

THE IDENTIFICATION OF SELF-ASSESSMENT TO DEVELOP STUDENTS' WRITING SKILL

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Abstract: Many students still didn't understand how to write properly and correctly, there are also many obstacles' students face when writing, one of which is how to arrange sentences in making stories, and many don't know that writing is also one of the 4 abilities that are often used by many people. The writer brought this self-assessment method to the SMP Santo Petrus Medan to be used as research material for students. The purpose of this method is for students to know what obstacles make students late in understanding how to write well. After the self-assessment method was taught in class which would be used as research material by the writer, the writer found that in the final test students almost all students understood what the self-assessment method was, and in the description of the data it can be seen that the number of students in the experimental class was 27 students and in the control class as many as 27 students. From the experimental class scores, the average pre-test was 62.70 and the post-test was 79.70. The median for the pre-test was 62.00 and for the post-test was 80.00. The lowest score for the pre-test was 50 and the highest was 76. For the post-test, 70 was obtained for the lowest score and 90 for the highest score. It can be concluded that the lowest and highest scores on the post-test are higher than the pre-test.

Keywords: Students' Writing Skills, Self-Assessment, English lesson

INTRODUCTION

English is an international language that is used by many people around the world. English is also a successful alternative way that humans can use as a means of communication in the world of business, education, politics, arts and culture, and many others. even so not everyone can use it but can learn it slowly English is very important in increasing the chances of getting a good job anywhere so learning English is important for socializing and can be used as a language of communication between other countries.

In English there are 4 skills commonly used by many people, namely speaking, listening, writing and reading. One of the skills students usually use in class is writing. Writing is one of the skills students often practice while studying at school and it can increase student productivity at school. Harmer (2004:31) states that writing is a process of sharing information, messages, and ideas. In writing, someone expresses ideas, opinions, feelings, or experiences that someone reads or hears in written form to develop each student's writing ability. Therefore, writing is one of the most important skills in English that should be mastered by the students. Most students still have difficulty writing sentences in the text correctly, and the writer also asked the English teacher, almost half of the students were still lacking in making a few sentences, this also happened due to Covid19 which hit so students studied online, and that's which makes students not really understand how to make good and correct sentences, so students need to understand well what self-assessment is. Students cannot write in English based on the appropriate tenses and cohesions, for example:

1. *I always had dinner at 7 o'clock.*
2. *She wants to drink a cup of coffee and at the same time she wants to drink a cup of juice.*

In the first sentence the writer found that it was wrong. Many students did not know how to write well based on suitable tenses the first sentence it should be written “*I always have dinner at 7 o'clock*. The second sentence is wrong too, because it used **and** as the conjunction and the correct sentence it should be written “*she wants to drink a cup of coffee but at the same time she wants to drink a cup of juice*.”

One method that can be used to develop student writing is the self-assessment method. Self-assessment is carried out and made for students so that students can assess and review the extent of their ability to carry out an activity. as stated by Panadero et al. (2016; 804) define them as “various mechanisms and techniques students use to describe (i.e., assess) and perhaps assign achievements or scores to (i.e., evaluate) the quality of their own learning processes and products”. This method was created by the author so that those who read can assess the results of the abilities that have been assessed using self-assessment.

Self-assessment must also be carried out by students accurately so that they can assess their writing abilities properly. According to Blanche and Merino (1989:313) Students must be able to accurately assess their performance for themselves so that they themselves understand what else they need to learn and not depend on their teacher. The fundamental reason for self-assessment is to help students become aware of accomplishments achieved over time and over the long term, and in this way enhance learning. Therefore, students need a method of self-judgment in writing. According to Assis (2012:7) self-assessment is the part that is carried out by students. Students discover what they know, and what they can do. Self-assessment, as we see it today, is one of the assessments that has an impact on the teaching and learning process in the world of education. From one point of view, self-assessment is part of the discussion about assessing the extent to which everyone has achieved their abilities and it is this self-assessment that the author will bring as a method to improve students' writing skills in learning. Jiwandani et al (2021:15) explain that by implementing self-assessment in writing, it facilitates the students to be self-awareness and active seekers. Self-assessment enables the students to improve their knowledge and competency.

There are some previous researches about this, the first previous research that refers to this research was conducted by Roberts (2017:46) with the title “Students Using Student Self-Assessment Score Guide to Improve Student Efficiency and Achievement in American Schools”. This study shows that there are differences in the two groups who have implemented self-assessment of their own writing abilities, group A has experienced an overall improvement in writing, this is due to the guidebook provided by the author, while group B has not experienced an overall improvement.

The second one was carried out by Brigitte (2012:24) with the title “Self-Assessment of Writing Skills: A Reliable and Valid Tool in EFL Classroom”. In conclusion, the use of peer and self-assessment proves to be a reliable and valid tool in EFL writing. These tools encourage a reflective attitude towards students' writing skills, enabling them to detect writing strengths and weaknesses and correct mistakes, thereby improving their writing skills. the researcher can achieve what the researcher wants to do at the beginning of his study: in improving the abilities of his students the researcher makes reliable and valid judgments about the writing abilities of his students.

METHOD

This study used quantitative research design and also used experimental design to test the theory whether it gives a significant influence or not. But not only that experimental research was also divided into two models, namely true experiment and quasi experiment. In this study. The writer used quasi experimental, it was because quasi experimental was one of the appropriate research designs that made it possible to adjust school schedules and rules (Cohen, Manion, and Morrison, 2007). Pre-experimental research design is a research design that has several aspects of a randomized experimental design, for example pre and post-tests as a measure and comparison of groups controlled by treatment.

There are two variables in this study, the first uses the self-assessment method in writing, the second is the application of students' writing skills. There will be two groups in this study, the first experimental group will be given treatment using Self-Assessment and then the control group will only use General writing. More details will be shown as in the Table 3.1 below:

Table 1. Design of Experimental Research

Group	Pre-test	Treatment	Post-test
Experimental	√	√	√
Control	√	-	√

Criteria:

- √ : With the treatment of Self-Assessment
 - : General Writing

In this study, the authors collected data using a written test. This data is very important and needed to support this research. Prior to the treatment, students were given a pre-test by asking students to write down the Cinderella stories they knew. this was done by the writer to find out their level of writing before being given treatment. After the treatment, students will be given a post-test to find out the identification of Self-Assessment of Students' Writing Skills by asking them to write Cinderella that has been treated using self-assessment. And after that the researchers analyzed the results of the pre-test and post-test of the two groups using the sample test in the SPSS 16.0 program.

Participants

The research sample will be taken using simple random sampling. Riduwan (2003:10) says that "The sample is part of the population (part or representative of the population being studied). The research sample is part of the population that is taken as a data source and can represent the entire population". The sampling method is by drawing lots. Based on this method, the sample for this study was class 8C and 8D consisting of 32 students in each class. The first group (8C) is experimental group and the second group (8D) is control group.

Table 2. Total Number of Students

No.	Class	Number
1.	VIII C	32
2.	VIII D	32
TOTAL		64

FINDINGS AND DISCUSSIONS

Findings

The data shown in this part were collected from students' score in pre-test and post-test of both experimental class and controlled class.

Table 3. The Score of Experimental Class

No	Name	Pre-Test	Post Test
1	ADS	60	72
2	ANS	66	75

3	ABT	65	75
4	APA	73	90
5	AA	63	80
6	BCH	60	72
7	CDSG	74	90
8	CON	64	75
9	ELS	54	80
10	EEG	55	85
11	FIO	50	82
12	FCS	60	70
13	GQTS	58	82
14	JSS	52	84
15	JVYN	67	78
16	JOG	53	70
17	JON	55	82
18	JP	61	78
19	LH	76	90
20	NW	56	75
21	PAU	74	84
22	RCGS	73	88
23	RA	70	83
24	RP	56	78
25	SAS	65	82
26	VAN	62	73
27	YSS	71	79
Mean		62.70	79.70
Median		62.00	80.00
Modus		54	75

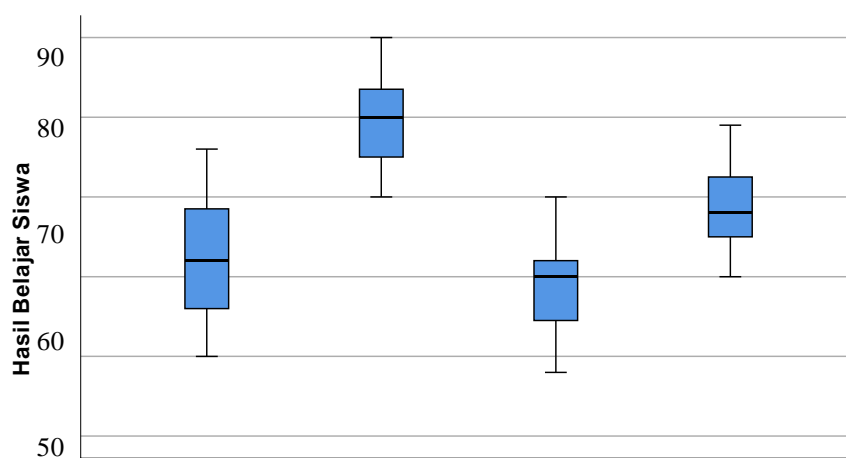
From all 27 students' data that the writer obtained before the experiment was carried out, it shows that the average value of the experimental class was 62.70. For the lowest score is 50 while the highest was 76. And after doing treatment, the writer has used this method on all students in the class, and the writer gets the average score is 79.70, while the lowest score was 70 and the highest score was 90.

Table 4. The Score of Control Class

No	Name	Pre-Test	Post Test
1	ABP	50	60
2	AGPS	55	65
3	ABT	56	71
4	ASNS	58	68
5	ASB	60	65
6	AZS	65	74
7	CMHS	52	65
8	CM	62	68
9	DNL	69	75
10	EMB	63	72

11	FRL	50	72
12	FAG	60	73
13	GM	70	79
14	GG	65	74
15	GGs	62	65
16	HMN	58	67
17	HRL	60	65
18	JRS	53	72
19	LL	62	78
20	LM	54	60
21	MMS	55	66
22	PG	60	65
23	PRSC	63	69
24	SP	60	75
25	SND	48	61
26	YHKL	51	68
27	YNBG	56	63
Mean		58.41	68.70
Median		60.00	68.00
Modus		62	65

In the control class the writer asked for the help of collaborators to take care of the class during the pre-test. after the pre-test was completed, the writer obtained the score data from all 27 students in the control class. The mean score in the class during the pretest was 58.41, while the lowest score was 48 and the highest score was 70. And from the data obtained by 27 students in the control class above the post-test average score was 68.70, the highest post-test score was 79 and the lowest is 60 in the control class which has been completed by all students.



Pre-Test Experiment Post Test Experiment Pre-Test Control Post Test Control

Figure 1. Student Learning Outcomes

Based on the graph above, it can be explained that students' writing skills using the identification technique with the self-assessment method increased. This can be proven by changes in scores on student worksheets where during the pre-test the average ability of students in the experimental class was 62.70 but after students were given treatment about using the self-assessment method the average score of students writing became 79.70. thus, it can be said that the application of this self-assessment method is good for improving students' writing skills.

Discussions

In the description of the data, it can be seen that the number of students in the experimental class was 27 students and in the control class there were 27 students. The scores obtained by the experimental class both in the pre-test and post-test. From the experimental class scores shown the pre-test average was 62.70 and the post-test was 79.70. The median for the pre-test was 62.00 and for the post-test was 80.00. The lowest score for the pre-test is 50 and the highest is 76. For the post-test, 70 is obtained for the lowest score and 90 for the highest score. It can be concluded that the lowest and highest scores on the post-test are higher than the pre-test.

From these data the average pre-test was 58.41 and the post-test was 68.70. The pre-test median was 60.00 and the post-test was 68.00. For the highest pre-test score is 70 and the lowest is 48. And for the post-test the highest value is 79 and the lowest is 60. It can be concluded that the post-test and pre-test scores have decreased. not a very significant increase. The first step to analyze the data is to test the normality of the data.

If the data is normal, then proceed with the homogeneity test which is used to find out the variance of the data population, whether between two or more data groups have the same or different variants. It can be seen from the results of the homogeneity test obtained from the SPSS d test obtained results > 0.05 , it can be concluded that the data is homogeneous. The final test is in the form of a hypothesis test. This test aims to find out whether there is a significant effect after applying the self-assessment method to encourage students' writing performance in the experimental class. The author uses the -t test at a significance level of 5%. The results showed that $T_{count} > T_{table}$ ($7.164 > 1.675$). This means the null hypothesis (H_0) is rejected. This means that the alternative hypothesis (H_i) is accepted that there is a significant difference between the writing abilities of students who apply self-assessment and those who do not apply self-assessment. This shows that the application of self-assessment is effective in encouraging students' writing skills. Through this research, the writer also found the fact that there were difficulties experienced by students in writing narrative texts. This is proven by the author by showing the passing grades of students in writing or writing KKM 70. while the average score of students' writing results in the control class during the pre-test was 58.41 and during the post-test was 68.70. The writer's assessment is based on 5 criteria in writing, namely content, organization, vocabulary, use of language, and mechanics. From these five criteria, the writer found that the difficulties faced by students when writing were in the part of organizing words and mastering vocabulary which was still minimal. Organization in writing involves an active process of organizing, formulating, and putting ideas down on paper so that the reader can catch the message the writer wants to convey through his writing. This is very important to make students' writing better. Next is the lack of knowledge of students' vocabulary. The writer finds that the use of repeated vocabulary shows a lack of students' knowledge about vocabulary, henceforth, vocabulary is important in making sentences or writing.

The more students' vocabulary knowledge, the better and wider their writing will be. This is the answer to the question of difficulties faced by students in writing in this study. After seeing the students' ability in writing narrative texts and knowing the difficulties experienced by students, the writer can also see the effect of the self-assessment method on students' writing abilities. This is clearly seen on the graph of increasing values. There are differences in values in the control class and the experimental class. In the experimental class, the writer gave treatment, namely explaining the use of the self-assessment method, while the control class did not. The change referred to by the author is a good change, because the student's experience has increased in scores, namely the average pretest of 62.70 and posttest of 79.70. or in other words students' writing ability increased by 27%. This is a good change for students' writing knowledge.

CONCLUSION

The conclusions of this research are presented by the data which have been analyzed in the previous chapter. From all the data analysis about the identification of self-assessment to develop students' writing skills, it can be concluded that the results of the study show that students' writing skills using identification techniques with the self-assessment method are good. This is based on the results of student responses to the questionnaire in sync with the results of the author's assessment of student narrative writing. The difficulties faced when students write are in the part of organizing a word and the mastery of vocabulary is still minimal. This resulted in poor student writing and did not comply with the 5 criteria for good writing.

The application of the self-assessment method to students of SMP Santo Petrus Medan has had a good impact. This is based on the test results given by the author by comparing the control class with the experimental class, where the writing scores in the experimental class were much higher than the control class. The control class showed that the average score of students' writing during the pre-test was 58.41 and the post-test was 68.70, and the experimental class showed that the pre-test average was 62.70 and the post-test was 79.70.

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