

## SELF-ASSESSMENT ON INDONESIAN EFL STUDENTS' WRITING COMPETENCES

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**Abstract:** The objective of the study is to enhance students' ability to write English teachings through self-assessment. The method is applied with a group design for the pre-and post-test analysis. The study population in this study is the tenth graders of EFL students in Gresik. However, 30 students are used as a purposeful sampling method for the study of this analysis. The tools for this analysis have been tested. The data were obtained before and after the tests. The findings of pre-test and post-test have been analyzed by an SPSS 16.00 t paired sample test ( $0.000 < 0.05$ ). The findings found that the implementation of self-assessment boost students' writing ability. Therefore, the conclusions of this study were accepted. There was a significant improvement in students' writing ability by using self-assessment. The usage of self-assessment can be inferred as increasing the students' writing skills.

**Keywords:** Self-Assessment – Writing – EFL

## Introduction

Assessment plays a vital role in learning to let students realize if the learning experience is useful or not. The assessment of the languages of a student is an important part of the classroom's activities.<sup>1</sup> In particular, it reveals the weaknesses and strengths of the students and guides teachers on the programming of their teachings.<sup>2</sup> The evaluation refers to different forms of collecting information about their learning language abilities. Self-assessment measures the success of students and achieves knowledge.<sup>3</sup> It includes a range of approaches, including the standardized evaluation, practical and oral assessment carried out by the teachers. New evaluation forms are taken into account since advancement in evaluation methods leads to better instruction and learning. By incorporating alternative assessment approaches, teachers can also understand the lack of instruction and refine their teaching practices, which fields they have problems with and require more realistic training.

Because assessment is expected to affect study results or success,<sup>4</sup> this field has been an important area for researchers over the last 20 years.<sup>5</sup> Most important of all, students who believe they can improve their grades choose a better result. This contributed to an assessment being included in Indonesia's curriculum; this means that the Indonesian government has evaluated the goals of the curricula for 2013 as a part (K13).

The Indonesian curriculum places assessment in a significant role. The most often students are tested, the more they understand what they learn. As a result, students are led to learn by themselves and become self-employed learners. The students have to trace their

<sup>1</sup> Mansoor Tavakoli and Zahra Amirian, 'The Effect of Portfolio Assessment on the Development of Metadiscourse Awareness in EFL Learners' Writing in the Academic Context', *Journal of Foreign Language Teaching and Translation Studies*, 1.1 (2012), 1–22.

<sup>2</sup> Ken Hyland, 'Community and Individuality: Performing Identity in Applied Linguistics', *Written Communication*, 27.2 (2010), 159–88.

<sup>3</sup> Caroline V Gipps, *Beyond Testing: Towards a Theory of Educational Assessment* (Psychology Press, 1994).

<sup>4</sup> H Douglas Brown, 'Principles and Classroom Practices', *White Plains*, NY: Longman, 2004; Daniel Reinholtz, 'The Assessment Cycle: A Model for Learning through Peer Assessment', *Assessment & Evaluation in Higher Education*, 41.2 (2016), 301–15.

<sup>5</sup> Tony Burner, 'Formative Assessment of Writing in English as a Foreign Language', *Scandinavian Journal of Educational Research*, 60.6 (2016), 626–48.

experience by themselves, as is evident from the learning model of K13 (Kemendikbud, 2013). This is why both assessment and K13 are combined so that students will be individual students. Besides, to promote the purpose of assessment and K13 in Indonesian education the teacher requires an authentic assessment to enhance the comprehension of students in any learning process. Teachers or educators should carry out an authentic assessment to test students' academic skills. The authentic assessment offers students the ability to observe meaningful condition in studying or real life. The authentic assessment of the students' English skills is also sponsored by the Indonesian curriculum (k13). An authentic assessment helps them to perform their skills during their learning process. When they use an authentic assessment in the English language classroom, they will have knowledge and achievement.<sup>6</sup> That is because an authentic assessment guides them to define a problem and find a solution in English.

Besides, a formative assessment is the kind of assessment that monitors students' progress in learning. When an authentic assessment is applied, the learning process is meaningful, a real-life challenge and smoother.<sup>7</sup> Authentic assessments could also be used regularly to help students advance through formative assessments. Recently, a formative assessment that is a perfect insight into EFL is self-evaluation.<sup>8</sup> Self-assessment is a way in which students are

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<sup>6</sup> Bengu Aksu Atac, 'Foreign Language Teachers' Attitude toward Authentic Assessment in Language Teaching', *Journal of Language and Linguistic Studies*, 8.2 (2012), 7–19.

<sup>7</sup> Mats Oscarson, 'Self-Assessment of Language Proficiency: Rationale and Applications', *Language Testing*, 6.1 (1989), 1–13.

<sup>8</sup> Heidi Andrade and Ying Du, 'Student Responses to Criteria-referenced Self-assessment', *Assessment & Evaluation in Higher Education*, 32.2 (2007), 159–81; Oscarson; D Boud, 'Enhancing Learning Through Self-Assessment. London. Routledge', 1995; Paul Black and Dylan Wiliam, 'Assessment and Classroom Learning, *Assessment in Education: Principles, Policy & Practice*, 5.1 (1998), 7–74; Yingqin Liu and others, 'ISSN 1798-4769 Volume 3, Number 6, November 2012', *Journal of Language Teaching and Research*, 3.6 (2012), 1061–70; Jamie Mahlberg, 'Formative Self-Assessment College Classes Improves Self-Regulation and Retention in First/Second Year Community College Students', *Community College Journal of Research and Practice*, 39.8 (2015), 772–83.

evaluated to determine which field they are mastering or not.<sup>9</sup> When students complete an assignment, for example, the instructor will assess the field in which students fail. The teacher gives suggestions, comments and encourages a better outcome as students measure or judge their performance in the self-assessment process.<sup>10</sup> Therefore, once students understand their shortcomings, they will help prepare the way to solve them.

Besides, self-assessment has a beneficial impact on South Korean international English learners. The utility of self-assessment of young learners in EFL is seen.<sup>11</sup> Mahlberg has observed that self-assessment helped college students attain learning benefits, such as improving learning self-regulation.<sup>12</sup> Another research showed that self-assessment helps to increase students' self-awareness and to enhance their ability to evaluate their job. It indicates that self-assessment is the best approach to student learning.<sup>13</sup> However, in Indonesia, few studies were based on self-assessment in linguistic practice, particularly for high school students. Self-assessment helps teachers to learn the success of students and also encourages students to learn. Instead of student success teachers tend to focus on ratings.

Then, writing skills are one of the students' productive skills. It is a competence that makes them easier to communicate their thoughts, reflect their feeling and improve their expertise in a word to make conversation understandable. This is why teachers should make it easy for their students to assess their writing to improve their writing. In a formative assessment, the writing process should be followed. This teacher will track the advancement of learning of students. Students would now understand what they did when they received feedback, and their writing skill will be easier to assess.<sup>14</sup> Recently, writing became important because most teachers found that it plays a key role in language learning. Writing has been many fans

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<sup>9</sup> James H McMillan and Jessica Hearn, 'Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement, *Educational Horizons*, 87.1 (2008), 40–49.

<sup>10</sup> Mahlberg.

<sup>11</sup> Yuko Goto Butler and Jiyoon Lee, 'The Effects of Self-Assessment among Young Learners of English', *Language Testing*, 27.1 (2010), 5–31.

<sup>12</sup> Mahlberg.

<sup>13</sup> Andrade and Du.

<sup>14</sup> H Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (Pearson Education White Plains, NY, 2010), x.

for its value in language learning and promotes innovation.<sup>15</sup> As all teachers have been told about the importance of writing, a change has arisen in teaching writing. Myles says the writer should have several practices in the writing of essays and the development and review of perspectives for scholarly writing.<sup>16</sup>

By changing the teaching written practice from a product-based approach to a process-oriented approach, the trainers should adapt their assessment tool and choose a method that is consistent with the current pattern. The relation between teaching and assessment is so close, and the teachers cannot act in teaching without having taken care of the assessment.<sup>17</sup> Javaherbakhsh notes that assessment is a structured method for data collection and decision-making regarding teachers' abilities and the quality of teacher education dependent on learner work.<sup>18</sup>

Self-assessment in EFL writing courses is particularly effective because students discover their strengths and shortcomings and improve on them by applying this approach. Oscarson distinguishes six characteristics for self-assessment; the first one is supporting learning; the second is to improve learners' knowledge of learning skills; the third characteristics of self-assessment are that learners' enthusiasm is enhanced by learning objectives; the fourth is the student appraisal that improves the comprehension of the student in the assessment. Fifth, student involvement in the appraisal process decreases the burden of teachers; last but not least, it has many advantages over time and makes learners more independent so that they can assess themselves.<sup>19</sup>

Based upon the previous discussion, self-assessment can be used in EFL written classes across a broad spectrum, while writing and assessment as important aspects of language learning are not taken into account in the EFL situation in Indonesia. Most research

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<sup>15</sup> Wafa Fahed Al-Serhani, 'The Effect of Portfolio Assessment on the Writing Performance of EFL Secondary School Students in Saudi Arabia.', *Online Submission*, 2007.

<sup>16</sup> Johanne Myles, 'Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts', *Test-Ej*, 6.2 (2002), 1–20.

<sup>17</sup> H Farhady, A Jafarpoor, and P Birjandi, 'Language Skills Testing: From Theory to Practice', *Tebran, Iran: SAMT Publishers*, 25 (1994).

<sup>18</sup> Mohammad Reza Javaherbakhsh, 'The Impact of Self-Assessment on Iranian EFL Learners' Writing Skill.', *English Language Teaching*, 3.2 (2010), 213–18.

<sup>19</sup> Oscarson (1989)

regarded writing as a product and instead looked at the grammar part of writing. The key point of this research is the students' progress of writing by the comprehension of self-assessment as a process and phases in which they go while writing. It also considers assessment as a mechanism that plays a critical role in the educational system. Although the writing and assessment of teaching are closely linked, self-assessment is a valuable method for educational purposes.

## **Literature Review**

### **1 Self-Assessment**

The fundamental declaration of self-assessment is a kind of formative language assessment used to evaluate students in their work. Spiller and Boud claimed in connection with the concept that self-assessment takes decisions on performance expectations and then makes judgments on performance quality with regards to these standards.<sup>20</sup> If self-assessment is known, all criteria should preferably be used. Meanwhile, Boud recognizes self-evaluation as the engagement of students to define expectations and/or requirements for their work and to determine the degree to which these criteria and standards have been reached.<sup>21</sup> This indicates that students should be included in the method of teaching by assessing their success against the improvement criteria.

Self-assessment is a way of gathering information about learning by students to track their knowledge growth consciously. It is clear from the concept that self-assessment is used to help students learn for themselves. Andrade and Du have provided a beneficial identification of self-evaluation that reflects on formation.<sup>22</sup> They encouraged self-assessment as a formative evaluation process, through which students reflect and measure the quality of their performance and their learning, assess the degree to which specified expectations or requirements are expressed, decide their strengths and shortcomings and evaluate them. Another scholar, Brown believed that self-assessment is an assessment that allows students to evaluate

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<sup>20</sup> Chris Joyce, Lorraine Spiller, and Juliet Twist, *Self-Assessment: What Teachers Think* (New Zealand Council for Educational Research, 2009).

<sup>21</sup> Boud (1995)

<sup>22</sup> Andrade and Du.

their skills and progress.<sup>23</sup> Elwood and Klenowski said that self-assessment constitutes the measurement or assessment of the value of one's achievement to optimize one's learning outcomes.<sup>24</sup>

In short, based on this iridescent interpretation, the researcher concluded that self-assessment may promote the advancement of students' learning utilizing a judge, review, classify and test their tasks. Students may also find out about their academic needs to assess their mastery skills.

## 2 Development of the Assessment Process

Assessment plays an important part in educating students and instructors to know whether or not their learning methods are useful. Hyland says that the assessment applies to the different aspects in which knowledge about learner language abilities or accomplishment is collected.<sup>25</sup> The academic assessment of language skills for any student is an essential component of the class activities.<sup>26</sup> Gipps states that the assessment tests the success of the learners and achieves their expertise, and requires a broad range of approaches such as formal examination and assessment, teachers' realistic and oral assessment.<sup>27</sup>

New ways of assessment are taken into account as improving assessment tools leads to better instruction and learning. By using alternative assessment approaches, teachers can identify their teaching failure and refine their teaching techniques; they can also discover in which areas they have difficulties and require more practice. Stiggins points out that alternative assessment approaches display students' achievements and willingness to use their expertise in reality. As all students do not have the same talents, favours, needs, skills and deficiencies and so cannot use a single approach for their assessment. The approach for assessing students should be more versatile and the above points should be taken into account. The teacher can use a multi-dimensional approach to find knowledge on various students with varying skills, needs, skills, deficiencies etc.<sup>28</sup>

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<sup>23</sup> Brown.

<sup>24</sup> Elwood & Klenowski (2002)

<sup>25</sup> Hyland (2010)

<sup>26</sup> Tavakoli & Amirian (2012)

<sup>27</sup> Gipps (1994)

<sup>28</sup> Stiggins (1994)

### 3 Advantages of Self-Assessment

As an alternative assessment process, there are several benefits related to some studies. By applying self-assessment students can understand and focus on their issues.<sup>29</sup> Gardner thinks that learner language learning is controlled by self-assessment, that he has an ability to provide input and evaluate his/her learning methods, and may also provide guidelines for evaluating their work.<sup>30</sup> Gardner also notes that this assessment approach helps teachers to assist learners if necessary so the instructors will point out their shortcomings and making them practice on them by paying attention to students' reflection.<sup>31</sup>

The self-assessment approach increases the engagement of learners. The students are intrinsically inspired because they know how to improve their learning and apply it in the real world. Self-assessment is also useful in the thinking of students.<sup>32</sup> Garrido says it is a smart way for a teacher to motivate them to assess their work to increase learners' thinking and to allow them to make their work relevant.<sup>33</sup> According to McMillan & Hearn, 1) building linguistic knowledge, 2) becoming a medium for tracking, 3) enhancing future compositions and 4) being more involved in writing are other benefits of self-assessment.<sup>34</sup>

The teacher becomes a better facilitator and moderator as the students have activated during the assessment process. Learning processes become participatory practices in supporting learning and urge the individual to compromise to make it a contribution to the learning process. Judging one's success is central to the pursuit of learning. The benefit of the self-assessment was few in. As follows:

- a It draws on a natural desire to see how far one's learning progresses. Students are being blamed more artlessly for their work.
- b Whether a school will determine its success in learning, this could encourage further learning or lifelong learning. It will help them

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<sup>29</sup> Birjandi & Tamjid (2010)

<sup>30</sup> Gardner (2000)

<sup>31</sup> Gardner.

<sup>32</sup> Joyce, Spiller, & Twist, 2009)

<sup>33</sup> Garrido (2010)

<sup>34</sup> McMillan & Hearn (2008)

improve their attitude towards learning if they know their learning model.

- c Promote students to reflect on their learning
- d Self-assessment promotes accountability and accountability for learners.
- e Activities of self-assessment promote learner ownership.
- f Self-assessment highlights the formative aspects of evaluation amid the fact that an alternative appraisal ultimately results.
- g The autonomy of the learner, cognitive skills, and metacognitive abilities need to be built in the autonomy of the learner.<sup>35</sup>

This is why an assessment is a way of controlling students' work and allows students to provide useful knowledge on their weaknesses by using these assessment tools and to think objectively about themselves, examine various ways to work with them and find an appropriate approach to abolishing them. Then, self-assessment will make learners more autonomous and conscious of their skills.

#### 4 Challenges of Using Self-Assessment

Self-assessment is a good way of measuring students relative to the conventional approach, but cannot take any of its limitations as a panacea. This approach should be applied by taking into account all considerations as a creative method. According to Birjandi & Tamjidas, it involves and cannot be regulated completely in the execution of this process, certain problems arise in successfully using this method. Reliability is also a problem with the use of self-assessment.<sup>36</sup>

Although this approach isn't accurate, Brown says that it may cause trouble in the formal sense.<sup>37</sup> Gardner argues that a range of factors will contribute to unreliability such as appreciation by the learner's age, first language, culture, assessment techniques and so on.<sup>38</sup> Briefly, self-assessment can be used for the evaluation of learners as the supplementary strategy. It can be used along with the regular exam which lets teachers understand the actual strengths of their learners.

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<sup>35</sup> Dorothy Spiller, 'Assessment Matters: Self-Assessment and Peer Assessment', *The University of Waikato*, 13 (2012).

<sup>36</sup> Birjandi & Tamjid (2010)

<sup>37</sup> Brown (2004)

<sup>38</sup> Gardner (2000)

## 5 Writing Competence

Competence refers to three components: (1) skills in training and practice-based action; (2) knowledge in the field of information obtained by the people, including theory, facts and procedures; and (3) the components in which an essential characteristic or quality is expressed and also expressed by what people think, do and feel, including what they do.<sup>39</sup>

Hymes is a pioneer in language acquisition competencies not only to increase language comprehension, but also to know when, where, and with whom the correct language should be used in a communication situation. It is also a matter of social and practical aspects in which the message is communicated and interpreted.<sup>40</sup> There are two major modes of communication, oral and written communication, for this purpose, which the teacher should teach. The instruction of oral communication is listening and speaking while reading and writing is teaching written communication. The Indonesian Ministry No 22, the students must have a standard ability to express their meaning into short, functional and long functional text descriptive, narrative, reporting and procedure texts to communicate with the world, based on the English quality standard of high schools. The Indonesian National Education Ministry Regulation This involves teaching the writing process in a way that allows students to use their talents in their daily life.

But the evidence reveals that writing is a difficult process. Most Indonesian students have shown that it is the hardest ability to achieve.<sup>41</sup> The same as in other EFL contexts is confirmed. A case study by Qatar students said that writing is one of the difficult subjects of ESL/EFL education and is therefore exhaustive.<sup>42</sup> Pakistani high school students have the same writing problems.<sup>43</sup> To

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<sup>39</sup> McMillan and Hearn.

<sup>40</sup> Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching* (Cambridge university press, 2014).

<sup>41</sup> Ni Made Ratminingsih, 'The Use of Personal Photographs in Writing in a Project-Based Language Learning: A Case Study, *The New English Teacher*, 9.1 (2015).

<sup>42</sup> Haifa Al-Buainain, 'Students' Writing Errors in EFL: A Case Study', *Journal of Faculty of Education*, 19.1 (2009), 311–51.

<sup>43</sup> Muhammad Javed, Wu Xiao Juan, and Saima Nazli, 'A Study of Students' Assessment in Writing Skills of the English Language.', *Online Submission*, 6.2 (2013), 129–44.

mention some of the problems in writing are: (1) they are hard to start writing because it is unlikely to be able to express in a foreign language what you think about, (2) sometimes they cannot properly develop their writing because of their vocabulary limits, (3) they can't consistently organize their writing and (4) they are concerned about the grammatical mistakes they make.<sup>44</sup>

Recent studies have revealed a strong correlation between self-assessment and learning suggested by changes in student writing that cover improved qualities of concepts, content, structure, speech and mechanics.<sup>45</sup> Most subjects welcome self-assessment and have a constructive role in the entire process of ESL writing. They found that self-assessment is better to self-edit and revise than to compose.<sup>46</sup>

## 6 Self-Assessment and Writing Instruction

As writing is an essential ability to communicate with others, it is a precious ability to learn foreign languages. It's one of the problem skills in foreign language learning. Since writing is not treated as a process, most students have fundamental difficulties in studying writing. Harmer says that the writing is as critical as the talk, but it is distinguished by a variety of aspects. Standard evaluation methods are not a systematic approach to evaluate writing processes. Self-assessment is one of the most suitable ways to evaluate the success of learners through their instruction. Brown suggests that self-assessment has several values, like making learners self-sufficient, providing an internal drive to succeed and helping them learn with further cooperation.<sup>47</sup>

Using self-assessment helps teachers to gain knowledge about the abilities and shortcoming of their students to make self-assessment in writing courses.<sup>48</sup> Zheng, Huang and Chen found out that when learners can effectively apply themselves to written classes,

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<sup>44</sup> Ratminingsih.

<sup>45</sup> Andrade and Du.

<sup>46</sup> Mansoor Tavakoli and Behrooz Ghoorchaei, 'On the Relationship between Risk-Taking and Self-Assessment of Speaking Ability: A Case of Freshman EFL Learners', *Journal of Asia TEFL*, 6.1 (2009).

<sup>47</sup> Brown.

<sup>48</sup> Javaherbakhsh.

they can improve their composition.<sup>49</sup> El-Koumy says it is not appropriate to treat the written product of learners or the method by which students went to write it separately so that by using the teachers of self-assessments, both the final writing and the writing process of the product may combine with justice regarding the learners.<sup>50</sup> In summary, an evaluation of writing by self-assessment is not based just on the finished product, it offers learners an ability to observe multiple phases of the writing process and thus to pay attention to these stages and to find ways of developing their writing.

## Methodology

This research was pre-experimental since the aim of this study was to develop the writing skills of tenth grades of EFL students in Gresik through self-assessment and focus on the narrative text. Thirty students were the samples of this study. To analyze the gathered data, the researchers employed quantitative analysis.

### 1 Data Analysis

The analysis of data was conducted with the pre-test and post-test data. This means that the next processing is carried out by statistical formula after gathering all data for the calculation of the mean, variance, standard deviation, normality tests and t-tests.

### 2 Students' Writing Product

After the collection of the data, the research questions were answered by analyzing them. In assessing the students' writing competence, the researchers used three types of the rubric of analysis scoring as recommended by Glencoe McGraw-Hill in written review and evaluation grade 6.<sup>51</sup> This includes focus/organization, development/support/style and grammar/mechanics. SPSS 16.0 was used to evaluate all the student documents.

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<sup>49</sup> Huiqing Zheng, Jianbin Huang, and Ying Chen, 'Effects of Self-Assessment Training on Chinese Students' Performance on College English Writing Tests', *Polyglossia*, 23 (2012), 33–42.

<sup>50</sup> Abdel Salam El-Koumy, 'Effects of Student Self-Assessment on Knowledge Achievement and Academic Thinking', *Education Resources Information Center (ERIC)*, USA, 2001.

<sup>51</sup> McGraw-Hill Staff, *Writer's Choice Writing Assessment and Evaluation Rubrics Grade 12* (McGraw-Hill Education, 2000).

### 3 Students' Ability in Writing

To increase the students' ability skill in writing competence; narrative text after the implementation of self-assessment was based on the N-gain

$$N - \text{gain} = \frac{S_{\text{posttest}} - S_{\text{pretest}}}{S_{\text{maks}} - S_{\text{pretest}}}$$

In which

***S<sub>posttest</sub>*** = Post-test Score

***S<sub>pretest</sub>*** = Pre-test Score

***S<sub>maks</sub>*** = Maximum Score

### Result

In the t-test, the significance values were evaluated both before and after testing and progress in one group for the same measurement was explained. The SPSS 16 pair T-tests were performed. The product of the t-test pairing study appears in Table 1. The overall score is compared from pre-test to post-test. Following a lesson in the narrative text, the researcher concluded that the students evaluated the two variables as seen in the table below using descriptive statistics.

	Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1 Pre test</b>	58.100	30	8.82	1.61
<b>Post test</b>	82.200	30	7.64	1.39

Table 1; Paired Sample Statistics

From the table above, the mean post-test score is better than the pre-test score. This means that, in the course of self-assessment of English-language learning using the scientific approach process, students are improving their writing skills.

	N	Correlation	Sig.
<b>Pair 1 Pretest</b>	30		
<b>Post test</b>	30	0.67	0.00

Table 2; Paired Samples Correlation

The correlation indicates that 0.67 probabilities 0.00 was perceived between increases in the writing performance of the students and the use of written narrative text during treatment in the learning process, and step by step improvements in learning skills.

	Paired Differences					t	df	Sig. (2.tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair 1 Pre-test	-										
Post-test	2.410EI	6.71	1.22	-26.61	-21.59	-19.66	29	0.000			

Table 3; Paired Sample T-Test from Pre-test and Post-Test

Based on the above table we can see that the t-score was 19.665 with 29 levels of 0.000, if the score is used in (sig 0.000 < 0.05), Ho will be refused and Ha will be approved. The researcher then concluded that self-assessment was improved in the teaching of the narrative text. The researcher then concluded that self-assessment was improved in the teaching of the narrative text.

## Discussion

Following the research, the effort in offering writing assignments to practice writing in the classroom and testing them by self-assessment was effectively increased in the writing skills of the students. Their analysis was carried out with the aid of a self-assessment. Assessment will enhance the ability of students to write English during the learning process. It helped them practice writing in the classroom more practically. They were also able to revise their prose. The students were called upon to rectify the mistakes. Gallagher (2001) said reflection is an important element of self-assessment and lets students benefit from experience and misconduct. He said students would detect their mistakes in writing by the mechanism of reflection. Also, they could study their writing over time and see their growth and develop a deeper understanding of writing. The use of self-assessment has shown promising effects concerning student attitudes. The outcome may show that the students were more involved and written inspired. It also gave them autonomy in language. Besides, self-assessment reflection exercises could demonstrate success for students.

The discussion in this research concerns the capacity of students to write after treatment by self-assessment in teaching and learning. Based on the analysis of students' skill, the student's ability to write narrative texts has been enhanced after the treatment while the students have made some errors in creating grammar or improving their ideas. Besides, some results related to the use of self-assessment in teaching narrative text after treatment was identified. The hypothesis shows that the students' ability to write narrative texts after treatment has improved and significantly changed ( $p<0.05$ ,  $p=0.000$ ). This suggests that the proposed hypothesis has been accepted. In other words, the use of self-assessment in teaching can be used to improve the ability of students to write, in this case, the composition of a report. The improvement can be seen from the cumulative pre-and post-test results. The pre-test mean score is 58.10, and the post-test mean score is 82.20. The pre-and post-test gain score is 0.58. This enables students to enhance their abilities to write narrative texts with self-assessment.

## Conclusion

Based on the above finding, it can be inferred that after treatment the writing skills of participants within the test group have increased. The conclusion is that self-assessment is fruitful for student's writing skills since it allows students to concentrate more on writing and refine it over time. Due to the opportunity provided the subjects to correct their writing. They will discover and develop their shortcomings. The results of this research also indicate that the writing skills of the participants develop more after treatment so they have time and are motivated to recognize and practice their mistakes and do not repeat them in the subsequent writing activities.

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