

CHAPTER I

INTRODUCTION

This first chapter provides the introduction of the research, as well as a discussion of the context and topics of interest. Research background, research questions that inquire about the centrality of research, and research objectives that aim to answer the research questions listed. Moreover, the introduction also covers the scope of the research, significance of the research, key terms, and state of the art.

1.1 Background of Study

Academic writing is an essential requirement for students, particularly at the graduate level, as it is a critical component for completing their education. This form of writing, characterized by its tailored approach for specific audiences, purposes, and distinctive structures, demands mastery of effective writing skills (Gillett et al., 2009). Among the various language abilities, writing is often considered one of the most challenging to master, especially for learners of English as a Foreign Language (EFL). The ability to write coherent and fluent paragraphs is not only fundamental to academic education but also crucial in foreign language learning. The complexity of this task for EFL learners underscores the importance of English writing instruction (Darmawati et al., 2020; Javadi-Safa, 2018). To address these challenges, an appropriate learning model is needed, one that is specifically designed to meet the unique needs of EFL learners by providing strategies and tools to improve their writing skills. Such models help students understand the structure and conventions of academic writing, enhancing

their ability to communicate ideas clearly and accurately. Implementing effective learning models can support EFL students in overcoming the difficulties associated with academic writing, leading to better educational outcomes. Consequently, research on writing and the development of effective learning models continues to gain traction, reflecting its growing importance in the academic landscape.

The learning model is a particular way to teaching (Enggen & Kuachak, 2012) which includes educational items including films, books, programs, and curricula (Joyce & Weil, 1992). A learning model is a specific form or design that is systematically designed based on learning theory or the basis of thinking about how students learn to achieve learning goals, as well as having a learning environment setting, which is the interaction process used to help students achieve better learning outcomes (Dakhi et al., 2020). Learning models often follow a certain syntax. The syntax might include theoretical foundations, methods, media, and teaching materials. The learning model's components include learning structures, social systems, learner and educator roles, and support systems (Joyce et al., 2016). It added synapses, social systems, response principles, support systems, instructional and companion impacts are all examples of model components. These five components will be utilized to rebuild the process of developing or creating a learning model.

Choosing a teaching approach, or a combination of approaches, is directed by one's beliefs about learning. Further, whether you plan to teach online, in person or through another mode, this will influence your teaching approach and affect the experiences you provide to your students. Because these factors impact each other as well as the broad scope of your course, we must first explore these

options and their potential takeoffs. for example, if learning is aimed at making students active, then the appropriate teaching approach is student-centred learning. Incorporating formative assessment is one of the method in student-centered teaching approach. Investigation of formative assessment on the learning outcome in ELT emphasizes the need for teachers to involve students in the assessment process through self-assessment and peer assessment, providing timely and specific feedback to help students set goals for improvement (El Yazidi, 2023).

The development of assessment in academic writing education is essential, aligning perfectly with the student-centered learning concept. Assessment as learning (AaL) is particularly suitable for an academic writing course. Generally regarded as a subset of assessment for learning (AfL), AaL involves learners' ability to reflect on their work-in-progress concerning personal, academic goals, or assessment criteria (Berry, 2008). The concept of AaL originates from Earl's (2003) research on the use of classroom-based assessments by teachers to enhance student learning, influenced by assessment reforms. According to Earl (2013), AaL, as an aspect of AfL, empowers students with the awareness, knowledge, and skills needed to become critical thinkers, independent learners, and self-assessors. AaL primarily relies on learners' dispositions and abilities to develop their metacognitive skills for setting goals, monitoring, and evaluating prior learning with internal feedback to facilitate new learning (Earl & Katz, 2008).

AaL is characterized by leveraging learners' thoughts, feelings, actions, and motivation to regulate their learning processes, making it inherently student-centered. It emphasizes active learner participation in evaluating and reconstructing disciplinary knowledge, with or without teacher guidance. Rather than involving grades or marks, AaL encourages the dynamic application of

metacognitive awareness, knowledge, and strategies in reviewing work before and after submission. Additionally, AaL is personal, ongoing, reflective, and self-initiated, although some programs may require concrete improvement plans following self-reflection (Earl & Katz, 2008). This approach ensures that students are at the center of their learning journey, actively engaging with and taking responsibility for their educational progress.

Apart from assessment, learning modes are also an important element in the learning process. The HyFlex online instruction blends a hybrid format of synchronous online student in person attendance as well as face-to-face student attendance and allows these modes have included the greater use of established online practices, such as the use of learning management systems, while also leading to the utilization of newer modes, such as synchronous lessons delivered through videoconferencing software (VCS), so that education can continue (Moorhouse, 2020; Van Nuland et al., 2020). The shift towards online teaching modes has altered how nearly all students engage with the course content, classmates, and teachers. students to have the flexibility to choose when and how they attend in a single course (Abdelmalak & Parra, 2016). The choices given to students allow them to customize their learning experience to suit their individual needs.

Referring to above discussion, several learning models have been developed to increase academic writing competence. A review of the technologies designed to support writing instruction in higher education uncover an imbalance of available tools with regard to supported languages, genres, and pedagogical focus (Strobl, et al., 2019). Cultural project-based learning for academic writing developed for academic writing in the term of content and vocabulary (Irawati,

2015). Inquiry-based writing instruction was investigated to develop students' academic writing skill (Wale & Bogale, 2021). Scaling of writing instruction in group assignment settings was done in academic writing instruction (Oktarina, 2018). Those research focus on the method of teaching in academic writing.

Many studies are reported about assessment as learning (AaL) in writing class. The research about the implementation assessment as learning in online EFL writing class (He, 2024); peer assessment through Padlet to evaluate students' writing skills (Lustiyantie & Murtadho (2024); peer assessment in writing instruction (Yu, 2024); peer feedback to improve writing performance (Huisman et al., 2018), enhanced the students' learning autonomy (Shen et al., 2020), and effective tool to measure students; writing in the academic writing class (Dewi et al., 2019); by looking for another assessment tool that activates the principle of AaL (Minott, 2024), A systematic literature review on assessment As, For, and Of learning was also reviewed (Othman, et al., 2024).

Several research about hybrid flexible in writing course has been carried out. Studies about the benefit and challenges of hybrid flexible EAP program (Hodges, et al., 2022). on the design of learning spaces (Angelone et al., 2020; Beatty, 2007; Ellis & Goodyear, 2016; Eyal & Gil, 2020; Leijon et al., 2022) in higher education, a search of the literature revealed few studies, apart perhaps studies from Zeivots and Schuck (2018), Detyna et al. (2023), and Sanchez-Pizani et al. (2022) which focus on HyFlex classroom design at graduate level. Added, the academic writing learning model in higher education based on hybrid learning provides valuable insights into the development of effective teaching strategies that leverage technology and blended learning approaches to enhance students' academic writing competencies in higher education settings (Widyartono, 2021).

Based on the results of observations of existing research, there is no more research is still needed regarding learning models of English academic writing with assessment as learning-based and hyflex mode of learning in the context of university students, especially graduate students. Therefore, this research aims to conduct a research and development study assessment as learning-based models of learning using hyflex mode of academic writing for university students.

1.2 Research Questions

The research questions of the study are stated in the following:

1. To what extent are the existing learning models of academic writing for university students based on assessment as learning and use hyflex mode?
2. How is the process of designing assessment as learning-based model of learning using hyflex mode of academic writing for university students?
3. How is the design of assessment as learning-based model of learning using hyflex mode of academic writing for university students?
4. How is the employability of the design of assessment as learning-based model of learning using hyflex mode of academic writing for university students?

1.3 Purposes of Study

The purposes of this study are as follow:

1. To analyse the extent to which the existing learning models of academic writing for university students based on assessment as learning and use hyflex mode.
2. To explain the process of designing assessment as learning-based model of learning using hyflex mode of academic writing for university students.

3. To develop the design of assessment as learning-based model of learning using hyflex mode of academic writing for university students.
4. To measure the employability of the design of assessment as learning-based model of learning using hyflex mode of academic writing for university students.

1.4 Scope of Study

The scope of this study is restricted to design assessment as learning-based model and hyflex mode of learning of academic writing for university students. The target competencies are graduate university students. The subject matter here is intended for academic writing subject with writing skills and concentration in the curriculum of merdeka belajar for university. The academic writing materials focuses on research publication articles.

1.5 Significance of Study

This study offers significance for both aspects of theory and practicality. Theoretically, this study is intended to students university especially graduate students. This research provides the theory of assessment as learning, and hyflex learning mode in academic writing.

Meanwhile, practically, this study hopefully can contribute to the field of education, especially in the field of assessment as learning, hyflex learning mode into the learning models of English writing skill for university students. It is also expected to give some ideas for the educators to develop any other learning

models of academic writing integrated assessment as learning, and hyflex mode of learning for university students. Moreover, other researchers can utilize it as a model for similar study, and larger-scale studies can be carried out. It can also be utilized by the institution to improve educational quality.

1.6 State of the Arts

Widyartono (2021) conducted a research academic writing learning model in higher education based on hybrid learning. It focused for undergraduate students and it did not focus on hybrid flexible learning. Seifert & Feliks (2019) conducted an online self-assessment and peer-assessment as a tool to enhance student-teachers' assessment skills. It focused on how to apply assessment as learning but it did not focus on the model of learning for academic writing and hyflex learning mode. Xiang, et al., (2022) conducted a research in implementing assessment as learning in the L2 writing classroom: a Chinese case. It focused on the method how applying assessment as learning for writing but it did not focus on the model of learning and hyflex learning mode. While Dewi, et al., (2019) conducted a research in exploring peer-assessment practice in graduate students academic writing. It focused on applying assessment as learning in academic writing but it did not focus on the model of learning and hyflex learning.

In previous studies, English writing learning models have been studied. It contains information about increasing learning motivation in academic writing, assessment as learning, and hyflex learning modes into academic writing course separately. Academic writing learning models with assessment as learning-based and hyflex learning modes have not previously involved aspects of educational issues.

Therefore, this research has a gap with previous research. Thus, this research will contain aspects of assessment as national issues and global issues. The national issue is about the new curriculum, the Independent Learning Curriculum in student-centered. The curriculum is used as a learning objective that will be involved in the content of the learning model and assessment, using assessment as learning. Then the global issue is about 21st century skills, especially hyflex learning modes, which will be embedded in the writing process. To complete this view, this research focuses on designing academic writing learning models, integrated assessment as learning-based and hyflex learning modes.

1.7 Definition of Key Terms

To avoid misinterpretation, the technical terms found throughout this study are operationally defined as follows:

1. Assessment as learning is a part of formative assessment which involves students monitoring and gathering information about their learning. They do this through self and/or peer- assessments to help understand how they are progressing in their learning, and what, if anything, they can do to improve (Earl, 2023; Manitoba, 2006).
2. Hyflex learning is a learning model that presents the components of hybrid learning in a flexible learning structure that gives students the option of attending sessions in the classroom, participating online, or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference (Beatty, 2019).

3. Students university denotes the students who study for graduate level in English language education. Here, this study focuses on academic writing course.

