

## The Effect of Self Assessment Strategy on Students' Writing Recount Text at Eight Grade of SMP Swasta Advent 5 Medan

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### Abstract

This study focused on the effect of self-assessment strategy on students' writing recount text. The objective of this study was to know the effect of self-assessment on students' writing recount text at eight grade. It was conducted by using experimental research design. The population of this study was the eight student of SMP Swasta Advent 5 Medan. Two classes were taken as the sample of this research. The class VIII-1 was as the experimental group and the class VIII-2 was as the control group. The experimental group was taught by using self-assessment strategy, while the control group was taught by traditional teaching method. The instrument of collecting data was writing test and field note. The result of this study shows that the use of self-assessment strategy is effective for students in writing recount text. From the result, the students' score of the experimental group in the post-test was higher than the students in the pre-test. The mean score of post-test in the experimental group 76.55 was higher than mean score of the control group 60.88. It was really good significant effect by using self-assessment strategy. The data were analyzed by using t-test formula. The data were collected by giving pre-test and post- test. After giving the treatment, the result of paired sample t-test, obtained that sig. (2-tailed) or the p value was 0.00 from the df 34 and the significance level ( $\alpha$ ) is 0.05. Since 0.00 is smaller than significance level ( $\alpha$ ) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than before the treatment. It means that self-assessment strategy can be used as teaching approach alternative to enrich students writing at eight grade.

**Keywords:** *Self-Assessment Strategy, Recount text, Writing.*

### INTRODUCTION

Language is one of the most important things in interaction among the nations in all over the world. It is a system of sounds and words that use to express ourselves and give our ideas. Without language people will not be able to interact in one each other. Language makes it possible for individuals to live in a society. There are many languages in the world like Mandarin Chinese, Spanish, Arabic, Malay, Russian, Bengali, and others. One of them is English. English is one of language which is used by almost all countries in this world. Many people who come from different country can get interaction each other by using English. Beside that, English is used in technologies, industries, and sciences, all the procedures are written in English. In trading, the sellers and the buyers also speak in English. English has so many purposes in daily life, so it is taught in the world included in Indonesia. In Indonesia, English becomes the first foreign language which is taught in many schools. Teaching English must be relevant based on the curriculum from the goverment. Nowadays, curriculum in Indonesia is *Kurikulum 2013*. There are 4 skills in teaching English in *Kurikulum 2013*, they are writing, reading, listening and speaking. Teaching writing in Indonesia is basic one in learning English process. Teaching writing for students can improve language learning, because students start from what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such us Joke,

Yarn, Occount, Analysis, Headlines, Amusement, Narration, Process, Description, Persuasion, Elucidation, Recount, Argument and Summation.

### Writing

Meanwhile, Morley (2007:8) stated that writing is an extreme act of attention and memory; it pleads with your brain cells to make a new connections. Siahaan (2014:2) stated that writing is a written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.

### Writing Process

The writing process, according to Harmer (2004:4) stated that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are:

- **Planning**, at this stage, the writer must think about main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include.
- **Drafting**, after finishing the planning, the next step is drafting. As you write, the first on your paragraph, use the ideas you generated from planning as a guide.
- **Editing (Revising)**, Editing is an extremely entailed process and its best when performed by a professional. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft.
- **Final Version**, Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

### The Definition of Recount text

Texts that recount events from the past in chronological order are called recount texts, recount text provides information about what it happened, when it happened, where it happened and who was involved. Hyland (2004:29) stated that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

### Generic Structure Recount Text

The recount text has the following general organization:

- Orientation
- Events
- Reorientation

### Assessment

According to Dawson (2013:11) said that all assessment have two key elements, the first is the development of knowledge and an appreciation of the appropriate standards and criteria for meeting those standards which may be applied to any given work and the second is the capacity to make judgements about whether or not the work involved does or doesn't meet this standards. According to Wahyuni and Ibrahim (2012:10) said that assessment in evaluation can be divided into two:

- **Tests Assessment** is a way to carry out evaluations in the form of assignments or a series of tasks that must be done by test takers (individuals or groups) so as to produce a score about the achievement or behavior of test takers, which is compared with certain predetermined standard values.
- **Non Tests Assessment** this non-test assessment can be used to measure competence independently and can also be used as a complement to other tools in order to express: skills, study habits, attitudes, interests, motivation, appreciation, or adjustment. There are some kinds of Non tests such as: performance assessment, portofolio assessment, project assessment, product assessment, self-assessment, peer assessment and attitude assessment.

### Self-Assessment

Self-assessment includes three processes in which student self-regulation observes and facilitates self-behavior such as:

- First, students produce their own observations that focus on specific performance aspects that are relevant to success standards.
- Second, students make their own judgment by determining how competencies can be mastered.
- Third, students perform self-reactions, interpret the level of attainment of goals, and live up to the satisfaction of their reactions.

According to Brown (2003:276) self-assessment are among the best possible *formative* types of assessment and possibly the most rewarding, but they must be carefully designed and administered for them to reach their potential. Four guidelines will help teachers bring this intrinsically motivating task into the classroom successfully.

Tell students the purpose of the assessment. Self-assessment is a process that many students especially those in traditional educational systems will initially find quite uncomfortable. They need to be sold on the concept. It is therefore essential that you carefully analyze the needs that will be met in offering self-assessment opportunities, and then convey this information to students.

Define the task clearly. Make sure the students know exactly what they are supposed to do. If you are offering a rating sheet or questionnaire, the task is not complex, but an open-ended journal entry could leave students perplexed about what to write. Guidelines and models will be of great help in clarifying the procedures.

Encourage impartial evaluation of performance or ability. One of the greatest drawbacks to self-assessment is the threat of subjectivity. By showing students advantage of honest, objective opinions, you can maximize the beneficial wash back of self-assessments.

Ensure beneficial wash back through follow-up tasks. It is not enough to simply toss a self-checklist at students and then walk away. Systematic follow-up can from the teacher, conferencing with the teacher, purposeful goal-setting by the student, or any combination of the above.

### Procedures for Teaching Writing Text Using Self-Assessment

According to Nielsen (2000:37) there are 12 strategies for teaching writing using self-assessment:

- Give students direct, explicit and step-by-step training before they carry out self-assessment exercises and include practice time.
- Help students develop a clear understanding of the aspects of writing they are self-assessing such as tone, attention to purpose, etc. In order for students to evaluate their writing for each of the different aspects, they need to have a clear understanding of the concepts.
- Use writing models to demonstrate specific writing skills and to give students the opportunity to practice assessment. Writing models can be used independently of self-assessment to reinforce learning of concepts. When they are used as practice for self-assessment, teachers can correct student miscomprehension and modify the exercise as needed.
- Invite students to participate in developing the criteria for self-assessment exercises. This process helps develop a shared understanding of good writing in the classroom.
- Increase student motivation in self-assessment by making the self-assessment part of the grade. Positive verbal prompts and guidance also support student motivation. Motivating students is a challenge, but for self-assessment to be meaningful students must be committed to the task.
- Use self-assessment for formative rather than summative evaluation and not to determine a final grade on an assignment.
- Provide sufficient independent time and space in class to complete self-assessment exercises. Self-assessment works best in your classroom where you can reinforce a sense of quiet, focused time that students may not have outside the classroom. You can also provide support and corrective feedback.

- Engage students in dialogue during self-assessment to provide feedback, answer questions and provide clarification. Some students will need more scaffolding and guidance than others. One of the great benefits of self-assessment is the opportunity to work one-on-one with students.
- Self-assessment should include tasks that address specific components of writing as well as prompts that ask for a global response to their writing. Students should work to improve specific aspects of their writing as well as the overall content.
- Nurture students' sense of self-efficacy and self-esteem through positive feedback, reinforcement and modeling. Student writers tend to think writers are born not made. They need a sense of self-efficacy to persevere in writing.
- Give students the opportunity to revise their work after self-assessment so that they can transfer what they've learned to the task of writing.
- Regularly evaluate your teaching methods. How are students responding? Conduct student surveys to find out what's working well.

### Self-Assessment Strategy

Boud (1991:33) defines self-assessment as: "The involvement of students in identifying standards and/or criteria to apply to their work, and making judgements about the extent to which they have met these criteria and standards". Both students and teacher need this strategy to get advancement in learning, teaching process, self-assessment can detect where the students' weakness, so we can correct our mistake in learning. Self-assessment is recommends for the teacher to overcome students' problems in writing text.

### METHOD

This research conducted by using experimental quantitative design. By applying an experimental quantitative design, this research aimed in describing relationship between an independent and dependent variable of using Self-Assessment into students' writing recount text used by eight grade of SMP Swasta Advent 5 Medan. According to Ary (2002:301) states that an experimental design is the general plan for carrying out a study with an active independent variable. In conducting this research, experimental design, consist of pre-test and post-test. Pre-test gave before the treatment in order to know the students' prior knowledge and ability in writing recount text while post-test gave after giving the treatment. The sample divided into two groups. They are experimental group and control group. Experimental group taught by applying Self-Assessment, meanwhile control group taught without using Self-Assessment. The subjects that the researcher examined in this study were eight grade of SMP Swasta Advent 5 Medan. There are 86 students in the eight grade of this study program divided into two classess VIII-1 and VIII-2. The sample will be taken by naming cards based on the class, VIII-1 as experimental group which will be taught by applying Self Assessment and VIII-2 as control group which will be taught without by applying Self Assessment. There will be 18 students of each group. The total of sample will be 36 students. The formula of t-test is present as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

where :

- t : The effect
- M<sub>x</sub> : Mean of experimental group
- M<sub>y</sub> : Mean of control group
- D<sub>x</sub><sup>2</sup> : The deviation square of experimental group
- D<sub>y</sub><sup>2</sup> : The deviation square of control group
- N<sub>x</sub> : The sample of experimental group
- N<sub>y</sub> : The sample of control group.

## RESULT/S AND DISCUSSION

To know the differences between the students in the experimental and control groups, it was used t-test. The calculation of t-test can be seen as the following:

Table 1. The Calculation of Experimental Group

Experimental Class					
No	Students' Initial Name	Pre-test (X1)	Post-test (X2)	Deviation (d) X2-X1 (X)	X <sup>2</sup>
1	IF	40	87	47	2.209
2	AAS	25	62	37	1.369
3	YM	26	78	52	2.704
4	KN	25	80	55	3.025
5	NL	46	80	34	1.156
6	WM	55	79	24	576
7	N	40	73	33	1.089
8	S	33	62	29	841
9	NS	62	80	18	324
10	SR	25	78	53	2.809
11	MP	55	62	7	49
12	M	36	71	35	1.225
13	NAR	25	71	46	2.116
14	AF	25	68	43	1.849
15	YA	70	80	10	100
16	LN	25	92	67	4.489
17	MS	64	88	24	576
18	RKP	62	87	25	625
<b>TOTAL</b>		<b>739</b>	<b>1.378</b>	<b>639</b>	<b>27.131</b>
<b>MEAN</b>		<b>41,05</b>	<b>76,55</b>	<b>35,5</b>	

Table 2. The Calculation of Control Group

Control Class					
No	Students' Initial Name	Pre-test (Y1)	Post-test (Y2)	Deviation (d) Y2-Y1 (Y)	Y <sup>2</sup>
1	AS	25	37	12	144
2	DHP	58	66	8	64
3	PYP	45	56	11	121
4	DS	49	83	34	1.156
5	SM	25	43	18	324
6	N	25	65	40	1.600
7	AG	28	49	21	441
8	HLPH	44	71	27	729
9	SA	39	88	49	2.401
10	FN	25	67	42	1.764
11	ZI	33	62	29	841
12	AS	33	62	29	841
13	AS	33	49	16	256
14	N	25	43	18	324
15	CL	25	62	37	1.369
16	WHB	33	64	31	961
17	USM	35	66	31	961
18	AP	31	65	34	1.156

<b>TOTAL</b>	<b>611</b>	<b>1.098</b>	<b>487</b>	<b>15.453</b>
<b>MEAN</b>	<b>33,94</b>	<b>61</b>	<b>27,05</b>	

## CONCLUSION

First of all, based on the recount text data has been done by the students and which the researchers have analyzed, Self-Assessment strategy significantly affect writing recount text of eight grade students at SMP Swasta Advent 5 Medan. There were 36 students as the samples in experimental and control groups. There were 18 students of each group. The researcher chose this population based on the data observation that already done by the researcher, it was found that most of students still got the low score when the researcher asked them to write a simple recount text. The researcher did the research three days. It was enough to see and conduct the research. The time allotment was 2x40 minutes for one day. When the researcher begin to obtain the data at the first meeting in both of groups, experimental and control groups, the researcher started by introducing and greeting them. After it, the researcher gave them pre-test to write their own experiences without treatment. The researcher calculated their score, and showed that the score of two groups were low. The second meeting in experimental group, the researcher started the lesson and explained recount text well. Starting from the structure, grammatical, language features, and translating the example of the text together. After that, the researcher begin introduce Self-Assessment strategy, the part of self-assessment strategy. After that, the writer asked them what have they understood. The students didn't answer it clearly because they just focused on the word in the text. The researcher explained it more, and giving some explanation about the text. Then, the researcher also asked them to write recount text based on the understanding. The researcher also did it in control group, but with the conventional teaching model treatment. There was no good reaction. They got bored, the situation was flat. The score of control group was low than experimental group.

It was found that the treatment of Self-Assessment strategy was significantly affects into students' writing recount text on the grade eight of SMP Swasta Advent 5 Medan based on the result of the t-test (t-observed) was higher than t-table at the level of significant 0,05. It was  $1,80 > 1,697$ .

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