019). In this study, the journal helps students share their experiences and self-assess their grammar ability. in the form of a student-created story. The journal like the diary, "requires a little reflection, but are not as personal as diaries" (Falchikov, 2018).

Due to the post-pandemic, many schools apply hybrid learning in which the learning and teaching can be done online and offline. As Graham (2005) stated, hybrid learning allows students to participate in teaching and learning activities at schools while also participating in online activities. In addition to online learning combined with face-to-face meetings lasting several hours, hybrid learning involves all students participating in the teaching and learning process at the same time. The learning activities are divided into two categories: those in the classroom and those in their own homes. This study used hybrid learning to assess the students through self-assessment. Self-assessment is the presence of students who are actively participating in the learning process by being involved in the constructive process. Therefore, it should be clarified here that self-assessment is necessary in learning English because it helps English learners to study and reflect on their own English learning; promotes independent English learning; and measures students' progress in learning English (Jamrus & Razali, 2019). In this study, the training on how to use the online platform to complete self-assessment was conducted face-to-face in the classroom, while the students practiced doing self-assessment online at their own places. Thus, hybrid learning was practiced.

In particular, this study focuses on self-assessment of grammar because teaching English grammar is very important for learners to master the language. Chen (2016) remarked that the importance of learning grammar for students is to help them not only construct appropriate sentences but also create the ability to communicate effectively in a variety of situations. Many studies have been conducted regarding online self-assessment (Jamrus & Razali, 2019; Rahayu & Purnawarman, 2018; Seifert & Feliks, 2019). However, there are limited studies that focus on grammar to be self-assessed. The

previous studies focused mainly on self-assessment of general English skills. In addition, some research concentrated on self-assessment of grammar skills; these are Latifah (2022), Moqbel (2018) and Van Reybroeck et al. (2017). The first study was previously conducted by Moqbel (2018), investigating the benefits of self-assessment in the EFL grammar classroom and how students perceive performance. A mixed method was applied to the data analysis. However, the practice of self-assessment is done in the offline classroom.

Therefore, this study fills the gap with the study of self-assessment at the EFL junior high school level, specifically for the students participating in the International Classroom Program (ICP) in a hybrid classroom. In ICP, several English skills in the Cambridge curriculum include; reading, listening, speaking, writing, and grammar. There is a grammar section that should be taught specifically for these skills. There are specific guidelines on grammar competencies in the curriculum framework and in the books used by ICP students. There are also grammar competencies on the test sheet so there is a section for ICP students to work on with questions specifically about grammar skills.

Based on the problem stated above, the research questions addressed in this study are:

[1] How do the ICP teachers train the students to use online self-assessment of grammar mastery in English lessons in an International Class Program of a junior high school?

[2] How do the students assess their own grammar mastery using the online self-assessment of grammar in English lessons in an International Class Program of a junior high school?

METHODS

To answer the two research questions which are related to how ICP English teachers train online self-assessment to students and how the ICP students assess their own grammar using online self-assessment, qualitative design was conducted along with the case study method. Qualitative research seeks a deeper understanding of the phenomenon by focusing on the big picture instead of breaking it down into variables and analyzing it numerically (D Ary et al., 2014). A case study is a study that focuses on a single entity, such as an individual, group, organization, or program. It collects data using multiple methods such as observations, and documents. Related to this research, the case study is selected since the data are specific to the self-assessment that the ICP students did. Moreover, Moodle as LMS is used as a medium for the students to do online self-assessments.

This study was conducted in two ninth-grade ICP classes at a private high school. The school has two ninth graders with forty-two students. From two classes, eight ICP students with two different EFL teachers were selected. Teachers and students become subjects of research. The teachers were chosen intentionally because they had previously used the online grammar self-assessment feature in English lessons. In addition, they conduct online self-assessments using the Moodle LMS again in the future. Meanwhile, students are selected based on the results of their self-assessments. The results are divided into three levels: high, medium, and low. In this study, only the students with the high scores were selected since the score gave the teacher a clue that the students comprehended and performed the self-assessment well. From research question number 1, data and source of the data were in the form of teachers' activities. The researcher observed the ICP teachers trained the students to use online self-assessment on grammar mastery in English lessons. The data were collected through classroom observation physically and on screen. For research question number 2, the data and source of the data were obtained from the students' activities assessing their grammar using the online self-assessment instrument. The data were collected through online records of students' activities in Moodle LMS. The data were available in the form of login records, activity records, or history. In this case, the researcher became a member of learning English in Moodle LMS with students and teachers so that the researcher could access Moodle's online self-assessment activities.

.

FINDINGS AND DISCUSSION

Findings

A. The Ways English Teachers Train the Students to Use Online Self-Assessment of Grammar Mastery

Based on the observation results, there were 7 (seven) steps, namely: (1) the teacher explains how to do a self-assessment; (2) the teacher reviews the materials; (3) the teacher asks the students to practice self-assessment; (4) teacher gives the examples of making self-assessment; (5) teacher checks the student's work; (6) teacher gives an explanation how to do self-assessment in Moodle; and (7) teacher will give feedback to the students. A concise explanation of each step can be found below.

1. The Teacher Explains How to Do a Self-Assessment

It is clear from the observation findings that the first step in training students to conduct online self-assessments is to describe how students should perform self-assessments on their own. The purpose of these rules is to clarify for the students exactly what it is that is expected of them at this stage. As a result, the provision of teachers can assist in elucidating methods. The following is proof that the teacher went over how to conduct a self-assessment of one's own performance.

Data (01)

T1 : First assessment, ya, **you can write the points that you have understood or not. For example**, for the presentation material that we studied yesterday, the point that you have understood well, about the pattern or formula of the presentation. Then, you can convey, you can explain whatever, ya. Eeh… that you have understood the point. **We can call your strength and weakness. Strength and weakness when studying the present active material. In the self-assessment, you can assess your abilities, for the grammar competency that you learned yesterday.**

As in data (01), the teacher explains the ways of making self-assessment. The first thing that the students should do is to write their strengths and weaknesses in understanding the materials. It includes how the students understand the formula of simple present and the use of the simple present. Besides, the teacher delivered that during making self-assessment, the students should be able to evaluate their skills about the grammatical proficiency they gained in the previous meeting.

2. The Teacher Reviews the Materials

It is crucial for the teacher to review the subject after describing how to do a self-assessment. As a result, it is intended that students will retain the material and be able to put down their evaluations of their grasp of the material. The evidence below shows that the teacher reviewed the materials.

Data (02)

T2	: **For the first, do you still remember about simple present?**
St	: Yes
T2	: **About the formula?**
St	: Yes
T2	: for the positive formula? Subject and then?
St	: verb one and object.

T2   : If the subject singular? So, the verb will give s or es. Okay right. How
              about present continuous? For the formula?

St   : Subject, to be, and verb-ing

Based on data (02), the teacher addresses questions to the students related to materials that have been learned. Since this lesson focuses on the straightforward present, the teacher asked students what they have retained from the materials. To begin, the teacher polls the class on their knowledge of the simple present and present continuous formulas. The student's responses to questions pertaining to the formula serve as evidence of their level of comprehension.

3.   The Teacher Asks the Students to Practice Self-Assessment

From the observation results, the teacher immediately asks students to practice what has been explained. In connection with that, the third phase utilized by the teacher to train students in completing self-assessments is practice. Students must be able to follow the guidelines that have been presented by the teacher and what criteria must be included in their self-assessment while carrying out self-assessments. As a result, the proof of this step is as follows.

Data (03)

T1   : **So, you make a narration on this self-assessment, just close right telling a story.** Telling the truth, *ya. Jangan ditahan, ditulis aja semuanya. Eeh…* you can start now, and I will check your assessment, okay? Narrate your weakness or strength related to the materials you have already studied yesterday. And, also the weakness, strength and your weakness. You have to be honest. You have to be honest to yourself. Okay, do you get it?

Data (03) shows the teacher who asks the students to practice making self-assessments. After explaining what the students need to write in their self-assessment and reviewing previous materials, the teacher allows them to practice self-assessing themselves by creating a journal. In the journal, the teacher asks the students to produce a narration about their strengths and weaknesses in learning and understanding the materials. The journal will help the students to reflect on themselves while following the teaching and learning activities. Furthermore, the teacher also reminds the students that they must evaluate themselves honestly. She states that honesty is a crucial aspect of making a self-assessment.

4.   The Teacher Gives the Examples of Making Self-Assessment

It was discovered that the fourth phase in training students to undertake self-assessment is when the teacher gives examples of producing self-assessments. It is a good idea to provide an example of how to write a self-assessment so that students are aware of exactly what a self-assessment looks like in its purest form. It is hoped that students will be able to compose narratives of self-assessment that are in conformity with the good. An excerpt from the observations is presented here as a result.

Data (04)

T2   : What do you understand about the simple present? **For example, I have understood, you can write it. I have understood about the simple present and also I have understood how to use this simple.** For example, I will make a positive sentence. For example, *contoh haaa….* I make a positive sentence, I eat bananas. If I change to a negative sentence, *gimana*?

.

After giving the opportunity for the students to make their self-assessments, the teacher still shows the example of how to make the proper self-assessment. It is to make the students understand what they need to do to make their self-assessments. Data (04) reveals how the teacher gives an example of making a self-assessment. Before, the teacher stated that the students needed to write their strengths and weaknesses in understanding the materials. In giving the example, the teacher relates her explanation with the materials taught. Hence, the students can more understand how to make the self-assessment.

5. The Teacher Checks the Students' Work

Through the observation, it was found that the teacher checks the students' progress in class. This is done to guarantee that they can adequately engage in self-assessment practices. In addition, it is anticipated that students will be able to compose narratives of self-assessment in accordance with the directions provided by the teacher. The data presented below is evidence that the teacher checks the progress, which is the fifth step in training students in how to perform self-assessments.

Data (05)

T2	: online students? hello? *Sudah bisa membuat narasi self-assessment?* **(Can you make narration of self-assessment)**
St	: *sudah.* (done)
T2	: *coba sih Farel?* (okay try it, Farel?) Read your sentence, your narration
St	: I understand about the use of two present simple and present continuous tense, and I also understand the verbs…

As the students start to practice making self-assessments, the teacher keeps remoting the class to check the students' works. Data (05) shows how the teacher checks the students' progress. The teacher asks the students whether they can practice making self-assessment or not. The students reply to the teacher by saying that they are able to do the assignment. Then, the teacher chooses one of the students to read his narration of self-assessment. To respond to it, the student chosen reads his narration to show his progress. By this step, the teacher makes sure that the students are on the right path to make the correct self-assessment. The progress-checking can also make the teacher knows that the students clearly understand how to self-assess themselves in understanding the materials taught.

6. The Teacher Gives an Explanation of How to Do Self-Assessment in Moodle

Gaining on the observation, the next step is to explain the ways to conduct online self-assessment. It is expected that students can then write self-assessment narratives. It requires them to enter their findings into Moodle. In this instance, the teacher demonstrates how to do self-assessment using online platforms, specifically Moodle. The teacher performs this sixth step to train students on how to complete online self-assessments. The following is an example of proof of training the students to implement self-assessment.

Data (06)

T2 : Okay guys, if you have already finished to do self-assessment on your paper, please submit to me and don't forget to write your name on paper. Then, you have already tried to make self-assessment and I have already checked them. After that, you might do it. I will access to the moodle and I will show you about the feedback. You might do self assessment

.

everytime everywhere. **If you want to make self-assessment in moodle. Please click the menu and message individually, it will be sent only to me.** *Pilih yang private ya* **only to me so I can read your self-assessment.** Your friend can't see your self-assessment only me. Then, I will give you feedback after you send me the self-assessment. Thank you. The last I say wassalamu'alaikum.

After allowing the students to practice making self-assessment in the classroom and making sure that they are able to do it well, the teacher continues her explanation to guide the students to make self-assessment in Moodle as the LMS used. Later, the students are required to write their narrations which assess their grammar competencies through Moodle. Furthermore, data (06) reveals the teacher who guides the students to access Moodle. Then, she guides the students on how to send her a message regarding the narration of the students' self-assessments. The teacher also shows the steps by previewing the smart TV. Therefore, the students can more understand the steps to create a self-assessment through Moodle as LMS.

7. The Teacher Will Give Feedback to the Students

The last step to train the students in making self-assessment is the teacher will give feedback to the students. It is not sufficient to provide students with a list of activities to complete and then exit the classroom. Written feedback from the teacher is one method that can be utilized to carry out systematic follow-up. The following data shows that the teacher will give feedback to the students.

Data (07)

T1   : **I will give you feedback after you send your self-assessment**. Okay do you get it?

Data (08)

T2   : After that, you might do it. **I will access to the Moodle and I will show you about the feedback.**

The act of delivering feedback to students serves as the capstone component of training them to conduct self-assessment. In the same vein as data point (07) and (08), the teacher only mentioned that he or she would provide feedback after the students had presented their narratives of self-assessment. In this scenario, the teacher will offer comments to the students after they have handed in their real self-assessment. Due to the fact that the teacher was still conducting self-assessment training, she or he only explained the steps for conducting a self-assessment. As in data (08), the teacher will log in to Moodle and then present the students with comments regarding the feedback.

B. The Ways the Students Assess Their Grammar Mastery Using the Online Self-Assessment

1. By making a journal through Moodle as LMS

Since the classroom was conducted via hybrid, the online and offline activities were held to support the teaching and learning activities, including creating self-assessments. To assess themselves, the students were required to create a self-assessment via Moodle as LMS. Moodle becomes a platform for the students to create a journal that assesses their competencies in grammar. It is related to the instruction of the teachers given in the classroom. Therefore, the students receive the explanation of the

.

steps making self-assessment and practice making it via LMS. Through LMS, the students are expected to self-assess themselves anywhere and anytime.

a. Students tell their strengths and weaknesses in doing self-assessment

In the journal, the students tell their experiences in learning and understanding the materials. The students make a narration about what they did while studying. Hence, the progress of learning can be seen through the journal that was made. Data (09) shows the example of a student's journal in Moodle which describes his/her experience while learning and understanding the materials.
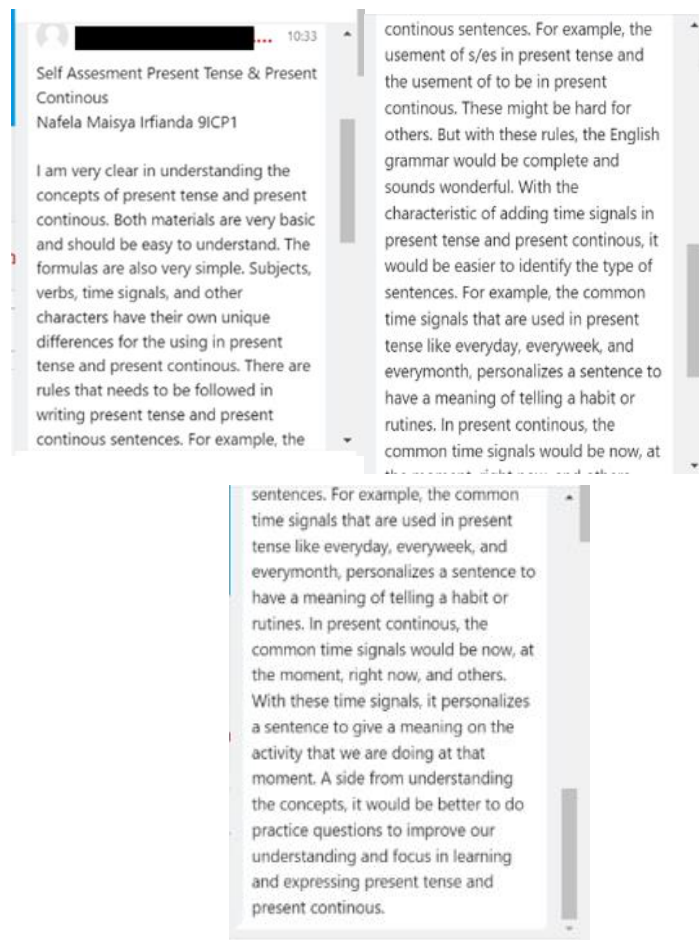
Data (09)

Figure 1: Self-Assessment Result of Student 1

Based on data (09), the students wrote the journal by telling her/his experience in understanding the materials. He/She described his/her experiences in the form of narration. The personal experience of the student in understanding the materials is elaborated in the journal. The student wrote that the materials are easy to understand, which made her like the materials. Furthermore, the student also gave comments on the materials learned. He/She explained the glimpse of the materials in the journal. Student 1 stated, "There are rules that needs to be followed in writing present tense and present continuous sentence…For example, the usement of s/es in present tense and the usement of to be in present continuous." Hence, it can be seen that the

student used the journal not only to share the personal experience but also comment on the materials. Both personal experiences and comments can reflect the evaluation of the student. Another evidence that shares students' perspectives on how they learned and understand the subject matter could be seen as follows.
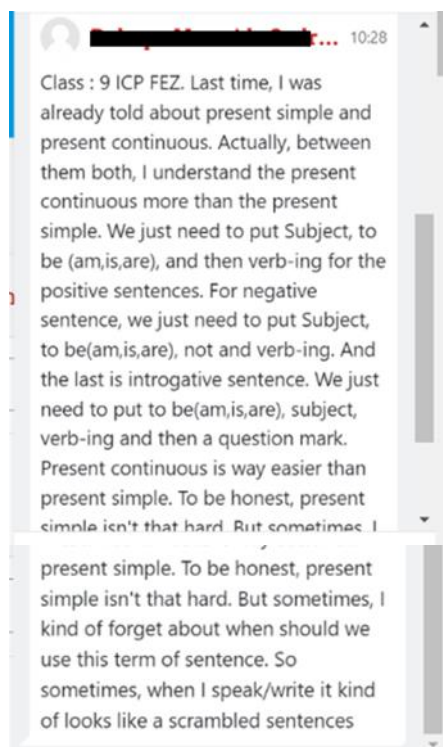
Data (10)

Figure 2: Self-Assessment Result of Student 2

As seen in data (10), the students created a journal in which she or he described her or his experiences. It includes how the student expresses the strengths and weaknesses in comprehending the materials. As in Figure 2, student 2 stated, "I understand the present continuous more than the present simple. We just need to put subject, to be (am, is, are), and then verb-ing for the positive sentences. For negative sentence, we just need to put subject, to be (am, is, are), not and verb-ing. And the last is interrogative sentence. We just need to put to be (am, is, are), subject, verb-ing, and then question mark". As stated by student 2, she/he told the strength in understanding the materials. To confirm her/his understanding, she/he wrote down what she/he has learned.

Apart from expressing the strengths in understanding the materials, student 2 also shared her/his weakness. As captured in Figure 2, student 2 uttered, "To be honest, simple present isn't that hard. But sometimes, I kind of forget about when should we use this term of sentence. So sometimes, when I speak/write it kind of looks like a scrambled sentences". It is clearly stated that student 2 forgot to apply the term of the sentence. Overall, student 2 has a good understanding of the materials that have been learned. Another piece of evidence that offers students' viewpoints on how they learned and understood the subject matter is as follows.
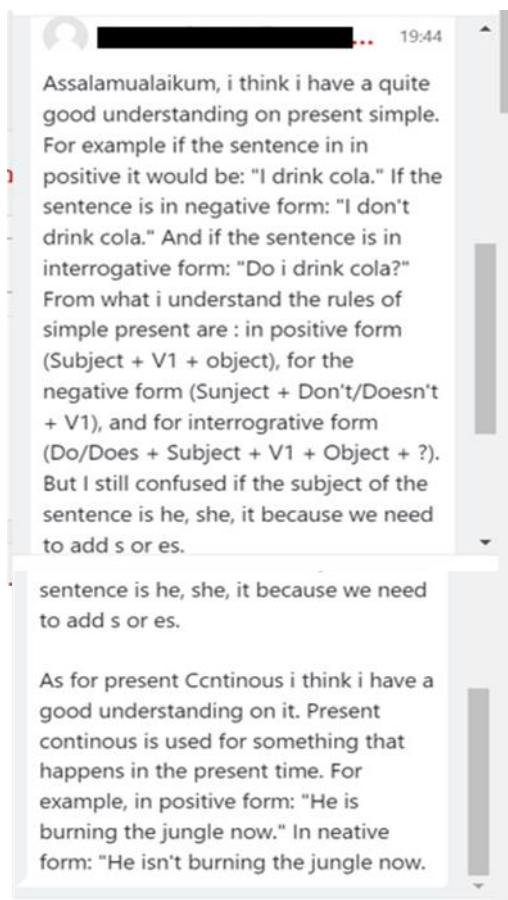
.

Data (11)

Figure 3: Self-Assessment Result of Student 6

Figure 3 displays the evidence of students' results of self-assessment, especially self-assessment result of student 6. She/he narrated the strengths and weakness in comprehending the materials. First thing first, student 6 conveyed the strength. As in Figure 3, student 6 stated, "I think I have a quite good understanding on present simple. For example, if the sentence in positive it would be: "I drink cola." If the sentence is in negative form: "I don't drink cola." And if the sentence is in interrogative form: "Do I drink cola?" As in the data, student 6 demonstrated that she/he has a good understanding of simple present. To further ensure that she has a firm grasp of the material, she provided an example of simple present. Aside from the strength, student 6 asserted the weakness in mastering the content, "But I still confused if the subject of the sentence is he, she, it because we need to add s or es."

b. Students tell their strengths in doing self-assessment

Apart from reporting their strengths and weaknesses, some students only elaborate on their strengths in the journal. It is related to the teacher's explanation which guides the students to include their strengths in understanding the materials in their learning journals. By explaining their strengths, the students can reflect themselves in learning the materials taught. The example of the student who writes his/her strength in understanding the materials can be seen in data (12) below.
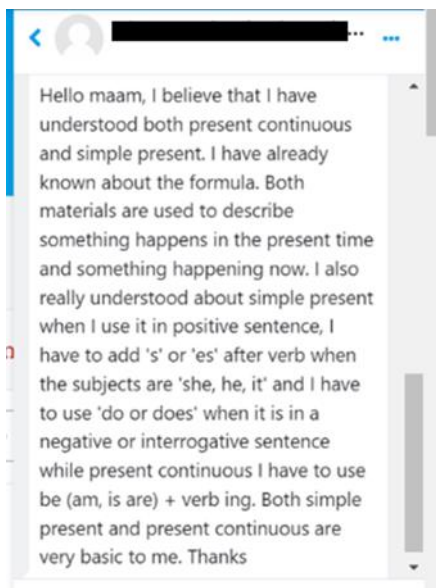
Data (12)

Figure 4: Self-Assessment Result of Student 3

Data (12) shows the student who writes his/her strengths in understanding the materials. In the journal, the student mentions some things that he/she has understood regarding the materials. Besides mentioning, the student also explains the ideas of how he/she understands the materials. The student elaborates the materials in his/her journal to show the understanding. The student wrote, "I also really understood about simple present tense when I use it in a positive sentence, I have to add 's' or 'es' after the verb…". Furthermore, understanding the materials becomes the strength of the student in learning. By understanding the materials, the student implicitly argues that the materials are easy to master. Therefore, the understanding of the students that are mentioned in the journal shows that the student wrote his/her strength in the journal.
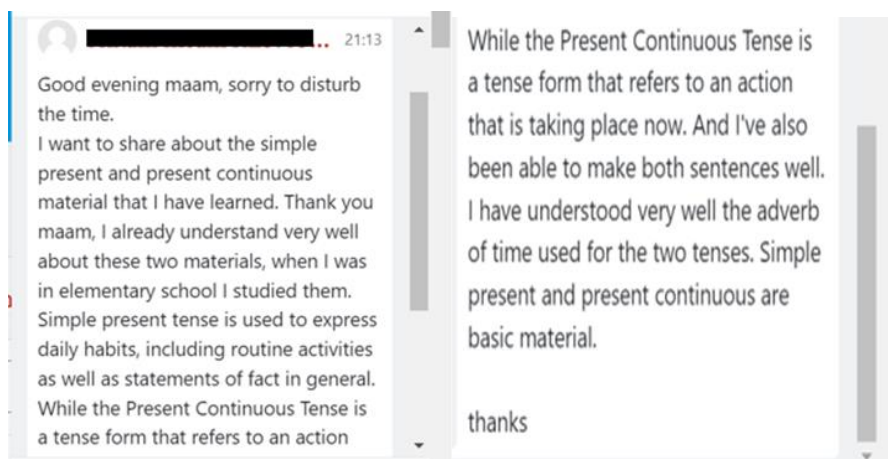
Data (13)

Figure 5: Self-Assessment Result of Student 7

.

In data (13), student 7 demonstrated student' abilities to comprehend the content. She/he also outlined facts in their journal to demonstrate the strengths. Based on the data, student 7 stated that she/he had no difficulty studying simple present and present continuous because the materials are extremely basic.

c.   Students tell their weaknesses in doing self-assessment

Some students solely elaborate on their weaknesses in the journal, rather than addressing their strengths and flaws. It is related to the teacher's explanation, which directs students to include their areas of strength in understanding the materials in the journal. Students can reflect on themselves in mastering the information presented by discussing their weaknesses.
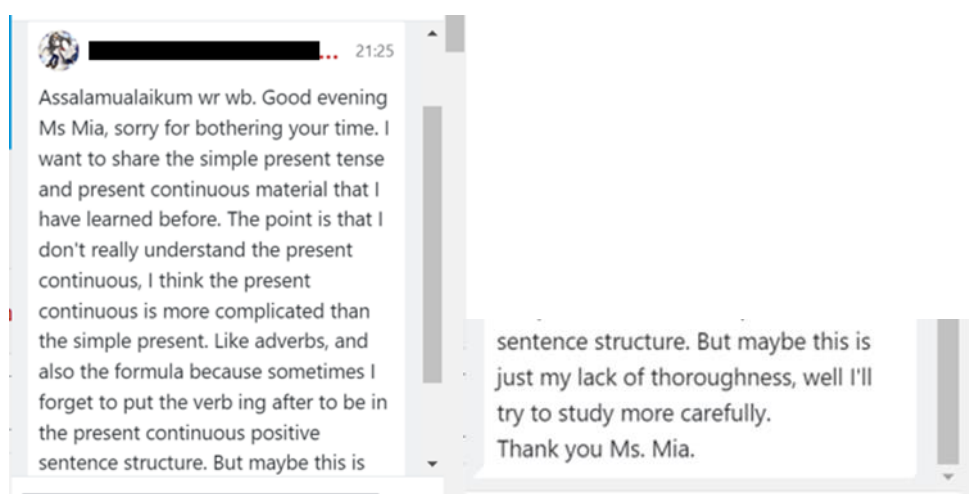
Data (14)

Figure 6: Self-Assessment Result of Student 8

Besides the strengths, the students also wrote their weaknesses in understanding the materials. It is still related to the teacher's guides in the classroom, stating that the students need to write not only strengths but also weaknesses in understanding the materials. Data (14) shows the online journal of a student which shows some weaknesses while learning the materials. In the journal, it can be seen that some things still cannot be understood by the student. The student wrote that he/she does not understand some points of the materials, and he/she tried to tell the teacher by mentioning them in the journal. The student wrote, "...I don't really understand the present continuous, I think the present continuous is more complicated than simple present". The student reflected on the material and explained how he/she did not understand the materials. Furthermore, the lack of understanding shows the weakness of the student in learning the materials, and he/she wrote it in the journal to reflect his/her competencies in mastering the materials. The following is a further self-assessment result indicating that the student only reported weaknesses in material comprehension.

.

Data (15)

Hello Miss Octa...
Good evening, sorry for bothering your rest.

Actually, I want to share about 2 materials that I have learned, namely the simple present passive and the present continuous passive. I'm a little clueless about these two things. What I don't understand is how to change the form of active sentences to passive sentences, related to the present continuous passive there is the word 'being' that I have to add and that sometimes I forget. Moreover, I haven't memorized the changes of verb 1 to verb 3 yet, so it seems I have to study harder. Hopefully later in class I can understand it better, related to the formula of this passive sentence. Thank you, good night.
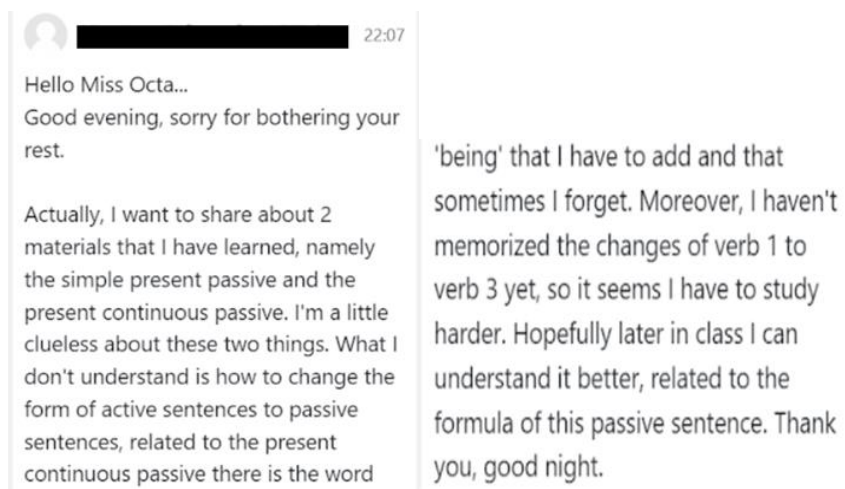
Figure 7: Self-Assessment Result of Student 4

As seen in Figure 7, it is clear from the journal that some things are still beyond the student's comprehension. The student wrote that he or she does not grasp some aspects of the materials and attempts to inform the teacher by mentioning them. The student reflected on the content and described what he or she didn't get it. The lack of understanding demonstrates the student's weakness in learning the information, which he/she documented in the journal to indicate his/her skills in mastering the materials.
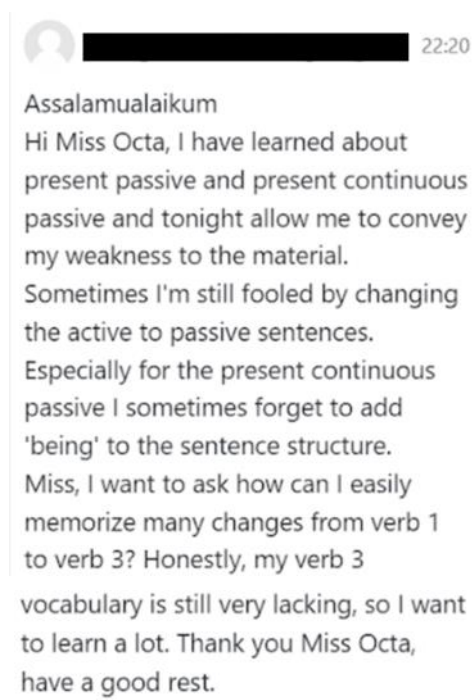
Data (16)

Assalamualaikum
Hi Miss Octa, I have learned about present passive and present continuous passive and tonight allow me to convey my weakness to the material. Sometimes I'm still fooled by changing the active to passive sentences. Especially for the present continuous passive I sometimes forget to add 'being' to the sentence structure. Miss, I want to ask how can I easily memorize many changes from verb 1 to verb 3? Honestly, my verb 3 vocabulary is still very lacking, so I want to learn a lot. Thank you Miss Octa, have a good rest.

Figure 8: Self-Assessment Result of Student 5

.

As captured in Figure 8, student 5 wrote the narration of self-assessment by explaining the weakness in mastering the lesson. She/he narrated, "Allow me to convey my weakness to the material. Sometimes I'm still fooled by changing the active to passive sentences. Especially for the present continuous passive I sometimes forget to add 'being' to the sentence structure." In this instance, the student just indicated a lack of comprehension of the materials. It cannot be discovered that she or he expresses an understanding of the materials.

To sum up, the students write their online self-assessments by writing journals in Moodle as the online LMS. They create journals in the LMS by narrating their experiences, strengths, and weaknesses while learning the materials. In short, the journals wrap up the students' journeys in understanding the materials given by the teachers.

Discussions

A.   Steps to Train the Students in Using Online Self-Assessment

The first finding of this research indicates that there are seven steps used by the teachers to train the students to do self-assessment: (1) the teacher explains how to do a self-assessment; (2) the teacher reviews the material; (3) the teacher asks students to practice self-assessment; (4) the teacher gives examples of how to make self-assessments; (5) the teacher checks student work; (6) the teacher explains how to do self-assessment in Moodle; and (7) the teacher will provide feedback to students. It is not in line with Brown & Abeywickrama (2019) that revealed the four stages used by teachers to train the students to do self-assessment, including (1) explain the goal of the assessment to pupils, (2) clearly define the task, (3) promote objective evaluation of performance or ability, and (4) ensure favorable washback by completing follow-up tasks. Thus, this current study suggest more detail steps than the previous study done by Brown & Abeywickrama (2019).

This study revealed that the first step to train the students to make self-assessment is by explaining how to do self-assessment. It is in consistent with the previous study done by Andrade and Valtcheva (2009) who found the three stages in completing self-assessment, namely (1) expressing expectations, (2) self-assessment, and (3) revision. The second step used by the teachers to train the students to make self-assessment is by reviewing the materials. These results are in harmony with the previous study by Moqbel (2018) who revealed that evaluating and reviewing students' experiences while learning grammar is essential as part of the self-assessment process. This includes their progression, challenges, and potential solutions (Moqbel, 2018). The following step is the teachers to give examples of making self-assessments. This phase requires the teacher to give students examples of how to produce self-assessments. After giving the example of making self-assessment, this current study discovered that the teachers monitor the students' progress while they are in the classroom. It is in line with the study done by Andrade and Valtcheva (2009). Finally, the students receive feedback from the teachers as the final step in the process of training them to make an accurate self-assessment. This step is similar to Brown & Abeywickrama (2019), it found that it is not enough to give students a list of things to perform and then have them leave the classroom without any further instruction.

.

B. How The Students Do the Self-Assessment of Grammar Competencies

In short, the students do the self-assessment in their Moodle accounts by creating a journal. They reviewed their experiences in learning the materials and evaluated the progress. They wrote their strengths, in this case is understanding the materials easily, and constraints while mastering the learning materials. They also shared their feelings and opinions towards the growth (Moqbel, 2018). Therefore, creating the journal allows the students to assess and evaluate themselves broadly. They are free to express what they feel and experience regarding their learning progress. It aligns with Brown & Abeywickrama (2019) who argue that journal is most ideal form of self-assessment, since the students are not limited to scale and numbers to evaluate themselves. The students have the broader 'area' to assess themselves. However, the guidelines of the teachers are the absolute need for the students, so that they are not clueless in self-assessing themselves. The students must understand clearly about the task and goal to make them successful in achieving the purpose of self-assessment (Andrade & Valtcheva, 2009).

CONCLUSION

The study's findings can lead to two conclusions. Firstly, based on the findings and discussion, it can be concluded that the teachers take some steps to train the students to assess themselves. It begins with the teacher who explains the concept of self-assessment and the ways to create it. Next, the teacher reviews the material to remind the students of what they have learned. Then, it is followed by the teachers who allow the students to practice making self-assessment in the classroom. The teacher aims to check whether the guidelines have been understood by the students or not. Since some students are still confused with the guidelines, the teacher gives more real examples of how to write a self-assessment. After that, the teacher re-checks the students' work to make sure they are on the right path. Later, the teacher explains to the students to create their self-assessment in Moodle as LMS. It is important since the self-assessment practice will be done online via the platform. For the last step, feedback will be given by the teacher as the students' works finished. Second, the students practice their online self-assessments by creating a journal in their Moodle accounts. They wrote the narration in their journals talking about their experiences in learning the materials. They reviewed what they did during learning and reflected on their progress. Besides, the students also write their strengths and weaknesses in the journal. They elaborate on how they understand the materials easily and what constraints they face during the learning process. By creating a journal, the students can freely express themselves and reflect on their efforts in learning. The students are not limited on the scale or rate so that they can be more expressive in communicating their learning progress.

Future researchers, particularly those interested in assessment in EFL classrooms. The researcher proposed undertaking additional research on self-assessment in EFL classrooms in Indonesia, taking into account other abilities and employing various approaches, to corroborate the findings of the current study. Besides, it is suggested more research which implements self-assessment using various methodologies, such as experimental research. These topics cannot be investigated due to the time constraints. Future academics are also encouraged to conduct research on a rhetorical framework that includes subjects from different educational levels, such as higher education settings.

.

REFERENCES

Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. Theory into Practice, 48(1), 12–19. https://doi.org/10.1080/00405840802577544

Ary, D, Jacobs, L. C., Sorensen, D., & Walker, D. (2014). Types of qualitative research. Introduction to Research in Education, 512–546.

Babaii, E., Taghaddomi, S., & Pashmforoosh, R. (2016). Speaking self-assessment: Mismatches between learners' and teachers' criteria. Language Testing, 33(3), 411–437. https://doi.org/10.1177/0265532215590847

Begum, J. (2018). Learner autonomy in EFL/ESL classrooms in Bangladesh: Teachers'

perceptions and practices. International Journal of language Education, 2(2),96-104.

Brown, H. Douglas, & Abeywickrama, P. (2019). Language Assessment: Principles and Classroom Practices. Pearson.

Chen, Z. (2016). Grammar learning strategies applied to ESP teaching. Theory and Practice in Language Studies, 6(3), 617.

Evriana, L. (2020). The implementation of online assessment in english lesson at 10. State Institute of Islamic Studies Purwokerto.

Falchikov, N. (2018). Involving Students in Assessment. Assessment of Student Achievement, 3(2), 57–72. https://doi.org/10.4324/9781315162058-4

Graham, C. R. (2005). Blended learning systems: Definition, current trends, and future directions. In The handbook of blended learning: Global perspectives, local designs. San Francisco, CA: Pfeiffer Publishing.

Hati, G. M., Yunita, W., & Dewi, A. C. S. (2021). Self-Assessment for Higher Language Learners'

Autonomy. JOALL (Journal of Applied Linguistics and Literature), 6(2), 264–276.

https://doi.org/10.33369/joall.v6i2.15418

Jamrus, M. H. M., & Razali, A. B. (2019). Using Self-Assessment as a Tool for English Language Learning. English Language Teaching, 12(11), 64. https://doi.org/10.5539/elt.v12n11p64

Latifah, W. S. (2022). Students' Self-Assessment on Web-Based Grammar Exercises During Covid-19 Pandemic. Lexeme : Journal of Linguistics and Applied Linguistics, 4(1), 113–122.

Moqbel, M. S. S. (2018). Self–assessment in EFL Grammar Classroom: A Study of EFL Learners at the Centre for Languages and Translation, Ibb University. International Journal for Research in Education, 42(2), 289–324.

.

Nedzinskaitė, I., Švenčionienė, D., & Zavistanavičienė, D. (2006). Achievements in language learning through students' self-assessment. Kalbų Studijos, 8, 84–87.

Rahayu, I. S. D., & Purnawarman, P. (2018). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment. Eleventh Conference on Applied Linguistics, 254(Conaplin 2018), 102–106. https://doi.org/10.2991/conaplin-18.2019.235

Seifert, T., & Feliks, O. (2019). Online Self-assessment and Peer-assessment as a Tool to Enhance Student-teachers' Assessment Skills. Assessment and Evaluation in Higher Education, 44(2), 169–185. https://doi.org/10.1080/02602938.2018.1487023

Van Reybroeck, M., Penneman, J., Vidick, C., & Galand, B. (2017). Progressive treatment and self-assessment: effects on students' automatisation of grammatical spelling and self-efficacy beliefs. Reading and Writing, 30(9), 1965–1985. https://doi.org/10.1007/s11145-017-9761-1