CHAPTER 11

REVIEW OF RELATED LITERATURE

This chapter consists of theories that underline the research topic and the previous study. Theories underlying the research topic explain what selfassessment is, what the Types of Self-Assessment and Implementation Guideline, Self-Assessment and Learning and achievement in learning. Meanwhile, the previous study contains some studies which are related to the research topic.

A. Self-Assessment

1. The Definition of Self-Assessment

Self-assessment has long been used in the fields of second and foreign languages as part of the decision making procedure for placement purposes by requiring learners to evaluate their own language proficiency.⁹

According to Srimavin & Pornapit in Didi Sukyadi, Self-Assessment refers to autonomous learning which enables learners to set goals and to monitor and evaluate their own learning.¹⁰ Self-assessment

⁹ Strong-Krause, D. (2000). Exploring the effectiveness of self-assessment strategies in ESL placement. In G.Ekbatani & H. Pierson (Eds.), Learner-directed assessment in ESL (pp. 49-61). Hillsdale, NJ: Lawrence Erlbaum.

¹⁰ Didi&Fiftinova.2009.Students' Perception of Self-Assessment Using Systematic Functional Grammar Approach(A case of study in Higher Level Education.pg7

accuracy is a precondition for learner autonomy.¹¹ Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers.

Student self-assessment may seem like an extravagant addition to the assessment system. However, both scholars and classroom experience suggest that it is an important piece of the puzzle. Students who are engaged in self-assessment do not become dependent on teachers to determine how well they are doing or where they need more work.¹² They see learning as within their control and gain a sense of responsibility and ownership. They move from passive learners¹³, unengaged and uninspired, to active learners. As a result, these students become more focused on their work. They learn the qualities of good work, how to judge their work against those qualities, and how to assess their own efforts and feelings of accomplishment. They are more likely to set goals and to accomplish them, and consequently, their learning improves.¹⁴ These students are also more likely to share common goals and expectations with their teacher. It means that teacher and students can work together, because they have a shared understanding of what they

¹¹Blanche, Patrick & Merino, Barbara, J. (1989). Self assessment of foreign language skills: Implications for teachers and researchers. Language Learning, 39,pg 313-314

¹² Rief, L. (1990). *Finding the value in evaluation: Self-evaluation in a middle school classroom. Educational Leadership*, 47(6), pg24

¹³ Johnston, P.H. & Winograd, P.N. (1985). *Passive failure in reading. Journal of Reading Behavior*, 17(4), 279 301.

¹⁴ Andrade, H.G. (2000). Using rubrics to promote thinking and learning. Educational Leadership, 57, 13-18.

want to accomplish. The evidence from classroom teachers suggests that when students and teachers share goals and values, there is less conflict over grades and better communication among teacher, parent, and student. Naturally, this leads to improved learning.

Self-assessment can take several forms. First, students can use samples of their work as a sample for self-assessment. For example, they can reflect on their learning preferences and skill by reviewing their achievement. Second, they can judge the quality of their achievement by analyzing strength and weakness. Third, they can evaluate their progress over time by comparing their achievement in learning English in first semester and second semester Forth, they can even engage in selfassessment as part of a more formal assessment such as a theme test.

Reviewing English learning on classroom is helpful because students can arrange next plan to enhance and their skill in English in order to improve the achievement score in their work. In the process, students are encouraged to think about what went into that work and what strategies seemed most useful or problematic. Knowing strength and weakness also makes it easier to think about work that was completed in the past.

Engaging students in self-assessment is also useful to make selfassessment as a natural part of classroom conversation. All too often, selfassessment takes the form of written reflections rather than discussion. Although written reflections are useful and can encourage a bit more reflection time, discussions help students become part of a reflective community whose members are willing and able to talk about their strengths and needs. This is an important way for most of learner.

Taking an example from learning in class, such as after listen a story, students can discuss what parts they found personally engaging and what sections were particularly difficult or confusing for them. They can also help one another develop strategies for clarifying anything that confused them. Other times, it is helpful to think about work while in the midst of doing it. For example, while in the process of creating a piece of speaking, students can step back from speaking and discuss how the process is going and what they are learning about themselves as speakers. While the students are listening, teachers can stop them briefly to discuss how they understand or suggest them make a notes to mark spots of confusion.

In addition, Andrade said, a final strategy for engaging students in self-evaluation is to involve them in developing and using rubrics or criteria for their work. For example, process writing instruction can be more effective if students have models and if the criteria for good work are presented using student language. Such models give students an idea of how to go about their work and what a high quality product will look like when they are finished. Too often, these criteria become clear only at the end of a project, as students see others' work or receive a grade. When teachers work collaboratively with students to develop criteria, students are more likely to understand the value of self-evaluation and transfer this understanding to other learning situations.

The caution is that self-assessment can sometimes overemphasize superficial aspects of students' work, efforts, or unexamined feelings. In fact, studies suggest that without support to go beyond the superficial, students tend not to develop a more reflective and analytic stance toward their learning.¹⁵ An addition, Valencia said a related caution is that self-assessment can easily become routine and uninspired if it is overused or used in the same way regardless of the kind of work. Students can grow as weary of self-assessment as any mundane activity. The preventive for such problems is to provide instruction in self-assessment (modeling, guidance, practice), time (self-assessment cannot be rushed), and many opportunities for students to discuss insights about their own learning. Like any skill or strategy, self-assessment needs support to develop.

7John A Ross claimed in his journal if many teachers use selfassessment because these reasons, such as ¹⁶:

> Most frequently heard is the claim that involving students in the assessment of their work, especially giving them opportunities to contribute to the criteria on which that

¹⁵ Valencia, S. W. & Place, N. (1994). *Literacy portfolios for teaching, learning, and accountability: The Bellevue literacy assessment project*. In S. W. Valencia, E. H. Hiebert, & P. P. Afflerbach (Eds.), *Authentic reading assessment*; Practices and possibilities, . Newark, DE: International Reading Association.pg 120

¹⁶ Ross, A.John. *Practical Assessment, Research and Evaluation*. Volume 11 Number 10, November 2006, pg 7

work will be judged, increases student engagement in assessment tasks.

- Closely related is the argument that self-assessment contributes to variety in assessment methods, a key factor in maintaining student interest and attention.
- Other teachers argue that self-assessment has distinctive features that warrant its use. For example, self-assessment provides information that is not easily determined, such as how much effort students expended in preparing for the task.
- Some teachers argue that self-assessment is a more costeffective than other techniques.
- Still others argue that students learn more when they know that they will share responsibility for the assessment of what they have learned.

A fundamental reason for self-assessment is then to help the learner become aware of achievement reached at any given time and over a longer term, and in this way enhance learning.¹⁷ Reif on Valensia Understanding Assessment told if students who are engaged in selfassessment do not become dependent on teachers to determine how well

¹⁷Oscarson A, 2009. Self-Assessment of Writing in Learning English as a Foreign Language. Acta Universitatis Gothoburgensis.pg38

they are doing or where they need more work. They see learning as within their control and gain a sense of responsibility and ownership. They move from passive learners to active learners. As a result, these students become more focused on their work. They learn the qualities of good work, how to judge their work against those qualities, and how to assess their own efforts and feelings of accomplishment.¹⁸

A number of researchers such Bachman, Haughton & Dickinson, Oscarson have attempted to define the term by identifying two types of self-assessment according to their purpose, such as ;performance-oriented self-assessment, and development-oriented self-assessment. A major distinction between performance-oriented self-assessment and development-oriented self-assessment is that the former typically samples the test takers' performance at one particular point in time, whereas the latter assesses the participants for an extended period in order to detect changes and patterns of development over time. The following will discuss the two types of self-assessment and their implementation guidelines.

2. Types of Self-Assessment and Implementation Guideline

Yoko Saito in the research of self-assessment writes two kinds

of self-assessment as follows:

¹⁸ Valencia, S. W. & Place, N. (1994). *Literacy portfolios for teaching, learning, and accountability: The Bellevue literacy assessment project*.Newark, DE: International Reading Association.pg.6

1. Performance-oriented Self-assessment

Performance-oriented assessment measures the outcomes related to selection, certification, placement, achievement, diagnosis, etc. For instance, if selfassessment is used as a placement exam in a university ESL program, it will be administered to the students only once prior to program entrance. In this case, students are asked to evaluate their language ability on whatever is being assessed. Many researchers have investigated whether self-assessment instruments accurately sample the learners' language ability at one particular point in time. Although there remains serious concerns about learners' objectivity and capacity to view their achievements, the use of self-assessment for the purpose of the performanceoriented self-assessment has various advantages. First, it eliminates concerns with cheating and security issues.¹⁹ Second, it is cost and time efficient.²⁰ These advantages are often attractive enough to induce test administrators to implement self-assessment into their language programs. However, these test administrators need to be aware that

¹⁹ LeBlanc, R., & Painchaud, G. (1985). *Self-assessment as a second language placement instrument. TESOL Quarterly, 19,* 673-687.

²⁰ Strong-Klause, D. (2000). Exploring the effectiveness of self-assessment strategies in ESL

placement. In G. Ekbatani & H. Pierson (Eds.), Learner-directed assessment in ESL (pp.49-73). New Jersey: Lawrence Erlbaum Associates, Inc.

self-reporting is affected by many factors including the wording of the questions, the assessed language skills, the proficiency level of the students, the cultural backgrounds of the students, and so forth (Strong-Klause, 2000). Most importantly, self-assessment is severely influenced when there is a perceived advantage to a higher rating. Many test administrators are hesitant to use it in situations where the consequences of the self-assessment seriously affect the test takers' presentcircumstances. Because the students' self-ratings are greatly affected by subjective errors, the results must be interpreted with caution when used for the purpose placement, certification, diagnosis, of and admission.

2. Development-oriented Self-assessment

Development-oriented assessment measures the process of learning (usually in a classroom environment) in which self-managed activities are incorporated. It is used as an observation of "the participants for an extended period in order to detect changes and patterns of development over time" (Dornyei, 2001).²¹ Bachman said that, this type of assessment began to receive attention as the result of an increasing interest in the learner-centered approach. In a

²¹ Dornyei, Z. (2001). *Teaching and researching motivation*. London: Pearson Education Ltd.194

learner-centered curriculum, learners are encouraged to not only be test takers, but also to be active participants in the assessment process.²² By incorporating self-assessment into classroom learning, students well as as teachers acknowledge assessment as a mutual responsibility, and not as the sole responsibility of the teacher. Furthermore Dickinson tells, a number of empirical studies indicate the presence of increased productivity and autonomy, higher motivation, less frustration, and higher retention rates development-oriented among learners when selfassessment is utilized.²³ Though the findings of these studies make the implementation of self-assessment sound plausible, issues regarding the validity and reliability of the assessment need to be addressed. For example, when selfassessment is implemented in a portfolio project, the students engage in multiple assessments, a cycle of selfassessment and feedback, throughout the semester. Because the final product is influenced by feedback from a teacher, a peer, or even a parent, the completed portfolio might not be an accurate measure of the students' language ability. In other words, if the purpose is to measure the students'

²² Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press

²³ Dickinson, L. (1987). *Self-instruction in language learning*. London: Cambridge University Press.

language ability, the validity of the portfolio is severely affected by a confounding variable such as feedback. Furthermore, the complexity involved in grading a portfolio exacerbates the reliability of the assessment. Although the issues of reliability and validity remain the primary concern for development-oriented self-assessment, many studies have focused on how the implementation of self-assessment in classroom enhances the students' language learning. This approach not only promotes autonomy in student learning, it also helps the teachers measure the students' progress in the course. Developmentoriented self-assessment may best serve as a complementary instrument to traditional assessment presently; however, it may become a more viable part of the assessment process when more research has been conducted to investigate its validity and reliability.

3. Self-Assessment and Learning

Pupils need to look for information about how well they are doing and search for what steps to take next in order to improve. Clarity of action depends on feedback from the teacher and also on what they discover themselves about their own learning. The encouragement of life-long learning requires pupils being skilled at applying what they know about their current learning to future events.²⁴

Assessment in learning will how the strength and weakness of the student. Therefore it will able to lead the student for making best step for future in learning. As cited in Brown, Self-assessment is likely to be part of adult learners learning. Adult learners are not in the process of acquisition like those of young learners or of elementary students so that they are believed to be incredibly capable of knowing the framework for self-monitoring their own learning. Besides, adult learners are among others who are very successful when learning without guidance or "beyond the classroom and the presence of a teacher or a tutor, autonomously mastering the art of self assessment.

There are basically three ways in which descriptors can be presented for use as assessment criteria as cited in Common European Framework of References for Language, such:

- Firstly, descriptors can be presented as a *scale* often combining descriptors for different categories into one holistic paragraph per level. This is a very common approach.
- Secondly, they can be presented as a *checklist*, usually with one checklist per relevant level, often with descriptors grouped under

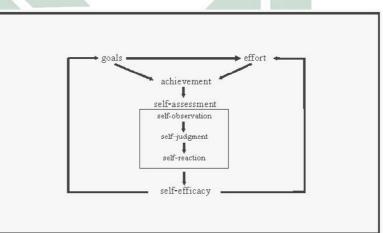
²⁴ IAIA, Self-Assessment. North East of England

headings, i.e. under categories. Checklists are less usual for live assessment.

- Thirdly, they can be presented as a *grid* of selected categories, in effect as a set of parallel scales for separate categories. This approach makes it possible to give a diagnostic profile. However, there are limits to the number of categories that assessors can cope with. There are two distinctly different ways in which one can provide a grid of sub-scales:
 - ✓ Proficiency Scale: by providing a profile grid defining the relevant levels for certain categories, for example from Levels A2 to B2. Assessment is then made directly onto those levels, possibly using further refinements like a second digit or pluses to give greater differentiation if desired. Thus even though the performance test was aimed at Level B1, and even if none of the learners had reached Level B2, it would still be possible for stronger learners to be credited with B1+, B1++ or B1.8.
 - ✓ *Examination Rating Scale*: by selecting or defining a descriptor for each relevant category which describes the desired pass standard or norm for a particular module or examination for that category. That descriptor is then named 'Pass' or '3' and the scale is norm-referenced around that standard (a very weak performance = '1', an excellent

performance = '5'). The formulation of '1' & '5' might be other descriptors drawn or adapted from the adjacent levels on the scale from the appropriate section of Chapter 5, or the descriptor may be formulated in relation to the wording of the descriptor defined as '3'.

Very effective assessment for learning was usually supported by detailed and constructive marking of written work. In the best examples, pupils were made aware of what they had achieved, what they needed to do to improve and how to go about this. They were also expected to consider the teacher's comments and their own assessment, and to act on the advice to improve their work. The middle school referred to earlier ensured that there was regular written comment for pupils but also time for them to reflect and respond.²⁵



How Self-Assessment Contributes to Learning

Table 2.1 Ross concept of self-assessment in learning

²⁵ NCCA National Council for Curriculum and Assessment.2007. Assessment In The Primary School Curriculum. Merrion Square:Dublin 2.pg5

Schunk said in John A. Ross research if Self-assessment embodies three processes that self-regulating students use to observe and interpret their behavior. First, students produce self-observations, deliberately focusing on specific aspects of their performance related to their subjective standards of success. Second, students make selfjudgments in which they determine how well their general and specific goals were met. Third are self-reactions, interpretations of the degree of goal achievement that express how satisfied students are with the result of their actions. Training in self-assessment has an impact on students' self-assessments by focusing student attention on particular aspects of their performance (e.g., the dimensions of the coconstructed rubric), by redefining the standards students use to determine whether they were successful (e.g., the levels of the rubric), and by structuring teacher feedback to reinforce positive reactions to the accurate recognition of successful performance. These influences of self-assessment training increase the likelihood that students will interpret their performance as a mastery experience, the most powerful source of self-efficacy information.

Self-assessment contributes to self-efficacy beliefs, student perceptions of their ability to perform the actions required by similar tasks likely to be encountered in the future. Students who perceive themselves to have been successful on the current task (i.e., who recognize it as a mastery experience) are more likely to believe that they will be successful in the future.²⁶ Self-assessment training also contributes to self-efficacy through vicarious experience (i.e., classroom discussions of exemplars provide examples of successful experience by students' peers). In addition, the willingness of teachers to share control of assessment constitutes an "inviting message"; i.e., information that the teacher perceives students to be able and responsible, an important source of positive efficacy information.²⁷

Students with greater confidence in their ability to accomplish the target task are more likely to visualize success than failure. They set higher standards of performance for themselves. Student expectations about future performance also influence effort. Positive self-assessments foster an upward cycle of learning, as demonstrated by the studies that found positive outcomes for self-assessment. But the processes in Figure 1 can generate negative outcomes, as found in J.Ross. A stream of negative self-assessments can lead students to select personal goals that are unrealistic, adopt learning strategies which are ineffective, exert low effort and make excuses for performance.²⁸

 ²⁶ Bandura, A. 1997. Self-efficacy: The exercise of control. New York: W. H. Freeman. 117-148
²⁷ Usher, E. L., & Pajares, F. (2005, April). Inviting confidence in school: Sources and effects of academic and self-regulatory efficacy beliefs. Paper presented at the meeting of the American Educational Research Association, Montreal.pg15

²⁸ Stipek, D., Recchia, S., & McClintic, S. (1992). Self-evaluation in young children. *Monographs of the Society for Research in Child Development*, 57, 1-84

Teachers who are concerned about the inaccuracy of selfassessment may be partially reassured by the research evidence about the psychometric properties of self-assessment. The concern is likely to remain. Improvement in the utility of self-assessment is most likely to come from attention to four dimensions in training students how to assess their work.

As cited in Journal Practical Assessment, Research and Evaluation, there are some reasons to make self-assessment more useful in learning.²⁹ Such as:

1. First, the process for defining the criteria that students use to assess their work will improve the reliability and validity of assessment if the rubric uses language intelligible to students, addresses competencies that are familiar to students, and includes performance features they perceive to be important. Rolheiser (1986) suggested several strategies for engaging students in the construction of simple rubrics. A key message in Rolheiser's manual is that teachers should not surrender control of assessment criteria but enact a process in which students develop a deeper understanding of key expectations mandated by governing curriculum guidelines. Offering to expand the rubric to include additional "kid-criteria" contributes to student commitment. In

²⁹ Ross, A.John. *Practical Assessment, Research and Evaluation*. Volume 11 Number 10, November 2006, pg 8-9

addition to focusing student attention on specific aspects of a domain, the construction of a rubric also provides students with a language for talking about their learning. In some instances, a process of progressive revelation of the rubric may be appropriate, if students lack sufficient experience in the domain to be able to identify dimensions of mastery.

- 2. Second, teaching students how to apply the criteria also contributes to the credibility of the assessment and student understanding of the rubric. Among the more powerful strategies are teacher explanations of each criterion, teacher modeling of criteria application, and student practice in applying the rubric to examples of student work (including their own). Within-lesson comments that link instructional episodes and student tasks to assessment criteria reinforce student understanding of the criteria.
- 3. Third, giving students feedback on their self-assessments is a process of triangulating student self-assessments with teacher appraisals and peer assessments of the same work using the same criteria. Conferencing with individuals and groups to resolve discrepancies can heighten attention to evidence, the antidote to lying and self-delusion. A key issue is to help students move from holistic to analytic scoring of their work. For example, student self-assessments are frequently driven by their perception of the

effort expended on the assignment, an important criterion but it should not swamp attention to other dimensions of performance.

4. Fourth, students need help in using self-assessment data to improve performance. Student sophistication in processing data improves with age. For example, J. Ross et al. (2002-c) found that when discussing assessments with parents and peers, grade 6 students were more likely to focus on evidence of achievement and how to improve performance, whereas grade 2-4 students focused exclusively on the overall grade. In addition, older students were more likely than younger to compare current to past achievement on similar tasks. Teachers can provide simple recording forms for tracking performance over time to compensate for memory loss. Teachers can provide games, conferences, and menus of examples to support goal setting. Goals are more likely to improve student achievement if they are set by students themselves, are specific, attainable with reasonable amounts of effort, focus on near as opposed to distant ends, and link immediate plans to longer term aspirations. Recording goals in a contract increases accountability. Teachers can also address student beliefs that contribute to higher goal setting, such as attributions for success and failure and seeing ability as something that can improve rather than as a fixed entity.

Teachers can further support self-assessment by creating a climate in which students can publicly self-assess. Strategies for creating trust in the classroom are readily available.³⁰ The usefulness of self-assessment is likely to be enhanced by strategies that shift students toward learning goals students approach classroom tasks in order to understand key ideas and away from performance goals students approach classroom tasks in order to demonstrate they are smarter than their peers.

B. Achievement in Learning English

1. The Definition of Achievement

Achievement is the result of an activity that has been done, created both individually and in groups.³¹ Gage said, Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement.³² It is important thing to measure how far our effort and skill can be reach.

Meanwhile, according to Abdul Hasan Mas'ud Dahar in Djamarah book stated that the achievement is what has to be created. It means achievement in learning English is the result of an activity that has been done in the learning English process in certain period of time. Such, the concept of achievement is critical to effective teaching. For the teacher, students' self-

³⁰ Johnson, D. W. J. R., & Holubec, E. (1990). *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction Book Company.

³¹Djamarah, Saiful Bahri. Learning And Achievement.pg 19

³² N.L Gage and David C. Berliner, 1988.*Educational Psychology* 4th edition, Boston: Houghton Mifflin Company pg 335

assessment is important because self-assessment can serve as both an objective in itself and means for furthering achievement of other educational objective.

So that, achievement means a results of learning that indicate by the changing of students' knowledge and skill in learning English after they have followed teaching and learning process in particular period.

The shapes of achievement in learning here are daily test, weekly test, middle test and also final test. This research uses final test score as an indicator of achievement in learning English.

2. Achievement in Learning

As an objective, self assessment becomes one of supporting skill to improve achievement in learning. Teacher make assumption about what supports or improves achievement based on what students do in the classroom, their performance, their behavior, how they respond to the teacher and classroom task. Achievement in learning is usually showed in test score.

Kevin and Len in their theories of achievement cited:

- The self-efficacy theory of achievement emphasized students' judgments of how well or not so well they will perform a task given the skill they have and the circumstances they face. Students become highly motivated to achieve when they believe they can perform a task or an activity successfully.
- 2. The attribution theory of achievement emphasized students' interpretations of their success or failure. Students become

highly motivated to achieve when they attribute success mainly to ability and failures mainly to lack of effort. The attribute theory suggests that the explanations people give for behavior, particularly their own success and failures, have strong influences on future plan and performance.³³

There are many factors that influence students' learning achievement, such as students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. Students lead to assess themselves to know their progress n teaching and learning. While assessing their selves, they will know their strength and weakness to make decision in next learning to improve skills. Students will success in learning if they have achievement, so all parts which can improve achievement is important because it can determine students' success in learning with effort and skill.

C. Correlation

Correlation is a measure the strength and direction of the linear relationship between two variables, describing the direction and degree to which one variable is linearly related to another. As cited in Nian of Pearson's Versus Spearman's and Kendall's Correlation Coefficients for Continuous Data said the Pearson's correlation coefficient is a common measure of association between two continuous variables. It is defined as

³³ Anita E. Woolfolk,1990. Educational Psychology 4th</sup> edition, New Jersey: Prentice Hall, pg323

the ratio of the covariance of the two variables to the product of their respective standard deviations, commonly denoted by the Greek letter.³⁴

The sample correlation coefficient, *r*, can be obtaining by plugging-in the sample covariance and the sample standard deviations into the previous formula:

 $\mathbf{r}_{xy} =$

Where:

 \mathbf{r}_{xy} :the correlation coefficient

 $\sum xy$: the sum of multiplication between variable X score and variable Y score

 $\sqrt{(\Sigma \mathbf{x}^2)}$ ($\Sigma \mathbf{v}^2$)

 $\sum x^2$: the sum of standard deviation of variable X

 $\sum y^2$:the sum of standard deviation of variable Y

The Pearson's correlation coefficient ranges from -1 to +1. A positive monotonic association (two variables tend to increase or decrease simultaneously) results in $\rho > 0$, and negative monotonic association (one variable tends to increase when the other decreases) results in $\rho < 0$. ρ of 0 corresponds to the absence of the monotonic association, or absence of any association in the case of bivariate normal data. However, for bivariate distributions other than bivariate normal distribution, the

³⁴ Chok,Nian Shong.2008. Pearson's Versus Spearman's and Kendall's Correlation Coefficient for Continuous Data.BS,Winona State University.pg4

Pearson's correlation can be zero for dependent variables. For example, it can be '0' for the variables with non-monotonic relationship, such as: Y = X2, ($x \in (-1, 1)$). The absolute value of ρ indicates the strength of the monotonic relationship between the two variables ρ of 1 indicates a perfect linear relationship, such as: Y = a+bX.

Pearson r correlation is widely used in statistic to measure the degree of the relationship between linear related variables. Such as in this study, researcher wan to measure how self-assessment and achievement are related each other. Pearson r correlation is used to measure the degree of relationship between these variables. The following formula is used to calculate the Pearson r correlation:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}} \sqrt{\{n \sum y_i^2 - (\sum y_i)^2\}}}$$

D. Review of Previous Study

As cited in Didi & Fiftinova subjects involved in this study were three graduate students of English Education Program of Indonesia University of Education who have had SFG course. They were interviewed using open-ended questions and then were asked to fill in the adapted Amadeus questionnaire. The findings show that when asked to self-review their writings, students see their writing products differently before and after learning SFG. The study implies that using SFG, the subjects were able to self-assess their writing independently. However, as the subjects involved were limited in number, further studies with significant number subjects were required to have a more reliable conclusion. The result of self-assessment is extremely authentic. Students become aware what happen to their learning and then find out solutions to the learning problem. Self-assessment leads to the reflection of learning progress. Finally, students make improvements to the way they learn and set new learning goals or plans.

Anne Dragemark Oscarsoon in his research "Self-Assessment of Writing in learning as a Foreign Language. Then the results of the study showed that at the group level students were well able to assess their general writing results. At the individual level the results were more variable, partly depending on the type of writing activity assessed and on the amount of practice students had had of self-assessment. The results also showed that the specific writing skills that students focused on in their writing are spelling and grammar rather than other skills such as vocabulary and punctuation. Students and teachers were positive to the incorporation of self-assessment activities in the EFL writing classroom. They regarded self-assessment as an important skill. This study leads the researcher to investigate the correlation between self-assessment and achievement in learning English.