

THE EFFECTIVENESS OF SELF-ASSESSMENT ON THE WRITING PERFORMANCE OF EFL STUDENTS

Patricia Windy Harus
Universitas Katolik Indonesia Santu Paulus Ruteng
patrisilawindiharus@gmail.com

Fatmawati*
Universitas Katolik Indonesia Santu Paulus Ruteng
fatmawati11913@gmail.com

**Corresponding Author*

Abstract: Self-assessment is one of the strategies used to help students improve their writing abilities. By including this self-assessment into the writing lesson, students will become more self-aware and encouraged to revise further. This study used a quasi-experimental design with a post-test to examine the difference in scores between students who self-assessed and those who did not self-assess. This study gathered data from seventy respondents. Thirty-three respondents were assigned to the experimental group, which received instruction via self-assessment, and 37 to the control group. Two types of tools were used to collect data: a writing exam and a self-assessment rubric. SPSS 24's non-parametric statistic, the Mann-Whitney U test, was used to analyze the data. The study's findings reveal that there are significant differences between students who are assessed by self-assessment and those who are not. The Mann-Whitney U test revealed that the Sig. 2 tailed is 0,000. This means that the p-value at the 95% confidence level (5%) was 0.0000.05. The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted based on the Mann-Whitney U result. This indicates that self-assessment is an excellent method for students to improve their writing ability. As a result, teachers are encouraged to incorporate self-assessment into their classroom instruction in order to develop their writing skills.

Keywords: self-assessment, writing skill, EFL students

INTRODUCTION

Teachers employ a variety of alternate resources to help students develop their writing skills during the teaching and learning process. Self-assessment has developed into one of the most effective strategies for improving students' writing abilities. Self-assessment necessitates learners to be able to identify their writing's strong and weak points. Additionally, self-assessment is employed in writing class to gauge students' knowledge. As can be seen, self-assessment empowers students to take responsibility of their learning outcomes. Self-assessment has been shown to have a significant effect on students' classroom performance. By incorporating self-assessment into the classroom, students will develop a greater sense of independence and will be motivated to revise further. (Harris, 1997: 12) explains that self-assessment is about training the learner to be competent of evaluating and judging themselves, a process that is necessary not only for the individual learner, but also for them to understand and utilize the assessment provided by the teacher.

Legendre (1993) in Badrinathan (2015) outlined three distinct benefits of self-assessment in this light. The first is that it makes learning more enjoyable for both the student and the teacher by eliminating both of the burdens associated with developing and implementing a complicated system of assessment such as final examinations. The second reason is that self-assessment enables the development of engaging learning activities. The final one is that self-assessment is a reflective, appreciative process that requires the capacity to make rational, objective judgments about oneself.

Self-evaluation should be incorporated into the writing process. It may serve as a means of assisting students in resolving the dilemma they confront regarding the characteristics of a good piece of writing product, and it may cause students to reconsider their work and become self-conscious of the areas of their learning that require development. Self-assessment demonstrates that learners understand the fundamental requirements of writing. Students' writing quality may be improved if they are aware of the specific standards against which their work will be graded. When

students use these criteria to evaluate their work, the impacts are amplified.

Self-assessment has been shown to have an effect on pupils' writing abilities in previous research. Bing conducted the initial study (2016) which reveals that self-assessment had a beneficial effect on students' perceptions of their writing abilities in terms of organization, mechanics, and substance. The other pertinent study on self-assessment is the one conducted by Hasanah (2015). The data for this study were gathered using two instruments: self-assessment questionnaires and writing exam administered to the experimental and control groups, respectively. This study discovered that assessing students' writing abilities through self-assessment is more successful at improving students' abilities.

Previous research established that self-assessment had a significant effect on students' writing abilities (Fung and Mei, 2015). It can assist students in developing their written skills and producing effective writing outputs. However, limited research has been conducted on the application of self-assessment in higher education. The purpose of this study is to determine the influence of self-assessment on the writing abilities of EFL students. Thus, the researcher formulates the study question as follows: Is there a substantial difference in scores between students who self-assess their writing cause and effect paragraphs and those who do not self-assess?

In accordance with the study's objective, this current research formulates the following hypothesis:

1. Null hypothesis (Ho): There is no statistically significant difference in the score between students who self-assess and those who do not self-assess.
2. Alternative hypothesis (Ha): There is a statistically significant difference in the score between students who self-assess and those who do not self-assess.

METHOD

The researcher used a quasi-experimental method with post-test design only in conducting this study. The data for this study came from students' cause and effect paragraphs. The research sampled 70 students from four classes. They are determined using the results of the homogeneity test. Two classes were assigned to the experimental group, while the remaining two were assigned to the control group. Both groups took online class and followed all the process approach in writing which covers generating ideas, outlining, drafting, revising and editing. The distinction was in how students' written products were evaluated during the revision process. The experimental group was given self-assessment rubric prepared by the researcher (see appendix), whereas the control group revised based on the teacher's feedback (teacher-assessment). Following the revision stage, students' work was gathered for scoring. All quantitative data were analyzed using SPSS.24.

RESULT

The researchers began by completing a normality test to evaluate whether a sample or any data group had a normal distribution.

Table 1. The Result of Normality Test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students score	Experimental Class	.304	33	.000	.774	33	.000
	Control Class	.229	37	.000	.907	37	.005

a. Lilliefors Significance Correction

Table 1 presents the result of the normality test; the result shows that the Sig. Value of Shapiro-Wilk is $0,000 < 0,05$. From the result, it can be concluded that the data is not normally distributed. In line with the result of the normality test,

Mann-Whitney U test is recommended to use as the alternative non-parametric statistic for hypothesis testing. This

Mann Whitney U test does not need the assumption of the normality test.

Mann-Whitney U Test

In order to know the differences in scores between the experimental class and controlled class, the Mann-Whitney U test is used to test the hypothesis. The table 4.3 and 4.4 display the result of the Mann-Whitney U test

Table 4.2 The Result of Ranks

Ranks				
Class		N	Mean Rank	Sum of Ranks
Score	experimental class	33	45,09	1488,00
	controlled Class	37	26,95	997,00
	Total	70		

Table 4.3 shows the result of rank from the Mann- Whitney U test. From the result, the mean rank of the experimental class is 45,09, then the mean rank in the controlled class is 26,95.

**Table 4.3 The Result of Mann-Whitney U Test
Test Statistic**

	Nilai
Mann-Whitney U	294.000
Wilcoxon W	997.000
Z	-3.843
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Class	

Table 4.4 presents the Mann Whitney U test; Sig. 2 tailed score is 0 000. It means p-value < α by 95% significant level (5%) was $0.000 < 0.05$.

4.3 Hypothesis Testing

In order to test the null hypothesis of this research whether it is accepted or rejected, the. Table 4.4 shows the result of the score of Sig. 2 tailed is $0,000 < 0,05$. In other words, the research findings revealed H_a is accepted, meaning that there is a significant

difference in scores between the students assessed by self-assessment and those not assessed by self-assessment. Then, considering the criteria for rejection ($\text{Sig.} < 0.05$), this means that the null hypothesis (H_0) is rejected.

DISCUSSION

The purpose of this research is to determine the difference in scores between students who are self-assessed and those that are not, particularly in terms of cause and effect paragraph composition. The normality test revealed that the data in this study are not regularly distributed. There are several possible explanations for why the data are not normally distributed; one of them is the presence of outlier/extreme values. Outliers are data that exhibit distinctive traits that appear to be distinct from other observations and manifest as extreme values, whether for a single variable or not, Ghazali (2016). The researcher discovered several outliers in students' test scores, which results in data that is not normally distributed. If outliers are removed, the data can be regularly distributed. However, in this study, outliers are left in because they indicate the students' real writing abilities.

According to the results of this study, learners can evaluate their writing products by using the statements on the SA rubric. Each statement included in the SA model indicates the point about the ideal form of a cause-effect paragraph. By reading the statements, students can identify what is not presented yet. As the statements using reflective statements, for example, *I have stated the main point of the paragraph in a complete topic sentence*, it is easy for students to check what they have written down and what they have not written. Boud (1998:151) argues that self assessment needs students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. This enhances students' responsibility for their own learning processes, particularly in terms of writing skills. This finding is consistent with the study conducted by Ratminingsih's (2018), which discovered that while students exhibit their obligation to complete the task assigned by the teacher through self-assessment, their rising sense of responsibility is also demonstrated through their work habits. By requiring students to self-assess, they developed

the ability to evaluate their own performance in light of the task criteria. It is backed up by Honsa's research findings (2013). Honsa established that self-assessment has an effect on students' independence.

Additionally, this study demonstrates that students can evaluate their writing's strengths and weaknesses through self-assessment. Moreover, students can edit their writing by referring to the weaknesses of their earlier work. According to Hashanah (2015), self-assessment enables students to understand their areas of strength and weakness in order to develop an action plan for achieving change. Therefore, children can identify their strong and weak points and realize their responsibility for their own development.

Thus, when students utilize a self-assessment rubric in their writing task, the teacher should guide them in how to apply the rubric effectively. Likewise, offering additional writing practice will assist students in improving their writing skills through the use of self-assessment. In this light, Fung and Mei (2015) suggest that “as a facilitator, teacher is necessary when students do not have the experience to assess their work accurately and proficiency to provide good feedback”.

More importantly, this study discovered that students' self-assessment has an effect on learners' writing abilities. These findings are corroborated by Khodady's investigation (2012) which found that self-assessment can help students enhance their writing abilities and develop their writing autonomy. Correspondingly, another previous study established that incorporating self-assessment into the teaching and learning process benefits both teachers and students by improving students' writing abilities, increasing students' participation in class, and increasing students' interest in writing (Candra and Satria, 2020). As a result, when students incorporate self-assessment into the writing process, their writing ability improves.

CONCLUSION

As a result, the scores for the two groups were significantly different. The experimental class's mean score was greater than the

controlling class's mean score. The findings indicate that there is a considerable difference between learners who are self-assessed and those who are not. When learners' writing abilities are directed by self-evaluation, their writing improves. Due to the fact that this new research focuses exclusively on the implementation of self-assessment for students' writing skills, it is proposed that future researchers investigate the usefulness of self-assessment for other language skills.

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