

The Use of Self-Assessment in Teaching Writing Report Text to the Eleventh Grader of SMAN 1 Taman Sidoarjo

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Abstrak

Masalah siswa dalam penulisan adalah siswa masih bingung dalam memutuskan apa yang harus ditulis dan bagaimana menulis karena siswa tidak tahu kriteria penulisan dan komponen penulisan. Teknik yang tepat adalah menggunakan *Self Assessment* atau penilaian diri karena self assessment sesuai untuk memecahkan masalah ini. Dengan self assessment, siswa membangun kesadaran pada tulisan mereka dan meningkatkan kemampuan keterampilan menulis mereka, kemampuan metacognitif mereka, tanggung jawab pekerjaan siswa, berpikir kritis pemecahan masalah. Penelitian ini dilakukan untuk mendeskripsikan penggunaan self assessment, tugas menulis siswa selama penggunaan self assessment dan respon siswa melalui self assessment. Peneliti juga menggunakan metode kualitatif sebagai desain penelitian. Hasilnya menunjukkan bahwa penggunaan self assessment diimplementasikan sejalan dengan mengikuti siklus dirumuskan oleh H.McMillan dan Hearn (2008). Guru dapat membantudan mengelola siswa menggunakan self assessment dengan baik. Maka proses pembelajaran dapat dilakukan sesuai dengan yang diharapkan. Para siswa dapat menghasilkan tugas yang baik. Disamping itu, penggunaan penilaian diri membantu siswa mengetahui kelemahan merek dan kesalahan mereka. Namun guru juga memberikan umpan balik kepada siswa sambil mengikuti target kriteria dan hasil tulisan siswa.

Kata Kunci: *Self assessment, teks laporan, pembelajaran menulis*

Abstract

Students' problems of writing are students still confused in deciding what to write and how to write because students do not know the criteria of writing and the components of writing. The appropriate technique is using self assessment because self assessment is suitable to solve this problem. While self assess, students build student's awareness on their writing, students also train their self to self assess on their writing and improve their writing skill ability, metacognitive skill, responsibility of students' work, critical thinking and sense of mathematic problem – solving. This study was conducted to describe the use of self assessment, the students' writing task during the use of self assessment and students' responses through self assessment. The researcher used qualitative method as a research design. The result showed that the use of self assessment implemented in line with following the cycled process by H. McMillan and Hearn (2008). The teacher could help and managed the students using self assessment well then the learning process could do as expected. The students could product the good task and the use of self assessment helps the students know their weakness and their mistakes. The students also could realize their mistakes and correct their mistakes by them self. And then, the students not repeat their mistakes. However the teacher also gave the feedback to students while following the criteria targets and students' writing product.

Keywords: *Self assessment, report text, teaching writing*

INTRODUCTION

This research aims to present about writing, According to Nunan (2003), writing is one of the mental works to make ideas, think about how to express them and how to organize them into statements or paragraphs that became clearer for the reader. Besides, through writing, many people can express their ideas, emotion, and stories.

In the other hand, students' weaknesses through students' writing are students still confused in

deciding what to write and how to write because students do not know the criteria of writing and the components of writing. The other problems are many students do not realize their mistake in writing and students also careless on their writing. Even though, corrected by teacher the students still do the same mistake on their draft writing. This problem happened because students do not remember their mistake. Students' careless will impact to students' work result which is students lack of self assess on their writing after finishing their drafting.

In this case, self assessment is suitable to solve this problem. While self assess, students build student's awareness on their writing, students also train their self to self assess on their writing and improve their writing skill ability, metacognitive skill, responsibility of students' work, critical thinking and sense of mathematic problem – solving.

Hoped from the use of self assessment the students getting better in assessing their task, the students able to assess specific skills and they able to develop their skill, students find there is a way to write become very helpful and can revise the essays at phrase level, surface level, content level and lexical level.

Took from Wakapari's article (2012) Andrade and Du (2007) provide a helpful definition of self-assessment that focuses on the formative learning that can be promoted:

Self-assessment is a process of formative assessment during which students reflect and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (2007).

In this study the researcher wants to help students in writing hope students know their mistake and do not repeat their mistake also can increase their writing skill.

This research is conducted for class eleventh grader on the second semester. Indonesian curriculum has written in standard competency number 3.6 and 4.7, 4.8 and 4.9. The content of these standard competences is to learn kind of factual report text; it can report about people, animal, things, and natural phenomena and society. These standard competences and basic competences also have to be followed for all students and teacher which implemented 2013 curriculum.

Kind of text that decided by the researcher is report text. Writing report text is a written text that the content of the text reports an object and describe as real as possible.

In this research, the researcher tries to conduct a research study that can be implemented in eleventh graders based on those problems that happened in common for students. The researcher also tries to

help the teacher and the students to solve the problem through the use of self assessment. Writing using self assessment wishes students able to give information, to explain or to describe something that should be useful for readers through report text. The researcher also combines the use of self assessment with following the stages of scientific approach that used in curriculum 2013 within following the writing steps that formatted by Harmer (2007).

Based on the background of the study above, questions of this study are formulated below. (1) How is the use of self assessment in teaching writing of report text to the eleventh graders?. (2) How is the students' writing task during the use of self assessment in teaching writing of report text to the eleventh graders?. (3) How are the students' responses through self assessment in teaching writing of report text to the eleventh graders?.

According to the questions mentioned above, the objectives of this study are as follows.(1) Describes the use of self assessment in teaching writing of report text to the eleventh grader. (2) Describes the students' writing task during the use of self assessment in teaching writing of report text to the eleventh graders.(3)Describes the students' responses through self assessment in teaching writing of report text to the eleventh grader.

METHODOLOGY

The researcher uses a descriptive qualitative method to answer the research questions of this study.the researcher decides to use descriptive qualitative in this study in order to know how much this implementation helps students in writing report text. So, students can use self assessment to write report text easily. The observation will be conducted in three meetings through the English class process.

The subjects of this study are the students of Senior High School in the eleventh graders of SMAN 1 TAMAN SIDOARJO and also their English teacher. The researcher chooses the eleventh graders because of based on the curriculum 2013, report text is taught in this grade. The class consists of 15 students those are female. It conducted in "Kelas Bahasa" therefore the students are not too many. The English teacher of this class also becomes the participant. In this case, the researcher becomes

the observer of this study to collect the data that needed to answer her research questions.

The researcher conducts the study on this school because the researcher believes that this school is appropriate for doing the use of self assessment and the teacher has implemented the strategy before.

The data of this research will be observed from the students of eleventh graders of SMAN 1 TAMAN SIDOARJO as a participant and as a source of the study. The other data that can be observed and can be the source of the study take from the observation checklist, interview sheet, students' work and rubric of writing.

The data will be conducted in four instruments. There are in the result of observation checklist, students' interview, students' work and rubric of writing. The result of observation checklist, students' interview and rubric of writing will be used to answer the first research question: to describe how the use self assessment were applied. And, to show students' responses, the researcher employed the result of observation checklist and interview sheet.

The first data will be collected by using observation checklist. The researcher observed the teacher's activities using self assessment in the classroom. First, the researcher will use videotaping to record all the activity in the class.

The second data will be collected by using the students' work and rubric of writing. This students' work will be collected and observed. So, the students' work will be used to know and to describe the effectiveness of using self assessment as one of assessment in teaching writing report text in eleventh graders.

The third data will be collected by using the interview sheet. The interview will be done with the students. The interview for students will be aimed to know and to describe the students' responses toward this self assessment can help them in writing report text.

The researcher would like to analyze the data qualitatively in descriptive way using words and sentences.

RESULT AND DISCUSSION

A. Result

The researcher decided to conduct action research using self assessment in teaching writing report text. There were some cycles of self assessment in teaching writing report text. The stages in teaching were followed by using scientific approach: observing, questioning, experimenting, associating, communicating, and creating that combined with writing process based on *Harmer's* theory.

1 The Implementation of Using Self Assessment

There were three meetings conducted the study.

(1) The first meeting

The first meeting was implemented "Observing" stage, the first cycle of self assessment also began, "Self Monitoring". In observing stage there were two sequences. The first sequence is the students paid attention to the model of animal report text. And the second sequence is the teacher asked the students to identify the text and to find the important information that will be learned. In this stage, students began note and made a list of criteria that needed to write report text.

In the "Questioning" stage was only one sequence, students allowed to ask to the teacher about report text.

In the "Experimenting" stage also implemented the second cycle of self assessment, "Self judgment" on students' self. Students began "Planning" their writing and making the standard of students' writing level. The students started to decide the topic and to make an outline of students' writing. Whereas students began to select their self what performance of writing they wanted to product by following the list of criteria.

The teacher explained about self assessment to the students, the cycle of self assessment, the advantages and the procedure of self assessment in writing report text.

(2) The second meeting

In the second meeting continued the process of writing report text used self assessment. In the second meeting the teacher only focused on the "associating" and "communicating" stage. So, in this

stage the teacher implemented the third cycle of self assessment, “Learning targets and instructional correctives, evaluate progress”. Student evaluated their progress while writing based on students’ self assessment sheets.

The next step of writing process was “Drafting” in continuing “Associating” stage. So “Communicating” stage, Students “Reviewing” process and “Editing” the text that analyzed by the students. Teacher became main role in this process. Students exactly needed teachers’ guideline to give some directions and opinions to know the problem solving of students’ writing errors.

(3) The third meeting

In this meeting, teacher only focus on and “Creating” then “Producing the final product”. In the last meeting of this study students submitted their final writing. The students submitted their last draft within self assessment sheets then teacher checked and scored that suitable with students’ self assessments sheets criteria and students’ final project.

The researcher got some opportunity interviewed students’ responds in using self assessment. Here is the activity

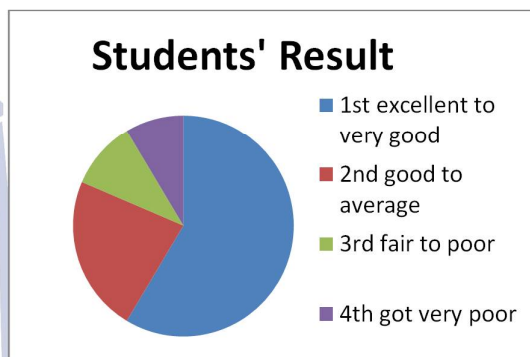
Scientific approach	Writing steps	Self assessment
1.Observing		1.Self Monitoring
2.Questioning		
3.Experimenting	1.Planning	2.Self judgment
4.Associating	2. Drafting 3.Reviewing	3. Learning targets and instructional correctives, evaluate progress.
5.Communicating	4. Editing	
6.Creating	5. Producing the final	

2 The result of students’ writing product toward the use of self assessment

Students’ task were analyzed using modified rubric by Jacobs et al. ESL composition profile was

included scoring from the content, organization, vocabulary, language use and mechanics. And every part of writing scored began from excellent to very good, good to average, fair to poor and very poor.

Based on the use of self assessment in writing report text, there were four students who got *excellent to very good*, seven students got *good to average*, there were three students got *fair to poor* and the last was one student who got *very poor*.



From chart above can be that self assessment categorized as one technique can be implemented in teaching writing report text.

3 The result of students’ responses toward the use of self assessment in teaching writing report text

Researcher interviewed the whole student of language class of eleventh graders. The interview conducted after implementing the use of self assessment in teaching and learning process. The researcher asked some questions to the students about their feeling while the use of self assessment in writing report text. From this interview the researcher could know the students’ feeling, whether the students can follow the procedure of self assessment criteria or not. The interview was done in 15 minutes.

Based on the interview that the researcher did with the students, the researcher concluded that most of students enjoyed the use of self assessment. Which are the students say easy in implementing the use of self assessment. In conducting the interview with the students immediately, many students can express their problem toward the use of self assessment while writing report text. Related with the use of self assessment in writing report text, whether the use of self assessment was interested

for students or not, it can be seen from students' interview.

Most of students said that the use of self assessment was quite interested technique to help students in writing report text and the students gave the reasons about it. The students said that the use of self assessment could predict and prepare what they have to do before writing report text. They also answered that they know the organization in writing report text and how to begin in writing report text from the first until the last step. Besides, the students helped in writing report text by following the steps that written in the self assessment sheet that they had. The students also said that they got directions from "Before writing stage", "During writing stage" and "After writing stage".

In this case, most of students also said that the use of self assessment in writing report text was comfortable for them and they give the reasons about that. The students said that the use of self assessment was nice and easy to follow moreover if the self assessment implemented in writing report text. They also said that the students just follow the steps that written in the self assessment sheet, so they only checklist in "Yes" and "No" columns besides the statements or the steps when they finished their writing. Besides, this check list processed them in assessing their task before submitting the task and they could repair or correct their writing report text. Moreover, it realized them knowing their mistakes from their self assessment sheet. For example, they did not give the punctuation or forget to give the conjunction or etc.

In the other hand, some of the students said that the use of self assessment can be forced the students to do perfectly in their writing and need more time to assess their writing, it made the students quite uncomfortable while writing of report text.

So, based on the students' response that related with the use of self assessment, whether the use self assessment was very helpful in students' writing report text or not. Most of the students said that the use of self assessment helped them much in their writing report text. The students did not feel confused in the procedure of writing report text. Many of students tried to follow the procedure steps that written in the self assessment sheet. Therefore, students felt easier in making and writing report text

perfectly. It can be seen from students' writing, they were good in arranging the content, the organization and replacing the new vocabulary on their writing.

But, there were some students honestly reported that they did not follow the steps written in the self assessment sheet. It caused them felt confused while writing report text. Besides, the students who did not follow the self assessment criteria their writing organization was not in good arrangement. And they who were not check their writing one more time and were just checklist the self assessment sheet usuriously based on the self assessment sheet then they could not rich good score or good level of their writing.

The next response is to know whether the students can follow the criteria of self assessment in detail or not. The researcher found that most of students said that they could follow the criteria or the steps in detail based on the self assessment sheet. It because, they were thought that the use of self assessment helped them more in organizing their writing report text that helped them in making the perfect writing report text. And the other reason is the students also thought that followed the steps in detail was helped them in correcting their writing report text. Moreover, in this case, while assess students writing sing self assessment sheet indicate them to know their strengths and their weakness from the steps or criteria that written in the self assessment sheet.

In the other hand, there were some of students who did not follow the steps or criteria of self assessment said that they felt the use of self assessment was wasting their time in writing report text. In fact, they just checklist the self assessment sheet and they had not follow the steps in detail. So, they said that they impatient in doing writing report text with following the detail of self assessment criteria. Finally, the students got poor level on their writing.

And the last students' responses about the use of self assessment whether they felt comfort in accepting feedback from the teacher and their friends or not. Based on the students' responses, most of students said that they felt comfortable toward accepting the feedback from the teacher and their friends based on their mistake. Then, they tried to correct their mistake and they tried do not repeat

their mistakes. And the students' reason is because the feedback from the teacher then discussed the mistakes with their friends were reminded them much in correcting their writing report text. Moreover, the feedback made them raised their knowledge how to write in a good organization and good content. The students also said that the feedback helped them to know how to write report text correctly. In the other case, some of students said that they did not comfortable accept their friends' opinions because some of them could not give the opinions in good way. Therefore, they felt little bit hurt in accepting the opinion from their friend.

B. Discussion

(1) The Implementation of Using Self Assessment

The use of self assessment in writing report text for senior high school is the better assessment that can help the students in writing report text perfectly. In this case, the use of self assessment helps the students know their weakness and their mistakes. Purposed the students can realize their mistakes and correct their mistakes by them self. And then, the students will not repeat their mistakes. According to the book (Ministry of Education, 2002, p.3) the process in learning or taking some information is the way the students assess their self based on their knowledge, skills, processes, or attitude that they got. The use of self assessment helps the students become a greater awareness and understanding of them self. Therefore, the use of self assessment is making the students care of them self to realize their mistakes.

The research conducted in two meetings, the first meeting was held on Tuesday, April 12th 2016 and the second meeting was held on Thursday, 14th 2016. The stages were implemented which are appropriate with curriculum 2013. The use of self assessment implemented while teaching learning process. It proved that the use of self assessment could help the students in writing report text easily appropriate with statements from (Cooper, 2006) this assessment influences the students' metacognitive skill that help them become more skilled in adjusting them self to know their weakness and know how to solve.

According to (Rolheiser & Ross, 2001) the teacher have to know how the students assess their work in good way. If the teacher can manage the students to assess their self on their writing in good way, it will influences in long term for students' writing to know their self. In fact, the use of self assessment is suitable and appropriate for helping the students in writing report text.

Based on the use self assessment, in the beginning, the teacher introduced to the students about self assessment and the benefits of it. But, the teacher was forgetting to ask the students what is self assessment to stimuli students' attention.

Before the materials were distributed to the students, the teacher informed them that they were going to explain about self assessment and the criteria of good writing that written in the self assessment sheet. The students knew the criteria then they can set the goal of their writing. And then, the students set their goal of writing helped by the teacher as a supervisor and facilitator. But, some of students cannot set the goal for their writing because they not listen to the teacher explanation.

While the students knew how to use self assessment for writing report text and the students also got self assessment sheet to help them preparing for writing report text. So, the students decided their topic and outline. But, there are several students were not making lists of topic sentences and the outline, they were joke.

So, the students began their writing. The students wrote their writing followed the steps or the criteria based on the self assessment sheet that they got. While checking the students' writing, the teacher found some students cited their writing from internet

After the students finishing their writing, the students assess their own writing task. In this case, they checked the content, the organization, vocabulary, the language use and the mechanics. And they discussed with their friends. Besides, they analyzed their writing based on the second self assessment sheet. Whether they stated their purpose clearly or not, they organized their thoughts or not and their work has a beginning, middle and end or not.

The next that the students have to assess are, whether they used some new vocabulary or not, they

wrote complete sentences or not and they used the tenses correctly or not. So, the last steps that the students have to assess are, whether the students spelled work correctly or not, they used capitals to start sentences or not, they used periods and question mark correctly or not, they indented paragraphs or not, they used transition signals correctly or not and the last is they used punctuation marks correctly or not. The students' responsibility on their own work is developed because they have more opportunities to reflect their self (Cyboran, 2006).

According to (Ross, 2006, p.4) in any case, the way students self assess their self is got higher score than the teacher assess the students' work. It meant that the students reminded their mistake strongly and tried to find solve by them self than Teacher assessed the students' writing. This case proved by (Ross, 1989, p. 16) said that the standard of students' experience will brought to the self assessment context that impact to the accuracy of students' product.

If the students were able to find their mistake by them self then the next step is the students' writing discuss with their friends and tried to correct the students' work. Hoped the students did not repeat their mistakes anymore. So, the teacher collected the students' writing and the teacher gave the feedback toward students' writing then turned it back to the students to edit their writing. But, one of student did not self assess their writing based on the self assessment sheet. So, the teacher just reminds him to self assess without checking this one of students' work.

Finally, the last step was editing the students' work. While editing, the students were knew their mistake and knew how to correct their writing. Therefore, the students do not repeat the mistakes that they were did before. In the other case, the teacher still found the same mistake happened on students' writing.

(2) Students writing result

Based on the students' task result that the teacher and the researcher analyzed, most of students produced good writing while using self assessment technique. It meant that the use of self

assessment gave many influences to the students' task result. Most of the students were got excellent and very good score. And some of the students were got fair and poor. Students' tasks result became the evidence of the use self assessment technique that this technique were appropriate for students in writing report text or not. There is a journal wrote by University of Writing Center (2016) attached that the use of self assessment helps the students can develop their revising, writing and critical thinking skill.

Besides, the use of self assessment through students' writing result gave many advantages toward students' task result. According to (Schunk, 1995) the positive of self evaluation gave the strong motivation to the students in order to looking for many resources then try to learn it, rich the higher goals in the future. While the use of self assessment in this writing report text the excellent students obeyed the entire rule in the use of self assessment. It happened because the students have motivated to produce good writing.

After editing the students' writing and they know their mistake. So, the students did not repeat their mistake on their writing report text. Their writing become more organized, understood, the content were compactable. The language use was appropriate with the purpose of the sentences.

The other advantages of the use self assessment in writing report text is the students' knew their weakness and their strength. According to (Cooper, 2006) said that the students' metacognitive skill becomes more skilled in adapting what they have to do to increase the quality of their task.

The excellent and very good writing were addicted by students who really implemented the use of self assessment. The teacher and the researcher analyzed to the students' self assessment sheet. The teacher and the researcher were found that the excellent students' tasks result were checklist "yes" for all the steps or criteria that written in the self assessment sheet.

The very good students' tasks result and their self assessment sheet were analyzed by the teacher and the researcher that the students' were checklist "yes" the steps or the criteria that written in the self assessment sheet, but some of the steps were skipped. They lack of focus to their self assessment

sheet or the criteria. Therefore, their written were lack of excellent.

Based on the Jacob at al rubric writing, the fair score was the average score. The students' tasks results were not very good and not very bad. The students followed the 50 percent the steps or criteria and the rest of the criteria of self assessment skipped by them. They did not implement all the criteria or the steps of self assessment technique.

This self assessment sheet were gave strong evidence for the researcher and the teacher that the students would not got good writing if they just implement half of using self assessment in their writing report text. The students did not the maximal effort to follow the criteria and produced the good writing.

The last score level is poor level that the researcher and the teacher analyzed based on the self assessment sheet of criteria and students' task result. Some of the students who did not implement the self assessment were got poor score level. They did not follow the rule of self assessment criteria. Besides, they immediately produce their writing without knowing the criteria how to write. Therefore, they got poor score of writing. In this level of score, some of the students did not implement the use of self assessment based on the criteria that written in the self assessment sheet. They just checklist "yes" for some number of the steps and the most of the criteria they checklist "no". The researcher concluded that the students who did not implement self assessment were lack of motivation to increase their writing report text. The poor writing result was far from the excellent students' writing result that followed the criteria of self assessment from the first up to the last steps.

(3) Students' responses

Based on the result of interview with the students, the researcher found that most of the students agreed with the use of self assessment in writing report text. The students realized that the use of self assessment in writing report text was helped them much in writing report text. They said that the use self assessment in writing report text motivated them to increase their writing report text because, they knew what should they do to prepare produce

good writing based on the criteria of writing report text. The students also said that they prefer to implement self assessment for every their writing task. Even tough, the process of writing need more time to finish. According to (pintrich and Schunk, 2002: Schunk, 2004) said that it was good for students, if the students could work based on the students' strong belief to finish their work to do well. The use self assessment pushed the students beliefs in their self to do their task as good as possible followed the criteria of self assessment in writing report text.

The students felt that self assessment was very useful for them. It is because the use self assessment had clear target to produce good writing. According to Bruce (2001) determining the appropriate learning target helps students know what should they have to prepare and learn in developing their assessment criteria and the standard of their quality of their work. The students helped by the criteria that written in the self assessment sheet to finish their writing task. Besides, self assessment gave the standard of work that the students have to reach based on their knowledge, language and their responsibilities.

Self assessment helped the students in writing report text. The students described their experiences in writing before they use self assessment. The students said that they felt difficult in writing because they do not know the specific criteria of writing and they also confused in the beginning of writing. The students felt confused in the beginning of writing because they do not understand what they have to do to produce good writing. After the students used self assessment in writing report text, they felt easier in writing report text. Because the students organized by the steps and the criteria of writing in writing report text that written in the self assessment sheet. Therefore, the use of self assessment helped the students felt satisfied of their own writing.

CONCLUSION AND SUGGESTION

A. Conclusion

The use of self assessment in writing is used to help students in writing report text. There were steps

in implementing the use of self assessment. The first is the teacher was authorized the self assessment itself. Then it can be continued to the explaining the benefits and the steps of self assessment to the students before beginning their writing report text. So, the students implied the use of self assessment to develop their writing based on the self assessment sheet that the teacher gave to the students in the beginning of the use self assessment. Next, the students should be followed the steps and the criteria that written in the self assessment sheet to produce good writing. While after writing process, the students can be reminded by their self assessment sheet that they have to checklist and assess their writing in the last process of their writing. It helped the students to correct their mistake. After that, the students ought to discuss and vice versa in giving feedback of their friends' writing. In this case, hoped the students realized their mistakes and should not be repeat it. For the next step is the teacher collected the students' writing and the teacher gave the feedback on students' writing. Finally the last step, the teacher turn back the students' writing and the students have to edit their writing.

Furthermore, students' responses about the use of self assessment as a technique to help students in writing report text give good response. Most of students motivated to use self assessment in writing report text. The students motivated to write is because they knew how the criteria of good writing and they got direction before writing process then they can prepare all the things that needed in writing report text. The use of self assessment sheet that they have to checklist after their writing was helped the students reminded them in assessing their writing one more time then they can correct their writing. Even tough, the use of self assessment need more time to spend. The students still give positive response about the use of self assessment in writing report text because the times spent paid to produce good result.

B. Suggestion

Finally, the last review is about suggestion for the entire teacher who used self assessment as a technique in writing, hoped that the teacher still pay

attention on the students while the process of writing. The students still need more attention from the teacher even though the students were got the criteria and the steps of writing. The teacher attention is the more influence to the students' performance result. The motivation in writing from the teacher is also influence to the students' behavior being attention by the teacher. The next suggestion is to the students to keep their motivation in writing and produce good writing. The use of self assessment is only a technique to help the students in their writing, but the main point that influenced to produce good writing is to the students them self in keeping their motivation in enhancing and assessing their self on their writing ability.

This research hoped can be motivated other researcher in developing the use of self assessment in writing to help the students in writing report text.

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