

Self-Assessment in English Writing Classroom

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Abstrak

Penilaian diri adalah sebuah kemampuan untuk mengumpulkan informasi tentang perkembangan belajar individu. Semakin sering siswa melakukan penilaian diri terhadap perkembangan belajarnya, maka siswa akan semakin mengetahui perkembangan belajarnya untuk meningkatkan perkembangan belajarnya. Akan tetapi, di Indonesia, guru cenderung fokus ke hasil akhir siswa daripada kemajuan belajar siswa dalam belajar. Oleh karena itu, tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana guru mengaplikasikan penilaian diri siswa dalam belajar menulis Bahasa Inggris di sekolah menengah atas dan mendeskripsikan respon siswa terhadap penilaian diri. Penelitian ini adalah penelitian kualitatif. Data penelitian di kumpulkan dengan menggunakan checklis observasi dan wawancara. Lalu, penelitian ini di laksanakan di sekolah menengah atas di Bojonegoro, salah satu sekolah menengah atas di Indonesia. Untuk observasi, peserta di tunjuk oleh guru Bahasa Inggris di sekolah tersebut, yang mana melibatkan satu kelas, terdiri dari 26 siswa. Untuk wawancara, 12 dari 26 siswa dipilih guru Bahasa Inggris untuk mewakili diwawancara. Data penelitian di analisis dengan langkah-langkah cara; mengorganisasikan dan mempersiapkan data, mengkodekan dan mengurangi data, menerjemahkan dan memaparkan data. Hasil penelitian ini menunjukkan bahwa guru mengaplikasikan penilaian diri siswa dalam tiga langkah, menulis garis besar tulisan yang akan ditulis, melakukan penilaian diri, merevisi hasil tulisan. Selain itu, setelah melakukan penilaian diri, siswa mempunyai respon positif terhadap penilaian diri. Oleh karena itu, penemuan kedua mengidentifikasi bahwa siswa dibantu untuk meningkatkan efikasi (Kepercayaan diri untuk menulis) dan regulasi diri (kesadaran, mengatur waktu belajar), dan keikutsertaan, dengan melakukan penilaian diri.

Kata kunci : Penilaian diri, menulis Bahasa Inggris, Pembelajaran Bahasa Inggris sebagai Bahasa Asing, efikasi diri, regulasi siswa.

Abstract

Self-assessment is an ability to collect information about individual's progress of learning. The more frequently students doing self-assessment toward their learning, the more they knowing their progress in order to promote their learning and make improvement. However, In Indonesia, teachers tend focus on students' final results than students' progress of learning. Therefore, the aims of this study are to describe how the teacher applies students' self-assessment in English writing classroom in senior high school and what students' responses on self-assessment. This present study was qualitative research. The data were collected through observation and interview. It was conducted in a senior high school in Bojonegoro, Indonesia. For the observation, the participants were chosen by an English teacher's recommendation in that school, which involved one classroom, consisting of 26 students. For the interview, 12 students were chosen based on the English teacher's recommendation. The data were analyzed through these steps; organizing and preparing, coding and reducing, interpreting and representing. The results of this study showed that the teacher applied students' self-assessment in three steps; outlining, doing self-assessment, and revising. Moreover, after doing self-assessment, students' responses were positive toward self-assessment. Therefore, the second finding showed that students were helped to increase their writing self-efficacy (students' confidence and belief of their ability) self-regulation (awareness of study, management time, autonomous) and engagement by doing self-assessment.

Keywords: Self-assessment in English writing skill, EFL learners, students' responses, self-efficacy, self-regulation.

INTRODUCTION

Assessment is a method that helps teachers to know certain information about students' progress in order to achieve more efficient learning (Black & William, 1998; Airasian, 2005; Fulcher & Davidson, 2007; Coil, 2011;

Wong, 2017). The definition is supported by Indonesian Ministry of education in its curriculum which "assessment is a process of gathering and managing information to measure the students' learning outcomes." (Permendikbud, 2016, no. 23). The teachers give students assessment in various ways. For example, during the process of learning,

the teachers ask the students some questions and students' give comments and suggestion, or even argue the teachers' opinion. By those things, the teacher can assess students in order to know their understanding of teaching (Brown, 2004). Furthermore, they will know the students' progress consciously or subconsciously. Thus, it can be noticed that assessment is a crucial tool to enable both teachers and students to meet their needs of learning (Andrade & Heritage, 2016).

Since assessment is predicted to influence students' learning outcomes or their performance (Brown & Walton, 2017; Reinholz, 2016), it becomes an interesting area for researchers over past two decades (Burner, 2016). Most importantly, students who believe that it enables them to improve their performance, tend to get a better result (Van Dinther et al., 2015). Therefore, in Indonesia, assessment has been included in its curriculum. It means that Indonesian government put assessment as a component which is expected to reach the objectives of curriculum 2013 (K13).

Indonesian curriculum puts assessment in an important position (Tantra, 2015). The more frequently the assessment is given to students, the more students understanding in what thing they have learned (Murakami et al, 2012). Consequently, the students are triggered to learn by themselves and it makes them become autonomous learners. Consistent with this, the learning paradigm of K13 states that students are demanded actively to trace knowledge by themselves (Kemendikbud, 2013). For this reason, both assessment and K13 are integrated each other to enable students to be autonomous students. Furthermore, to support the aim of assessment and K13 in Indonesian education, authentic assessment is needed by the teacher in order to increase the students' understanding in each process of learning (O'Malley & Pierce, 1996).

Teachers or educators should apply authentic assessment to assess students' competence in the learning process (Permendikbud, No. 81 a, 2013). It is because authentic assessment gives the students an opportunity to experience in the meaningful learning or real-life situation (Van Dinther et al., 2015). It is also supported by Indonesian curriculum (k13) that authentic assessment provides a tool for helping students in mastering English skills. An authentic assessment allows them to perform their abilities during their process of learning. They will get experience, and gain their success when an authentic assessment is applied in English language classroom (O'Malley & Pierce, 1996). It is because an authentic assessment guides them in figuring out a problem and finding out the solution in English classroom.

In addition, the type of assessment that monitor students' progress in learning process is formative

assessment. The learning process will be meaningful, real-life task, and clearer when an authentic assessment is applied (Puppin, 2007). Therefore, authentic assessment should regularly use in formative assessment to assist students achieve the success of learning. Recently, formative assessment that becomes great insight into teaching EFL is self-assessment (Heidt, 1979; Oscarson, 1984; Falchikov & Boud, 1989; Sullivan & Hall, 1997; Black & William, 1998; Mahlberg, 2015).

Self-assessment is a process of evaluating students' own work, in order to identify what area that they master or not (McMillian & Hearn, 2008). For example; when students perform a task, the teacher will evaluate the area that students have failed. The teacher will give advice, comment, or giving such an encouragement for a better result, while in the process of self-assessment students will involve to evaluate or to judge their perform (Mahlberg, 2015). Consequently, when students recognize their weaknesses, then they will prepare the better way to overcome it.

Furthermore, the effectiveness of using self-assessment in EFL young learners has been proved by Butler & Lee (2010) study, that self-assessment has a positive effect on foreign English learner in South Korea. Then, Mahlberg (2015) found that self-assessment aids college students to gain learning outcomes, such as increase self-regulation of learning. Another study by Wong (2017), found that self-assessment assists students in increasing self-awareness and improved their ability to judge their work. It implies that self-assessment is the greatest tool on students' goals of learning (Andrade, Du, & Wang, 2008).

However, in Indonesia education context, few studies focused on self-assessment in the language-learning activity, especially senior high school students. Whereas, self-assessment assists teacher to know students' progress, and it also assists students to be more self-awareness towards their learning. Teachers tend to focus on students' results rather than students' progress of learning. For instances; they just give students' writing score, without any feedback, or they give feedback and comment but students do not pay attention to those things (Hermilinda, 2016). Consequently, the students do not have knowledge, information or instruction to revise their own writing. In other words, they get little information or feedback from the teacher (Andadre & Buff et al., 2009). Therefore, students are not aware with their learning progress.

Then, writing skill is one of the productive skills that they should be master. It is a skill that facilitates them to express their ideas, to represent their feeling, and to elaborate their knowledge in form of word, in order to build understandable meaning of communication (Williams, 2004). For this reason, teacher should facilitate

their students to know how to evaluate their writing to reach the better writing. The process of writing skill can be observed in formative assessment. That teacher can monitor students' progress of learning. Also, students will be aware of what they have done when they get feedback, and it will be easy to judge their writing ability.

Considering the importance of self-assessment above, many researchers (e.g. Andrade, Du, & Wang, 2008; Butler & Lee, 2010; Mahlberg, 2015) suggest that self-assessment can be used to improve language-learning activity. Then, it is because writing is demanding skill in language learning. It should have higher attention to help EFL learners successful in performing their academic task. For this reason, it is beneficial pedagogically to conduct research deal with these questions:

- 1) How does the teacher apply students' self-assessment in the English writing classroom?
- 2) What are the students' responses on the use of self-assessment in the teaching and learning of English writing?

The objectives of this study are based on the research questions above. The first purpose of this research is to describe the how the teacher applies students' self-assessment in eleventh graders' English writing classroom. Then, the second purpose of this research is to describe the students' responses on the use of self-assessment in the English writing classroom.

Based on the objectives of this study, the findings are expected to be useful for theoretical and practical implication. For the theoretical implication, the results of this study may give a new insight about the process self-assessment could be considered as the strategy for teaching of English writing. For the practical implication, it is expected to be useful for English teacher on using appropriate assessment technique in the teaching and learning of EFL writing. Moreover, it is expected to be useful for English department students who have interest in conducting further research on self-assessment as the aspect of supporting students and teacher reach the target of learning.

This study focuses on self-assessment which is applied in English writing for eleventh graders. Furthermore, this research was conducted on teacher and student at eleventh grade as EFL learner in one of senior high schools in Bojonegoro. Therefore, the limitation of this research is that this research was conducted in one English classroom applying self-assessment technique in writing. Other limitations are the school level and number of teacher and students, meaning that the results may be different when is conducted in different level and size of students. Thus, the results of this study are not generalizable for all teachers and EFL learners in senior high school in Indonesia.

METHODOLOGY

In this study, the researcher applied qualitative approach. It would help the researcher to answer the research questions of this study: to portray the process of applying self-assessment in writing skill to the eleventh graders students and to figure out the students' perceptions toward the use of self-assessment in writing. Therefore, qualitative research is the suitable research for describing the use of self-assessment of English writing and the students' perceptions. It supported by Creswell (2014), that qualitative is used to get the detailed understanding of the problems.

The researcher conducted this research in a senior high school in Bojonegoro. The researcher selected a teacher who has used self-assessment in teaching English. Then, the English teacher gave some information such as; the lesson plan, students' grade, and the students' conditions. After discussing with the teacher, the researcher chose students of XI Science 2 as the participants because of the class was more conducive than others class based on the teacher's judgment.

Therefore, the subject of this study are the teacher and the students in senior high school. The students consisted of 26 eleventh graders. However, the interview just involved 12 students, namely 6 students with high English Achievement (upper students) and another 6 students with low English Achievement (lower students) in that class to make the participants more representative. The selection of these students was based on teacher's recommendation.

The researcher of this study used two instruments for collecting the data. First, the researcher used observation sheet as the instrument in order to answer the research question number one that is to know how the teacher applies students' self-assessment in the English writing classroom. Second, the researcher used interview to find out on what the students' responses (feelings and opinions) of the use of self-assessment in the English writing classroom are.

For the data analysis, The first steps include organizing and preparing the data for analysis. The data of observation sheet and the results of interview were prepared to be read in order to find some essentials information that the researcher wanted to know. For the observation sheet data, the researcher read all the results of observation and arranged the data into different types, such as; what teacher and students did, what method that the teacher used, and how the implementation occurred. For the interview data, the researcher was transcript and selected for the important information. After the researcher understood the data by organizing, the researcher continued the next step.

The second analysis are coding and reducing. In this step, the researcher selected and gathered the data in same category. The last steps are interpreting and representing. The researcher interpreted the results of observation sheets by describing the information recorded in the sheets. Then, for the interview results, the researcher interpreted the data by describing the result of codes by each category. After the researcher got the final results, the results of the finding were represented in the form of paragraphs.

RESULTS AND DISCUSSION

A. Self-Assessment In English Writing Classroom

The results of this study showed the teacher apply students' self-assessment by three steps in three meetings that is presented below:

a. Outlining the text

In the first meeting, the use of self-assessment was not directly given by the teacher. However, in the end of the first meeting, the teacher's step was asking the students to make outline of the text that they learned of that day. Making an outline helped students articulate their idea for their writing. Before making an outline, the activities of the class showed below.

In the pre-teaching the teacher opened with a greeting and asked the students' condition. The students answered the teacher greeted by using English. After that, the teacher explained the objectives of the lesson about writing of explanation text. The teacher gave questions to the students deal with their experience in writing text. It implied that the teacher did brainstorming in order to make the students recall their prior knowledge before writing explanation text.

In the whilst-teaching, the teacher explained the definition of the explanation text and guided the students to see the example of explanation text on students' worksheet. Then, the teacher explained the social function, generic structure, and language features of explanation text. The students were asked to identify the structure of explanation text on their worksheet. Some of the students answered, and the teacher gave feedback orally.

The next activity was the teacher explained how to write the explanation text. The teacher wrote down the steps of how to write explanation text on the whiteboard. The students copied what the teacher wrote automatically. Moreover, the teacher began with the explanations of what thing that should be written the first paragraph, that was about the definition of the topic or introduction, the second paragraph is about how and why it happened or sequence event and the last paragraph is about conclusion of the topic or closing.

At the end of the first meeting or post-teaching, the teacher distributed a piece of paper to the students. The teacher asked the students to write the rough writing for their outlines as the first writing about explanation text. The teacher gave the students opportunity to decide what topic that they wanted to write, in which those topics should be related to a natural phenomenon that happened in this world, such as; rain, earthquake, flood and etc.

At that time, the students started to outline their idea by a simple sentence. While the teacher was walking around for helping them in order to make clear the students' idea. In this stage, the teacher allowed the students to open the dictionary and find an example of explanation text on the internet. The teacher went to the students who needed his help. The students and the teacher worked collaboratively. It was implied that the teacher applied "associating" step in Scientific Approach.

b. Applying the self-assessment

The second meeting was conducted on the 6th of March 2018, at 10.10 until 11.45 am. In this stage, the use of self-assessment appeared on the whilst-teaching. The teacher distributed self-assessment checklist as a tool for evaluating students' work. The teacher explained how to use self-assessment checklist and its purpose. Students' actively involved in that activities. The teacher did some activities before introducing self-assessment checklist to the students as described below.

In the pre-teaching the teacher did the same activities as the previous meeting. The teacher completed the attendance list, and asked who was absent. Subsequently, the teacher checked the students' preparation to get ready acquire the lesson in this meeting. The teacher asked the students about the last meeting that they have learned. Most of the students still remembered about the last topic that was about explanation text, especially the girls' students. After that, the students submitted their homework for the last meeting.

Whilst-teaching, the teacher introduced self-assessment, namely self-assessment checklist to the students. In addition, the teacher distributed self-assessment checklist and one example of explanation text. Before explaining how to use self-assessment, the teacher asked students to read the example of explanation text and read the instruction of the text that is about "Bees making a honey". The teacher informed that this text was not correct. However, the students needed to read first.

Subsequently, the teacher said that to know their mistakes and which part that they often did. The students needed to have guideline in order to help them in evaluating their writing. He tried to explain the self-

assessment checklist that has been distributed to the students. The teacher explained what self-assessment is and how the students use it for their writing. After that, the teacher asked the students to evaluate the example of explanation text with using self-assessment checklist.

It was started by the first point that should be assessed by the students, that was about the introduction, sequence events, and conclusion. The students needed to check whether the text has a complete paragraph or not and the correctness of the grammatical aspect, the punctuation, the conjunction, and other linguistic aspects. Then, the teacher gave 25 minutes for the students evaluating the example text about "Bee making a honey".

In post-teaching. The teacher and the students discussed the example of explanation text. They discussed each of the points that provided in checklist self-assessment. Some of the students asked the teacher about the points of self-assessment checklist. The teacher asked the students to mention what area that not appropriate, the students answered back the teacher's questions. The teacher gave comments, and feedback for the correct one. Furthermore, the students revised incorrect words that appeared in the text. In addition, the teacher asked the students to write some notes to help them remember the mistakes.

After the discussion was done, the teacher made sure that the students were able to assess themselves by asking several questions about the points of self-assessment guideline, such as; grammatical aspects (tenses, passive voice, etc.), conjunction, and vocabulary. Some of the students asked and the teacher explained it. It implied that the teacher asserted their students firmly understand how to assess themselves, in order to assist the students in knowing their weaknesses and strengths in writing.

c. Revising the first draft with self-assessment

The third meeting was conducted on the 13rd of March 2018, at 10.10 am until 11.45 am. The last step for using self-assessment appeared in the whilst-teaching of the third meeting. Self-assessment checklist was used to help students revise their first draft as the final result of writing. The researcher described the activities in the step of revising with self-assessment checklist in the classroom as portrayed below.

In the pre-teaching, the teacher did the same activity as the previous meeting. Those were; checking students' attendant list, asking the students' conditions, and recalling the lesson about the previous study. It was about how to use self-assessment for their writing skill.

After asking the previous material, the teacher checked the students' understanding in how to assess their own work by questions session. Subsequently, the students understood what the teacher transferred. Then, in

whilst-teaching, the teacher reminded the students of their first writing. The students were given a task to do self-assess for their first writing using self-assessment checklist. Afterwards, in the step of revising, the teacher gave the students opportunity to self-assess toward their own writing in the second time to produce better writing.

The students were assessing themselves. The teacher gave 40 minutes for the students to revise their writing. The students used self-assessment checklist to evaluate their first draft. The teacher also helped the students' difficulties during revising their writing by walking around to the classroom. The students were given feedback by the teacher and revised their work for better writing. Some of the students had difficulties how to produce good writing, the teacher gave some feedback and discussed together.

In the post-teaching. The teacher asked the students to submit the result of their final writing. The results of the final writing showed that some students have improvements in their writing, such as grammar, punctuation, and conjunction. The students did self-assessment successfully by the teacher guiding. Then, it showed that the students acquired new knowledge or information about how to do self-assess accurately. However, some of the students, especially among lower students did not have significant improvement in their writing, it was because the teacher did not to pay attention all of the students, it was because of time was limited.

Subsequently, the teacher was reviewing the lesson briefly, and checking the students' understanding about the self-assessment and how to evaluate writing assignment. Then, the teacher informed that they would learn a new material next week. The teacher gave motivation words to the students in order to encourage the student. The teacher closed the class by greeting and the students answered back in English.

Based on the results of the implementation above, the process of self-assessment in teaching English of writing was conducted in three steps. In the first meeting, the students were asked to make an outline as the draft of explanation text, the second meeting the students did self-assessment toward the example of the text, the third meeting the students revised the first draft as the result of their writing by using self-assessment checklist. However, there were some students, especially among lower students, still had confusion to evaluate their work. It can be inferred that the teacher need more attention for lower students in order to know students' progress.

B. Students' Responses on the use of Self-Assessment

The interview questions focused on students' responses of self-assessment in relation to writing self-efficacy and self-regulation in English writing. Here were the results of the interview analysis.

a. Students' responses of self-assessment in relation to self-efficacy in writing

After the students applied the use of self-assessment, these questions were asked to find out the students self-efficacy in writing by their responses. Most of the students thought that self-assess related to their self-efficacy of writing.

In upper students, all the students felt encouraged when the teacher asked them to write English. They believed that self-assessment enhances their confidence to write in English words, it was because they had used self-assessment before they submitted the final result. As they explained that:

"For me, the role is increasing self-confidence to write English. It helps me to be confident and it also helps me to evaluate my writing."(Rara)

"Yes, I believe, after I did self-assess, I feel more confident to write, because I have known the correct one of my writing."(Sasa)

"Self-assessment enhances my self-confidence to write because when I do self-assess I can improve my better feeling to write." (Tya)

Then, in lower students, 4 students believed that self-assessment increased students' self-confidence to write English words and to produce a good writing, but 2 students hesitated. However, all of the students believed that self-assessment assists students to get information about the points or area that they should give more attention in writing, so that they felt more confident to write after did self-assess as it can be seen as follows:

"After I did self-assess, I encouraged to be not afraid to write, and I become more confident in the next task because I knew my mistakes." (Lutfi)

"I believe, after I did self-assess I felt more confident to write English." (Dara)

"I often did mistakes on grammar. Through self-assessment I can trace and know my mistakes, so in the next performance I believe I can overcome it."(Lela)

"I believe that the key success is trust with ourselves, so that I believe after I did self-assess my writing is easy to be read because I had evaluated it." (Tata)

From the results above, upper students were more enthusiastic or confident than lower students to write English. However, most of students believed that self-assessment promotes their self-confidence, and belief on their ability. It implies that both upper and lower students agreed that self-assessment assists them to increase their self-efficacy on writing. Therefore, self-assessment has a pivotal role in supporting students' writing self-efficacy.

b. Students' responses of self-assessment in relation to self-regulation in learning writing

These questions were given to the students in order to know whether their self-regulation on learning writing enhanced or not after they applied self-assessment. All of the students agreed that after they applied self-assessment, they knew the weaknesses (their grammatical sentences, punctuation, conjunction, and vocabulary). They supported that self-assessment is able to promote their study time and to be a helpful strategy for their better performance.

In upper students, 5 students said that self-assessment assists them to manage their study time. They said that self-assessment gives them an opportunity to study in spare time to learn their weaknesses.

"Then, after knowing my mistakes, I will learn it, find the solution and do not do the same mistakes. Then, yes, through self-assessment I can decide my study time for my free time." (Ari)

However, one upper student said that self-assessment has no contribution to how they managed time for study English. They pointed out that the existence of self-assessment do not influence their study time.

"It is not affect my study time, it is because I have many task to do in other subjects, so it's not influence my study English." (Tya)

However, all of them pointed out that self-assessment gives new information about how to produce good writing and how to find their mistake in their work. Most of them said that grammar is the most difficult area to be mastered. Particularly, they asserted that they were difficult on tenses.

"I am afraid of making mistake on my writing, it is because I have not expert on grammar." (Hasan)

“Yes, I have problem with the English Grammar.” (Aza)

Moreover, 5 upper students agreed that self-assessment is very important strategy for them to establish their writing to be better.

After they knew their weaknesses, all of the students tried to trace solution and they would not do the same mistakes. They said they will remember their mistakes and avoid it in the next writing to produce better writing. It implies that by using self-assessment, they used their self-regulated learning strategies. Which enables them to increase their self-regulation on writing.

In addition, the results indicated that self-assessment enables the students to be an independent learner. It integrates with their effort to get solution through internet, it is because they assumed that internet is the easy way to search the things that they have not understood. However, one student told that she frequently asked her friends first before she resorted to the internet. It is proved that self-assessment triggers them to be more autonomous learners.

“I will find the solution by myself and I would not do the mistakes in order to become better learner.” (Aza)

“It is important for me because I can consult with my teacher during my learning process.” (Tya)

“When I get difficulties in English, I always look for the assistance or browse from the internet.” (Sasa)

“Yes, self-assessment encourage myself and help me to trace my mistakes on my English writing.” (Rara)

In the lower students, 4 students said that self-assessment assists them to manage their time for study, and 2 students said that the existence of self-assessment do not influence their time for study. However, all of the students said that self-assessment is very important in writing skill because it could be a strategy to enhance their writing.

“Self-assessment is strategy for my better writing because through self-assessment, my writing more readable and it also save my time to focus on improving my mistakes.” (Nur)

They also asserted that they would find a solution and did not do the same mistake. Also, self-assessment also triggers them to trace an assistance when they had difficulties, whether from the teacher, friends, or internet.

“It encourages me to look for help, so if I get difficulty in facing my English, I often find a solution on Google, ask friend or teacher.”(Lutfi)

“Self-assessment is important for me, it triggers me to find a assistance when I have problem.” (Novi)

The results of upper and lower students above highlight the use of self-assessment in the writing improves the students' awareness of learning, such as; promotes their study time, being strategy for better performance, and being independent learners. It can be inferred that self-assessment is able to build the students' self-regulation of learning English.

Overall, the students had positive opinion toward the use of self-assessment in writing. The students considered self-assessment helpful in learning English writing. Importantly, the results showed that self-assessment enhances the students to becoming more confident and independent in learning process of writing. In other words, self-assessment gives a contribution to the students' self-efficacy and self-regulation on their writing.

Discussion

The first finding of this study showed that the teacher managed the process of self-assessment in teaching-learning classroom successfully. The class activities were conducted based on Indonesian Education Curriculum or curriculum 2013. Then, the teacher applied students' self-assessment in three steps, includes: writing the rough essay of a draft (outlining), applying self-assessment tool, and revising the draft. Those steps are supported by the previous study by Andrade & Valtcheva (2009), that self-assessment has three steps in writing, articulating the objectives (outlining), applying self-assessment, and revising.

In the first meeting, the students were asked to write the draft of explanation text, it showed that the teacher asked to make outline for their first draft of writing. Making an outline would make students focus on their main topic of writing. It results supported by Andrade & Valtcheva (2009) study that the first step of doing self-assessment is articulate expectation. When it deals with writing, it refers to make an outline, outlining step will help students articulate their idea of their writing.

The second meeting the students did self-assessment toward their first draft. Using the self-assessment guideline, the students identified the points and linguistic aspects that they should be aware in explanation text, those are the points include; introduction, sequence events, and conclusion, and the linguistic aspects include; the grammar, the punctuation, the conjunction. The

students should check those things appropriately. Its purpose was to assist the students to know their mistakes or weaknesses in writing, and they could revise them correctly. It is supported by previous study by Wong (2017) that self-assessment with the specific criteria and standard will enable students in recognizing their mistakes.

This is in line with the results of Kissling & O'Donnell (2015) study, it asserted that the use of self-assessment guideline would assist students to gauge their progress and set their goals. In other words, giving students a guideline or specific criteria they need to assess, students would easy to know their weaknesses and strength (Reinholz, 2015). Additionally, if students have an opportunity to judge their own work, they will produce better performance (Sahragard & Mallahi, 2014).

In addition, this self-assessment step is supported by Wong (2017), he pointed out that students need to be taught how to use self-assessment. Self-assessment helped the students detect and notice what area that they often got mistakes (Saint Leger, 2009). It is because self-assessment brings useful knowledge that establishes students' understanding in evaluating the result of writing (Andrade & Valtcheva, 2009; Wong, 2017). This is in line with the finding of Andrade, Du, & Wang (2008), which indicated that self-assessment gives useful sources to assist students to increase their performance. Moreover, self-assessment triggers them to familiar with the area that should they assess in writing skill.

The third meeting the students revised the draft as the result of their writing. The revised draft was different from the first one, the students revised their mistakes and did better-writing performance. However, some the students were still confused to revise their work, especially among lower students. It can be connected with Wong (2017) study, when the students still have a problem with writing, Wong (2017) recommended that students need to use self-assessment on regular basis in order to assist students to attain the benefits of self-assessment. Consequently, it is the duty of the teacher to make students more familiar with self-assessment.

As the results above showed, students' responses indicated that self-assessment has important role on students' self-efficacy and self-regulation on English writing.

In students' responses of self-assessment in relation to self-efficacy showed that the students became more confident and trusted themselves to be able to write English. They believed that they would get better writing and they were not afraid to do mistakes by using self-assessment. Additionally, the students believed that self-assessment boosts them to learn the things that they had not expert in writing.

Those results were consistent with the result of Dinther, Dochy, & Segers' (2015) study. Their study showed that self-assessment has greater link with students' self-efficacy. Furthermore, it is supported by Butler and Lee's (2010) research, self-assessment has positive impact on students' confidence. It means that self-assessment increases students' self-efficacy in their learning.

The other key findings showed that students' self-regulation improved. For instance; the students were willing to learn by knowing the solution. Whether they asked their friends, teacher, or on internet, they strongly wanted to get a solution. Moreover, they pointed out that self-assessment enables them to manage their time and avoid their mistakes. Those results relate to the students' self-regulation in learning writing.

Furthermore, those results agreed with the finding of Lin Siegler (2015) study that self-assessment is critical component of students' writing self-regulation. Siegler et.al (2015) pointed out that self-assessment facilitates students how being autonomous learners. It can be inferred that students' self-regulation in writing could improve when self-assessment is used. Then, it is consistent with the previous studies (Panadero et al., 2014; Dinther, Dochy, & Segers, 2015; Lin Siegler, 2015) dealing with the advantages of self-assessment.

This present study showed that when students increase their self-regulation, their awareness and engagement in learning process increased automatically. It is because teacher facilitated them with self-assessment. Those finding are in line with the previous research (Sahragard & Mallahi, 2014; McMillan & Hearn, 2008) that self-assessment trains students to trace the assistance, know and be aware of the error that usually they did in a learning activity. It is also supported by Butler & Lee (2010) study, it result showed students seem to be motivated to use self-assessment in their classroom. Because of self-assessment, students tended to be engaged in learning process (Dinther, Dochy, & Segers, 2015).

Those findings above reconfirm with the previous studies (Butler & Lee, 2010; Mahlberg, 2015; Wong, 2017) in that self-assessment assists the students to enhance their self-efficacy, self-regulation in English teaching. For this reason, it is important to be noted that the teacher should facilitate the students to self-assess accurately and regularly. Thus, the students would be able to use self-assessment independently toward their writing.

CONCLUSION AND SUGGESTION

Conclusion

Regarding Based on the results and discussion above, this study gathered two findings. The first finding showed that teacher applied students' self-assessment in three steps. In the first step is the students made an outline, the second step is students use self-assessment checklist, and in the last meeting, the students revised their first writing. Moreover, there were several students in lower stages (low English achievement) who did not have due attention from the teacher so that they got little feedback from the teacher. Therefore, they did not have significant improvement in their writing.

Furthermore, the second finding derived from the results of interview with the students. It indicated that self-assessment has role in enhancing the students' self-efficacy and self-regulation on English writing when the teacher gave an accurate information on how to use self-assessment. Moreover, the students revealed that self-assessment really helped them in knowing their weaknesses (linguistic aspects) toward their own writing.

Suggestion

Regarding the key finding, the researcher would like to give some recommendations for teacher and future researchers.

The first suggestion is that teachers can use self-assessment as a tool or strategy to foster students' self-efficacy and self-regulation on writing, which can help students perform a good writing accordingly. When students know their mistakes on writing (linguistic aspects; grammar, punctuation, vocabulary, etc), they tend to overcome it in the next performance. Then, they will be motivated and independent to solve their problem.

The second suggestion is that teachers need to improve themselves in using self-assessment accurately in order to make students capable of doing self-assessment. It is because when teachers give enough information about how to evaluate students' writing, students will easy to accept what teacher delivered. Also, students will be familiar and capable of doing self-assessment when teachers introduce it clearly.

Moreover, for the future researchers, could investigate self-assessment in different skills of language, or different level of students. The future researchers need to explore and evaluate what kinds of self-assessment that has a big contribution to writing skill at different level of EFL learners.

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