

# **The Effectiveness of the Students' Self-Assessment on Their Writing**

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## **Abstract**

The aims of this article was to examine the effectiveness of the students' self assessment on their writing. This research focused on writing personal letters. The design of this study was the quasi experimental design. The total population involved in this study was all the second graders of SMK Almaarif Singosari, and the sample was two classess which consist of 44 students. They are classified into two groups, experimental and control group. However, because of some reasons, there were 42 subjects were identified. They were given pre-test to ensure comparable of writing achievement. Then, experimental group was taught by using self-assessment and control group was taught by using conventional way. However, to measure significant difference, Independent t-test was used with the .05 level of significant. The output of Independent Sample Test indicated that the  $p$ -value .008 with the .05 level of the significance, the  $p$ -value was lower than the level of significant. Therefore, the null hypothesis was not confirmed. Overall, the students who are taught using self-assessment achieve better in writing than those who are taught using teacher-assessment.

*Keywords:* self-assessment, writing achievement, personal letter

## **INTRODUCTION**

Writing is regarded as a crucial tool for humans of life in nowadays-worldwide community. Whether it accustomed to report event for newspapers or and compose educational papers, business reports, and letters or e-mail. The individuals' capability to write effectively enable them to communicate efficiently from distinct cultures and backgrounds. Likewise, it is now generally identified that writing performs a critical part in not solely in the transmission of data, but also in the transformation of knowledge to generate new knowledge. Besides, writing considered as one of crucial skills in the teaching and learning process. It is part of a language that must be possessed by the learners, especially for students in the English department. They need to learn writing and prepare themselves for the final academic assignment or thesis writing.

However, most people believed that writing is challenging skills in learning English. Oshima (2007) argues that in writing people translate their thought into language, into communication between the writer and reader. This activity is challenging since it is about thinking ideas and transforming into a writing text. Therefore, Brown (2015:427) argues that the compositional nature of writing pedagogy is that focuses on the way to create ideas, organize them coherently and cohesively by using discourse makers and rhetorical conventions, revise the meaning of text clearly, review the writing into suitable grammar and draw for the final project.

Finally, the students also need to know the generic structure since the different genre of writing has a different structure.

In teaching writing, some people believe that the learner should emphasize both the writing process and the product because the process approach encourages the students to feel and to experience the real writing activities toward each step of writing. The chains of activities are pre-writing, drafting, revising, editing and publishing (Oshima & Hogue, 2007). From those activities, the students can get new knowledge from the experiences, which can allow the learner to enhance their writing skill. However, studying from the process of writing especially editing stages allows the student becomes an autonomous learner since they can correct and give feedback automatically from themselves. Consequently, the teacher ought to be able to facilitate students with a kind of tool to elaborate their self awareness of their needs, objectives, students' difficulty and learning process in the classroom. Therefore, they can comprehend which part of their writing is supposed wrong or needs to be revised by having appropriate evaluations. Then they can create some revision and learn from the mistakes.

Since the teaching learning activities should be in favour of the students to get more opportunities for the student to build a foundation of learners' autonomy. The opportunity also was given to the students in the process of assessment. It is well-known that the purpose of assessment in teaching is to measure what the teacher has accomplished in the classroom and to make a decision about potential students as to how well they can communicate in writing. However, the consideration that must be taken into account is that the principle of assessment should emphasize on both the process and the product. Moreover, one of the alternative assessments that is based on the reflection of autonomy learning is through self assessment.

Self-assessment is one of learning process that has been switched on student centered, which means that the students become the independent learner to produce their own writing. It also implies that the learner will have more opportunities in the learning process. By this approach, it assumed that the students become more active and creative in learning a language. Norland and Kumaravadivelu (2003) stated that the focus of learner-centred approach stated on the students' background, needs and expectations to create a communicative, creative, effective language-learning environment through meaningful activities. Such as, expectations are starting points of the endeavour to lead the students to be an autonomous learner. Anugraha (2018) stated that this approach also emphasizes independence of learners, autonomy of learner and significant value.

Self-assessment is the appropriate tools to promote autonomous learner. Self-assessment can encourage learning writing because it is essential for autonomous learning that provides learners training in assessment. According to Brown (2004) self-assessment is an assessment requiring the students in assessing their own capabilities or performance. It leads the student to have a critical part of developing students' responsibility for his own learning progress. The reason is by using self-assessment also be motivated to produce better writing since they will know their weakness and strength. After knowing that, the students can look for a way to overcome their weakness and to maintain their strength. O'Malley and Valdez (1996) emphasize that the practice of self assessment not solely encourages the critical thinking of learners towards their performance but also promotes them to find out solutions to their problems.

In addition, in self-assessment, the students judge their own work by using evidence and clear criteria by themselves, this leads the students to produce a quality of writing (Darma, Pande & Adiwijaya: 2018). The form of self-assessment provides some criterion that the students need to be achieved in each material. It is effective to help the students to measure their own

work by the guidance on criteria of good writing and writing strategic planning. It makes the students know what should be done in writing. Khodadady and Khodabakhshzade (2012) also support this theory who found that self-assessment gives a chance for the students to do self-reflection and on-going process, which allows the students to edit and review their text. The use of guidelines will help the student to write, so they can keep in track while writing. When they are aware of their writing, the students can do a certain effort to produce it in good quality of writing. Thus, self-assessment takes a crucial role in their own writing. In writing approach, placing the students in the process of writing allowed them to be a good writer.

Consider what have been explained in advance. This study wanted to find the effectiveness of students' self assessment on their writing in senior high school students of Almaarif Singosari.

## METHOD

The researcher used quantitative research. The researcher used quasi-experimental design to collect the data. According to Latief (2010:35) experimental is conducted to compare between a certain group that is given a certain treatment and another group was taught using different method. However, the subject of the study is not assigned to control and experiment group randomly because the classes cannot be recognized. For that reason, the researcher used two allowed classes; one became the experimental group and the other one as the control group. They are A-class and B-class of *Teknik Otomotif Industri (TOI)* majors. The number of the sample consists of 44 students. However, because of some reason there are 42 students considered as a sample.

The researcher wanted to determine the effectiveness of using self assessment for the students' writing skill. The self-assessment was treated in an experimental group while the control group used teacher assessment. Pretest and posttest are administered before and after treatment. Next is the posttest result both two groups were compared.

There are two instruments demonstrated in this study. Those were self-assessment checklist and test of writing. The self-assessment checklist adopted from Oshima and Hogue (1999). By this instrument, the students can have a self-reflection toward their work. Since this study focuses on write a letter, the list of goals related to the generic structure and the purpose of personal letter. The test administered to measure students' achievement in writing especially in writing letter before treatment. However, after treatment, the goals of the test is to discover the use of selfassessment affects the students' writing performance or not. However, the researcher used a rubric to interpret the result of the writing skill. While the self-assessment sheet used for guidelines in making a judgment about their own writing achievement. Thus, this research contained of two variables. The dependent variable was writing achievement and self-assessment was the independent variable.

The test of speaking was developed to measure the students' writing. The researcher used a test in form of essay test. The test situations constructed by the researcher with a different topic. Such as, apologizing letter, thanking letter and congratulation letter. The time allocation to write also determined. This kind of test also applied for measuring students' writing achievement in post-test. The differences were about the number of the topics. In pre-test, the researcher only has two topics as well as the situations. Then, the students chose one of them. Conversely, in post-test the researcher provides three topics as well as the situations. Therefore, there were two

ratters who assess the students' writing achievement. The two ratters working independently judged the quality of each subjects performance based on five level rating scales. The researcher used inter-rater consistency to ascertain the degree of agreement between two ratters in the aspects. The range each box was 1-4 point.

After collecting the data from the two instruments, the result was analyzed by using SPSS independent sample t-test. The criterion of rejection or acceptance was a level of significant .05, which was acceptable in the field of education. Data analysis is used to measure the effectiveness of self assessment on students' writing.

## FINDINGS AND DISCUSSION

The results of this study were to verify the research question proposed by the researcher. "Do the students' who are taught by using self-assessment achieve better than those who are not use self-assessment?" It was aimed to examine the effectiveness of students' self-assessment on their writing. The effectiveness between these two variables were analysed by independent sample t-test. However, it is important to know the differences of pre-test before comparing the two mean scores of posttest. The table of data analysis is presented in the table below:

**Table 1: Group Statistics both Experimental and Control Group**

Group Statistics				
group	N	Mean	Std. Deviation	Std. Error Mean
Pretest control_group	20	55.4000	15.29220	3.41944
experimental_group	22	62.7932	14.31697	3.05239

The data of pre-test score showed that there were different the means two groups. The students of control group were 55.40 and the standard deviation was 15.292. Meanwhile, the mean score of the students who were in the experimental group was 62.79 and the standard deviation was 14.316. The ranged score of this group was 7.39 points.

From table 1, it shows that those two groups were not starting equal. However, it could not be judged so before finishing the statistical computation to decide whether or not the different means was significant.

**Table 2: Result of Independent Sample t-test (PRE-TEST)**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.222	.640	-1.618	40	.113	-7.39318	4.56893	-16.62733	1.84097
	Equal variances not assumed			-1.613	38.961	.115	-7.39318	4.58363	-16.66474	1.87837

The table indicated that the level of significance was  $.113 > .05$ . It means that the two groups of samples found that there were no significant differences among the experimental group

and control group. For that reason, the researcher used Ttest in computing the post-test score of control and experimental group.

### **The Result of the Post-test**

The following procedure in obtaining the data was by administering the posttest. The posttest was administered afterward the teaching of personal letter given together to experimental and control group. In addition, self-assessment treatment also given to only experimental group. This self-assessment checklist would help the students to monitor their progress throughout the process, but the teaching and learning conducted in the control group was just like usual. Usual means the conventional method was used in the process of teaching and learning. The descriptive data of the posttest showed on the following Table.

**Table 3. Descriptive Statistics of Posttest**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	22	62.50	91.25	75.5114	7.50654
control	20	48.75	95.00	66.8875	12.20318
Valid N (listwise)	20				

The total sample of this study was 46. Because of some students were not in the class, only 42 were analyzed ( $N=42$ ). The highest score in the control group were 95 and lowest score was 48.75 while in experimental group the maximum score was 91.25 meanwhile the minimum was 62.50. In term of the mean score, it showed that the experimental group scores was higher than the mean score acquired by the control group. The mean score of the experimental group was 75.51 and the average score of the control group was 66.88. Thus, the means differences between experimental and the control groups was 8.63.

At first glance, the students who were taught with self-assessment has higher score than the control group. However, this could not be claimed before computed the statistical hypothesis. In order to answer the research problem, further statistical analyses were conducted as follows;

### **The Result of the Post-test**

The goal of this study is to compare the different potential writing skill achievement among the control and experimental groups and to prove the effectiveness of self-assessment as strategy used as treatment. By the following statistical post-test performance, the researcher analysed the data. The data of posttest can be seen in the Table.4.

**Table 4. The Result of calculating SPSS Post test**

**Group Statistics**

groups		N	Mean	Std. Deviation	Std. Error Mean
score	experimental	22	75.5114	7.50654	1.60040
	control	20	66.8875	12.20318	2.72871

The result of the posttest indicated that the mean of control group was 66.88 and the mean of experimental group was 75.51. It was found that the mean ranged score of the experimental and control group were 8.63. Independent sample t-test used to determine the significance of the differences.

Means both the control and the experimental groups are transferred to figure 1 to see the general difference of these groups.

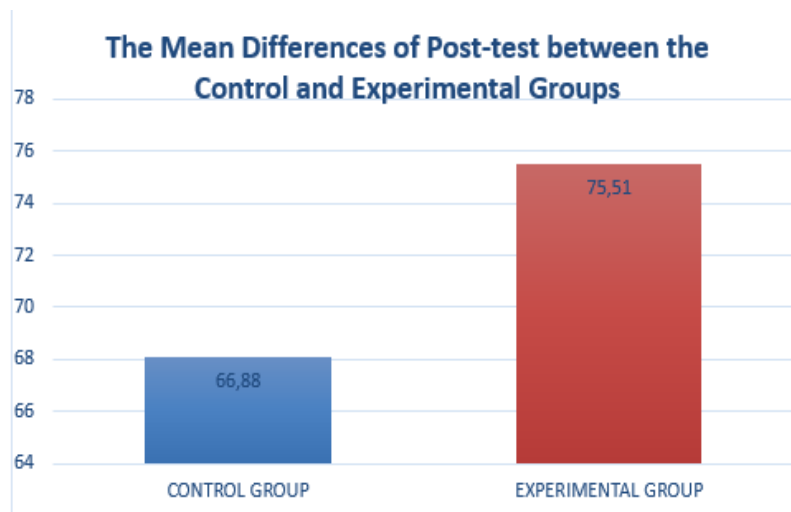


Figure 1 shows that in a rough difference, the experimental group mean was higher than the control group mean. Unless, to interpret the differences, the researcher used independent sample t-test. The computation data offered in Table 5.

**Table 5: Result of Independent Sample t-test (Post-Test)**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	2.898	.096	2.787	40	.008	8.62386	3.09449	2.36967	14.87806
	Equal variances not assumed			2.726	31.001	.010	8.62386	3.16341	2.17206	15.07567

The output of Independent Sample Test showed that the  $p$ -value .008. with the .05 level of the significance, the  $p$ -value was lower than the level of significant. Therefore, the null

hypothesis was not confirmed. Here, the use of self-assessment on students' writing achievement is effective compared to those who are taught using conventional one. From this result, it was established that the students who were given self-assessment had better achievement than those who are given teacher-assessment.

The finding on this study was supported by listing of theories and previous studies. The importance of assessment is clear for everyone, especially in those who deal with teaching learning process. The aim of assessment is drawing about how much the student know and does not know. Therefore, assessment is the basic of educational process because it has direct impact on students' learning process. It also has a strong influence on students' learning approach and output. Knowing the objective of the course they are studying will take a different approach to how they learn and of course, it will affect the students' output. According to Harris (1997), Vein, Hunt, Gow & Barnes (1989) state that the teaching and learning efficacy must rely on students' perception on the process of learning and on themselves as the language learners who can make the learners aware of their important role in learning process.

By involving them into the assessment process, they can have a responsibility of themselves in order to aware of their strengths and weakness. According to Harris and McCann (1994:36) the concept of self assessment is helpful information about the expectations and needs of the students, issues and worries, and about their feeling on learning process. This study, the researcher engaged the students in the self-assessment process. Assessment is more than test because it includes various activities and tasks that used by the teacher to evaluate students' progress. For example, the researcher used some self-assessment checklist and writing journal to inform their progress and comment about the material. Self-assessment checklists consist of the criteria of standards to assess students' learning outcomes that they have learnt.

Based on the implementation of self assessment, it is regarded that self-assessment can lead to high motivation for the student in learning as they obviously understand the learning goals that need to be accomplished. In addition, by implementing self-assessment they can understand the positions of competencies that they have achieved both their strength and weakness. Therefore, they can determine the target goals and action for the next learning. This finding is consistent with Sandi who has investigated the effectiveness self-assessment on students' motivation. He discovered that self-assessment had significant effect on students' motivation.

According to Bound and Falchikov (1989) self-assessment defined as involving the students in assessing their own learning, in particular their achievements and learning results. Self assessment contributes to the students' learning process especially by directing all their ability to achieve predetermined learning targets. However, self-assessment can also be used to make improvements to the competencies of students who are not accomplished the results as expected during the process of learning. Since this study's approach involves all aspects of writing feedback and the employment of guideline sheets.

The implementation of self-assessment have beneficial impact on the personality development. The benefits of implementing self-assessment include; (1) the students can foster confidence because they are given the trust to judge themselves, (2) the students' can aware of their strengths and weakness. Because when they make an assessment, they must introspect themselves, (3) the self-assessment encourages and trains the students to be honest, as they are required to be honest and objective in carrying out decisions.

The relevant studies also found that self-assessment significantly effect on students' writing. Manuputty (2000) conducted the first study. She implemented self-assessment in writing

class at Patimura University. She assumed that self-assessment will help the students become independent learners. Following the inclusion for one semester of self-assessment practice, the result showed that the students' writing performance improved in the development and organization aspects. Unexpectedly, other aspects of writing convention like mechanics, which was not learned, also improved.

Purwanti (2015) the reason why she wanted to investigate this because she realized that the students depended on her comments as the only source of the information for their development of writing. However, from the comment, the students seem to learn only few ideas on the way to improve their writing. Furthermore, the emphasis of engaging the students to rewrite their writing products was solely getting better. It implies that student-centred did not promote in the class. Therefore, the result of the study consists of some points; (1) the students believed that self-assessment help them to practice the to identify the mistake they made, (2) self-assessment can enhance awareness of learning development and (3) some students they know they made mistake but don't know how to correct them. So they do not understand if it was suitable to use the language or not.

Conversely, the finding of this study did not similar with the study that carried out by Adawiyah (2017) also conducted similar topic of research. The instruments used were self-assessment sheet adopted from Oshima (2007) and test of descriptive essay. To collect the data, the researcher used pre-experimental design. After demonstrating a pretest, treatment and posttest to the subject, she found that self-assessment do not have significant effect on students' descriptive text. Mohammad (2010) believed that the results of self-assessment were more variable, partly depending on the types of writing activity assessed and on the practice students had of self-assessment. Thus, different kind of text will have different findings.

## CONCLUSION AND SUGGESTION

Based on the computation data, the result indicated that self-assessment strategy was effective of the second graders of SMK Almaarif Singosari. The students' average score on post-test took into consideration in determining the effectiveness of self assessment on students' writing. It was confirmed by the result of the sig (2-tailed) of students' average post-test score both of groups were .015 lower than .05 ( $.015 < .05$ ). It means that the null hypothesis was not confirmed. Therefore, the students who are taught using self-assessment strategy have better achievement than those who are taught using conventional strategy. The finding of this research confirmed the theory; Harris (1997) indicates that the efficacy of teaching learning ought to rely on students' perceptions about the learning process and themselves as language learner.

Using self-assessment strategy lead the students become a confident students because they are given trust to judge themselves. The students also can aware of their strengths and weakness. After knowing that, they will try to discover the difficulties with some ways. Next is, by self-assessment checklist, they can easily check and recheck the quality of their writing since the self-assessment checklist consist of the aspects of ability to be assessed.

Overall, self-assessment strategy is an effective strategy for the improvement of students' achievement because it can lead the students aware of their goals. Based on observation and treatment, this strategy make the production of their writing, especially in writing personal letter well organized. In term of spelling and mechanics, few of them have an error. The body of the paragraph also more interesting than before using this strategy. Thus, self-assessment is effective in teaching learning process especially in writing a personal letter.



Considering what had been discussed in advance and the results of the study, the researcher proposed some suggestions addressed teachers and future researchers. The suggestions presented as follow:

The teacher should not force himself/herself to provide feedback in writing class because the teaching learning process has a restricted time. Therefore, it is burdensome to the teacher in some cases to give feedback to all the students. Concerning the effect of self-assessment in this research, there are important issues addressed. That is Self-assessment checklist is useful for the teacher to be implemented as an alternative way to assist writing. This strategy also will ease the task's judgment on the teacher as long as the teacher determining the criteria of standard of ability to assess students' learning outcomes clearly and objective.

The research of this study hopefully will be useful for the future researcher to conduct further study especially related to self-assessment strategy and writing skills. It also suggested for the future researcher to investigate the effectiveness of self-assessment with other skills such as, listening, reading and speaking with a different sample such as, junior high school, university level or different in students' program study. In addition, the researcher may use any other self-assessment such as, portfolio, diary, or journals. Another suggestion, the future researcher may implement the effectiveness of self assessment on students' learning motivation since self-assessment assumed can boost motivation for the students.

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