

## Autocrat E-Assessment as Digital Transformation of Writing Cover Letter

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**Abstract:** *The AutoCrat E-Assessment (AE-A) is an assessment instrument providing students with a clear understanding of the purpose and components of a cover letter, as well as the importance of personalization and professionalism. Students should also learn how to identify their relevant qualifications and skills, and how to effectively communicate them to potential employers. By teaching students how to write a compelling and customized cover letter, they will be better prepared for the job application process and more likely to secure interviews and job offers. The AE-A refers to instructional objectives of cover letter writing. Students should understand that a cover letter is a document that accompanies a job application and serves as an introduction to the potential employer. The cover letter should highlight the candidate's qualifications and skills relevant to the job. Students should learn about the key components of a cover letter, such as the introduction, body, and conclusion. The procedure of making AE-A were started by analyzing instructional objectives. Then, the writing prompt, scoring rubric, and AE-A scoring templete were dveloped by considering previous stage. Validation was done by peer teacher to consider revision of the final product. A valid cover letter should effectively highlight the candidate's skills and experiences that are relevant to the position, and convey a genuine interest in the job and company. Furthermore, reliability can be evaluated by assessing whether different readers interpret the letter in the same way. A reliable cover letter should convey the same message to different readers, regardless of their background or experience.*

**Keywords:** *AutoCrat, E-Assessment, Digital Transformation, Cover Letter*

## **INTRODUCTION**

Writing is one of the productive skills that students consider difficult because they have to consider several things, such as the accuracy of grammar, writing, ideas, and others. So that students not only have difficulty writing their ideas but also must be able to convey them to readers. Gebhard (2000) found three difficulties experienced by students in writing, including writing skills, inability to write in English, and teacher responses. Writing is often related to word choice, use of grammar, word organization, writing mechanics (punctuation and spelling), and coherent and cohesive idea arrangement (Brown, 2017). For this reason, the right strategy is needed to help improve students' writing skills.

In teaching writing skills, there are two approaches that can be used, namely the product approach and the process approach. Widiati & Cahyono (2006) explain that teaching writing in Indonesia still uses a product approach, where students focus more on the final results of the learning process. Students tend to imitate the writing model provided by the teacher as an example of an essay. In fact, not infrequently, the accuracy of using tenses is more concerned than the content or ideas conveyed. According to Gabrielatos (2002), there are several factors that are elements of proper writing, namely the use of language, arrangement of ideas, linkages, and clarity.

The use of language includes correct and consistent spelling, the use of correct grammar and word order, and broad and precise word selection. The composition of ideas includes the arrangement of relevant and organized content, the use of correct conjunctions, and proper punctuation so that the essay is easy to read. The level of explicit idea exposure must be neatly arranged. Likewise, a proper and consistent writing style also needs attention. In a text, especially a narrative text, there are things that need to

be considered, for example, the sequence of the plot and the characters in the story. Unlike argumentative texts, the author's ideas must be clearly explained, along with arguments and examples.

Unlike the product approach, another approach, namely the process approach, focuses on the learning process. There are several stages in writing that students can do, starting from prewriting, drafting, responding, revising, editing, evaluating, and postwriting activities (Richards & Renandya, 2002). At the prewriting stage, students collect the fundamental ideas and supporters they want to write. After that, these ideas can be arranged into an outline for the drafting process. In the responding process, the teacher provides written input regarding the outline of the essay they have made. Providing input on content and drafting the overall idea can be done at the revising stage. At the editing stage, students check their use of tenses, spelling, punctuation, and choice of words. The teacher provides a score at the evaluating stage, and students can upload, read out, or share their writing at the post-writing stage.

At some of these stages, students can check their writing to practice their writing fluency. Seow (2002) argues that self-correction cannot be done by students alone but requires help from the teacher. Chandler (2003) conducted a study to prove the effectiveness of error correction to improve the accuracy of students' writing skills. The results showed an enormous increase in students who were given error correction treatment compared to the other two groups who were not. AE-A writing tests allow for easy and convenient administration of writing tests. It eliminates the need for physical test papers, reduces administrative tasks, and allows for quick and easy scoring of the test. AE-A writing tests are standardized, which means that all students are taking the same test, which allows for

consistent evaluation across different students. In ESP class, students learn to write cover letter to apply job as summative assessment of writing skill. Then, AE-A writing tests can be customized to meet the specific needs students in ESP Class (Bahasa Inggris Profesi). AE-A writing tests can be taken online, which makes them accessible to a wider range of students, including those who are not able to attend physical classrooms.

## **METHODOLOGY**

AE-A is an online assesment for writing test. AE-A uses the google form platform to submit students' writing test of cover letter. Writing rubrics that have been adapted to classroom based learning are also transformed into digital form via the Google form. All rubric indicators are listed in detail. In addition, the teacher can also provide feedback according to the indicators in the assessment rubric. After all indicators and written feedback are filled in, the system will process them using the AutoCrat feature on the Google form. Writing scores will be sent along with written feedback from the teacher to the student's personal email.

The aim of making e-assessment of writing is to provide a more efficient and objective way of scoring students' writing. Another aim of AE-A is that it can provide score and also more clear feedback to students, which can help them identify areas where they need improvement. This can help students learn more effectively and efficiently, as they can focus on addressing their weaknesses.

AE-A can help streamline the assessment process, especially in educational settings where large numbers of students need to be assessed. With AE-A, evaluators can quickly and easily score assignments or projects, and the results can be automatically compiled and

analyzed. AE-A can also help ensure consistency in assessment. Teachers can make sure they are assessing the same criteria and assigning scores in a consistent manner. AE-A can provide enhanced feedback to students, especially when they are used in conjunction with online learning platforms. Furthermore, Students can receive immediate feedback on their work, including specific areas where they need to improve, and can use this feedback to improve their future work. The procedure of making AE-A was shown as below:

1. Identify the purpose of the test: The first step is analyzing Instructional objective

2. Develop a writing prompt:

Write a cover letter for a job you are interested in applying for. In your cover letter, introduce yourself to the potential employer, highlight your qualifications and relevant experience, and explain why you are interested in the position. Make sure to tailor your letter to the specific job and employer, and use examples and evidence to support your claims. Finally, demonstrate professionalism and attention to detail by using proper formatting, grammar, and punctuation. In your essay, reflect on your experience of writing the cover letter. What did you learn about yourself and your qualifications during the process? How did you tailor the cover letter to the specific job and employer? How did you use examples and evidence to support your claims? What challenges did you face in writing the cover letter, and how did you overcome them? Finally, evaluate the effectiveness of your cover letter and identify areas for improvement.

3. Determine the scoring rubric: A scoring rubric is a set of criteria used to evaluate

the quality of the written response. A scoring rubric for a cover letter would typically evaluate the following criteria:

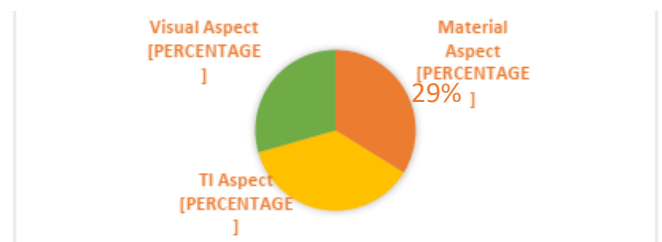
- (a) Introduction (10 points): Does the letter have a clear and concise opening that includes the applicant's name, the position they are applying for, and an explanation of why they are interested in the job?
- (b) Qualifications (30 points): Does the letter clearly and convincingly explain the applicant's qualifications for the position, including their education, relevant work experience, and skills? Does the letter demonstrate how these qualifications align with the requirements of the job?
- (c) Interest in the company/organization (20 points): Does the letter show that the applicant has researched the company/organization and understands its mission, values, and culture? Does the letter demonstrate how the applicant's own values and career goals align with those of the company/organization?
- (d) Writing style and clarity (20 points): Is the letter well-written, with correct grammar, spelling, and punctuation? Is the writing style clear and concise, with appropriate tone and language for a professional setting?
- (e) Professionalism (20 points): Does the letter demonstrate a professional attitude and approach, with appropriate tone and language for a job application? Does the letter show that the applicant understands the norms and expectations of the industry and the company/organization?

4. Make AutoCrat score template: The final step in developing a writing test is to score the test. The scoring should be done based on the rubric, and the scores are recorded accurately by using AutoCrat Google Form. The scores can be used to evaluate the test-takers' writing skills and to give them writing feedback.
5. Validate the assessment which will be done by the Peer teacher
6. Revising the test items if necessary
7. Final Product

## RESULT AND DISCUSSION

### *Product Validation*

For the design validation process, researchers used three peer teacher in three aspect, namely IT aspect, material aspect, and visual aspect. The following is a recapitulation of the peer validation sheets that has been taken:



**Figure 1. Peer Validation**

Figure 1. is a view of the expert validation recapitulation. From the diagram, IT expert validation has the highest percentage of material and visual expert validations. Thus, it can be concluded that the AE-A. IT expert validation relates to how easily the e-assessment rubric is used by students. The percentage of material expert validation was also good at 34%. Thus, it can be concluded that the aspects and criteria in the assessment rubric are very detailed and understandable.

For visual assessment by experts, the percentage is the lowest, at 29%.

The display made is very simple because it uses the AutoCrat feature in google form as shown. Then the students did not only get final score of the assessment, but also the corrective feedback of their work. Bitchener (2008) conducted a study on error correction on 75 ESL international secondary students in Auckland, New Zealand. The purpose of this study was to investigate the error correction strategies used in ESL students who showed positive results. There is an increase in the accuracy of essay writing over two months. In addition, this study aims to examine the effect of writing accuracy that occurs on different error correction strategies. Students were divided into 4 groups, where three of them were given error correction treatment and one as the control group was not treated. The results showed that there was more accuracy in the students who received error correction. This is also the main objective of the AE-A developed by researchers. Increasing the accuracy of writing can be trained by providing an assessment of the rubric that has been provided.

Another study conducted by Mafroon et al. (2011) on a comparison of the effects of recast on writing accuracy. They focus on the level of students' awareness to hone their writing skills. Giving correction lets students know more mistakes they made than recasts. Both strategies were applied to the two groups to see a significant difference between the students' writing abilities, especially the accuracy of using the past tense. The results show that there is no significant difference between the two strategies, but correction shows better results than the recast on students' posttest results. By using the AE-A that has been developed by researchers, students consciously measure how well the writing they have written. From the two previous studies, it can be assumed

that the making of the AE-A has a good impact on students' writing process.

## **CONCLUSION**

AutoCrat E-Assessment (AE-A) is an assessment instrument providing students with a clear understanding of the purpose and components of a cover letter, as well as the importance of personalization and professionalism. Students should also learn how to identify their relevant qualifications and skills, and how to effectively communicate them to potential employers. By teaching students how to write a compelling and customized cover letter, they will be better prepared for the job application process and more likely to secure interviews and job offers. A reliable cover letter should convey the same message to different readers, regardless of their background or experience. This statistical technique of items analysis is used to evaluate individual items or questions in a test. In the case of a cover letter writing test, item analysis can help identify the effectiveness of each question in measuring the desired construct, such as writing skills or communication abilities. This research can be further developed for other types of essays or texts. In addition, the criteria for each aspect can be adjusted according to the type of text and essay being made. In addition, product testing can also be done to determine the validity and reliability of the product.

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