

CHAPTER IV

RESEARCH FINDING

After conducting observation and interview as methods for research, there was the explanation of the result. The result answered the research questions or problems of the study, they were: the implementation of self-assessment as a feedback strategy to improve students' writing ability, problems faced by the teacher and the students when using self-assessment as a feedback strategy to improve students' writing ability, and students' improvement in writing a text after using self-assessment as a feedback strategy in the teaching and learning of writing. They were put in order.

A. The Implementation of Self-assessment as A Feedback Strategy to Improve Students' Writing Ability

The teaching and learning of writing at XI Social 1 and 2 was using **process writing**. The teacher asked the students to decide their topic and write an outline as the first activity. As the second activity, the students were asked to write their first drafts based on their outline.

Self-assessment was done after the students had finished their first draft. The teacher gave the students three kinds of self-assessment sheets in order. These three self-assessment sheets were used as aids for students to do self-assessment. The three self-assessments were process writing checklist, self-

assessment of writing strategies, and self-assessment of writing dimension. Process writing checklist sheet consisted of strategies used in each stages of process writing (pre-writing strategies, writing strategies, and post writing strategies). It also consisted of students' application and interest in writing. The students had to put X, Y, or C for each statement based on their activities or strategies when writing (see appendix 3).

Self-assessment of writing strategies sheet consisted of writing strategies that students used during writing a text. There were two part of this assessment sheet, A and B. On part A, the students just put a check of yes or no for each statement based on their strategies when they wrote a text. While on part B, they had to write the other strategies that they used when wrote the text. There was a comment box to fill out by the teacher (see appendix 4).

Self-assessment of writing dimension sheet consisted of four points, they were purpose and organization, word and sentence used, mechanic or format, and editing. It was dealing with the content of the text. There was also a comment box for the teacher (see appendix 5).

The students had to do each self-assessment in ten minutes. During the assessment process, the students looked seriously self-assessing their writing. They also shared with their friends near them when doing self-assessment. The teacher's role in the assessment time was as an organizer. He just explained how to use the assessment. He did not take part during the assessment process.

After doing self-assessment, the outline and self-assessment sheets were collected at that time in the classroom. The students brought the first draft with them in order to make a final draft. By doing self-assessment, the students were expected to get feedback from themselves. It could help them to make a good final draft.

B. Problems Faced by The Teacher and The Students When Using Self-assessment as A Feedback Strategy to Improve Students' Writing Ability

The use of self-assessment as feedback strategy in the teaching and learning of writing was not free of problem. The teacher and the students faced some problems when using self-assessment as feedback.

The only problem faced by the teacher when using self-assessment was dealing with some students who did not have enough capability in English, especially in writing. The teacher argued that these students would not do self-assessment as feedback well because doing self-assessment students had to have enough capability in writing, such as in grammar.

The students also faced problems when using self-assessment as feedback. The first problem was the time allocation to do self-assessment. Especially for self-assessment of writing dimension, they were dealing with the text organization, structural and mechanical aspect on the whole. It needed more than one minutes. They also did not have enough time for sharing with others. They needed it because the teacher did not take part during self-assessment

process. He was just as an organizer. Some of the students had problem with a lot of numbers on the assessment sheets in the limited time.

Another problem was an intrinsic problem. It was about students' inability in grammar. They felt difficulties when they had to assess their writing focusing on grammatical aspect. Here are some students' writings that had difficulties in grammar.

Student's final draft 1

The beautiful girl and the princes

Once upon a time there lived a beautiful girl called Sarah. She lived with her step mother. She hated Sarah. Her mother is egoistical woman. One day, when Sarah's father went to work. Her step mother hit Sarah and Sarah got out from the house. And saw water melon field. And then, Sarah hiden and trapped into the water melon.

In the water melon field, The prince order to gardener for cut the water melon. But the prince hear the scream in the water melon "No, Don't cut the water melon" and the prince found sarah inside.

The prince failling in love sarah. And the prince said "Would you married me?" And Sarah answered, "Yes, I will married with you" and they lived happily forever.

The final draft above shows that the student writer had problem with grammar. She had problem with past tense (is, hidden, order, hear, failing in love), over use past tense (would, married), fragment (and saw water melon field, but he hear the scream in the water melon, and the prince found Sarah inside, and they lived happily forever).

Student's final draft 2

Cinderella

Paragraph 1 and 2:

Once upon a time, there was a beautiful girl, her name is Cinderella. Cinderella lived with her step mother and two step sister. Cinderella look so bad because her step mother do her like a wide. Every day Cinderella did the house work and she never felt happy.

One day one of kingdom celebrate the party to find the wife for the prince. When the invitation came to the Cinderella's house, they was very happy. The Cinderella's step sister would went to the dance party, but Cinderella not went on, because her step mother not allowed her.

From the final draft above, it show that the student writer had problem with past tense (is, look, do, celebrate), over use past tense (would went), negative form of past tense (not went on, not allowed), not suitable to be (they was), and plural form (two step sister).

The students also had problem with diction. Most of them did not use or choose appropriate words to express their idea. It made some sentences in their writing not understandable. Here are some students' writings that had problem with diction.

Student's final draft 3

Cinderella

Paragraph 1 and 2:

One upon a time, there was a beautiful girl, her name is Cinderella. Cinderella lived with her step mother and two step sister. Cinderella look so bad because her step mother **do** her like a wide. Every day Cinderella did the house work and she never felt happy.

One day one of kingdom **celebrate** the party to find the wife for the prince. When the invitation came to the Cinderella's house, they was very happy. The Cinderella's step sister would went to the dance party, but Cinderella not went on, because her step mother not allowed her.

Student's final draft 4

A LITTLE GIRL RED COAT

Paragraph 2:

And the next day Jessica went to the poor old woman's house to gave red soup, because she **commanded** by her mother. Suddenly, on the way she met a wolf. The wolf looked very hungry he wanted ate that girl, but she run away. And the wolf follow her. **Until to** the old woman house, she was very surprised because that wolf **departured in** the poor old woman's house and that wolf ate the poor old woman. That wolf **camouflage** to be the poor old woman and slept on the poor old woman's house.

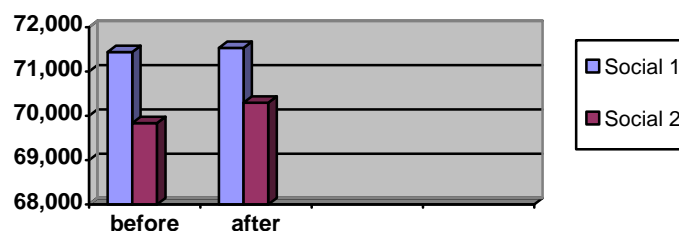
From two students' writings above, it shows that the student writers had problem with diction. On final draft 3, there are two not suitable words that are used by the student writer. The two words are do and celebrate (do → treated, celebrate → held). On final draft 4, there are four not suitable words that are used by the student writer. The words are commanded, until to, departed in, camouflage (commanded → asked, until to → arriving at, departed → entered, camouflage → was disguised as).

C. Students' Improvement in Writing A Text After Using Self-assessment as A Feedback Strategy to improve Students' Writing Ability

Students' improvement of XI Social 1 and Social 2 students could be seen from the mean of first draft scores and the mean of final draft scores. The mean of first draft scores of XI Social 1 was 71,433. The final draft score mean was 71,533. The improvement was 0.1. At XI Social 2, the first raft score mean was 69,833. The mean of final draft score was 70,2916. The improvement was 0,66. It showed that the improvement of both classes was small (less than 1%).

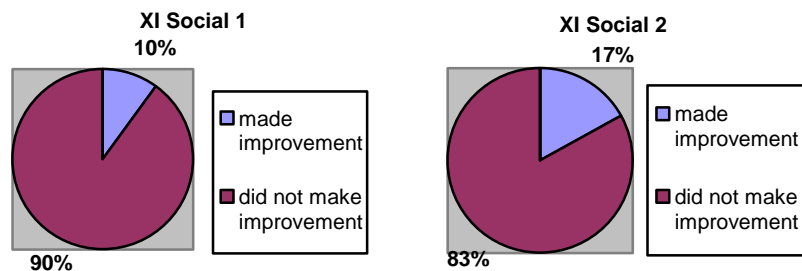
Graph 4.1

Mean of students' score before and after using self assessment



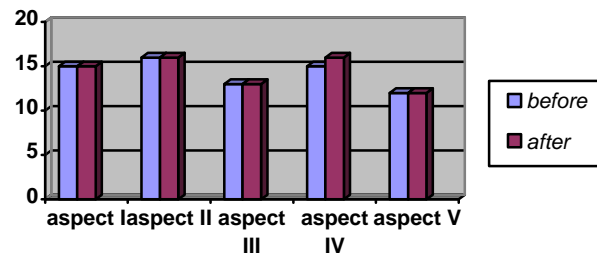
The small number of improvement of students' scores at XI Social 1 and 2 was caused by little number of students who made improvement of both classes. There were 3 students had improvement after using self-assessment as feedback (10%) at XI Social 1. Twenty seven students of XI Social did not make any improvement (unchanged) after using self-assessment as feedback (90%). At XI Social 2, there were 4 students who made improvement on their final draft (17%). Twenty students of this class did not make improvement after using self-assessment (83%).

Graph 4.2

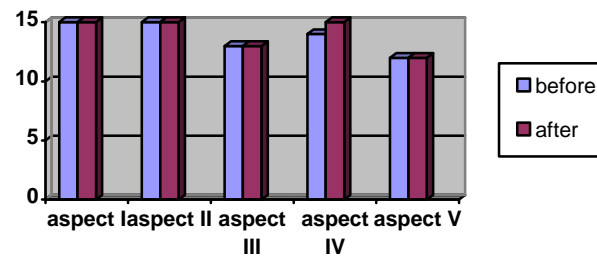


Each student made different improvement on their final draft. The three students of XI Social 1 had +1 point for aspect IV (punctuation, spelling, and mechanics) (out of 0-20 scale).

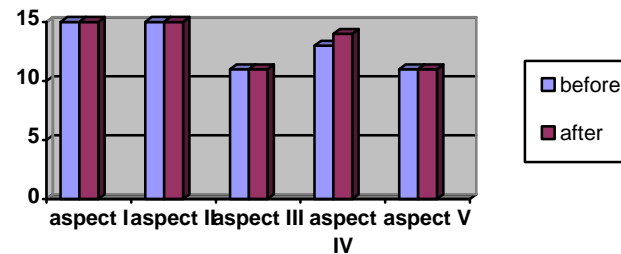
Graph 4.3
student 19's improvement



Graph 4.4
student 21's improvement



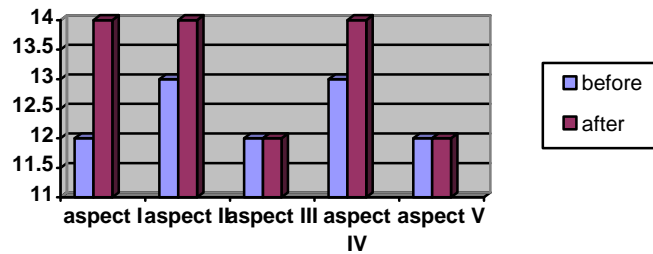
Graph 4.5
student 25's improvement



The four students of XI Social 2 had different improvement on their final draft. Student 2 had for aspect I (organization) +2 points, aspect II (content) +1 point, and aspect IV +1 point.

Graph 4.6

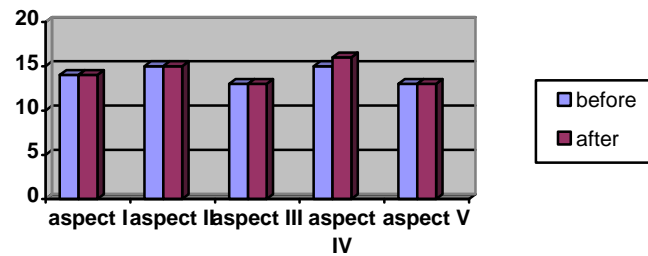
student 2's improvement



Student 4 had +1 point for aspect IV. Student 10 had +2 point for aspect II and IV.

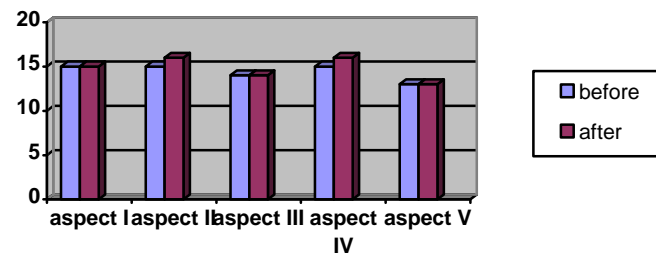
Graph 4.7

student 4' improvement



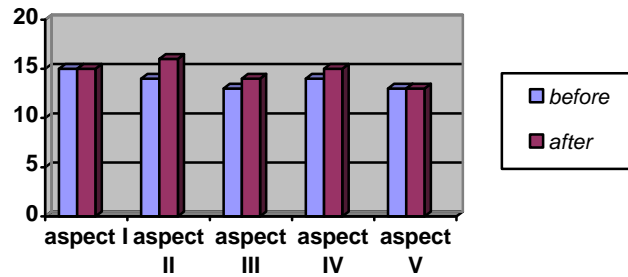
Graph 4.8

student 10's improvement



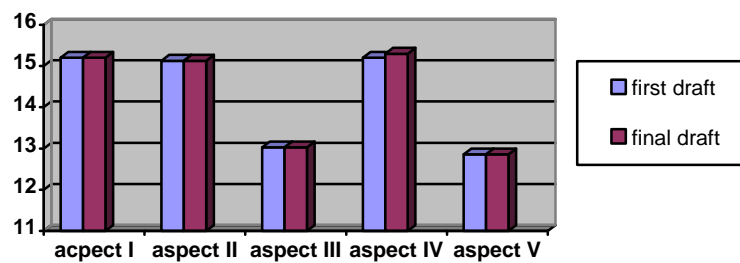
Student 17 had improvement on aspect II (+2 points), aspect III (+11 point), and IV (+1 point).

Graph 4.9
student 17's improvement

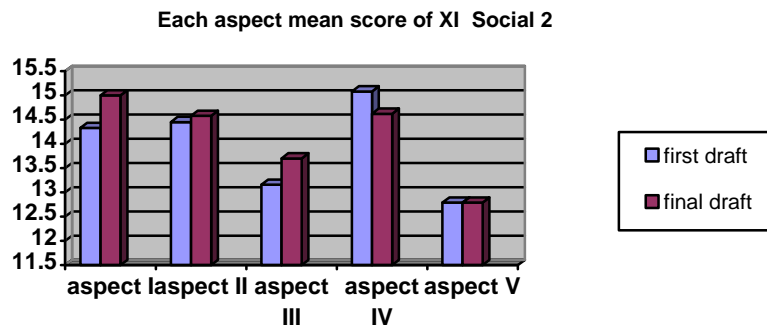


The improvement of the students was mainly on aspect IV (punctuation, spelling, and mechanics). The second improvement was on aspect II (content). The last one was on the aspect I (organization) and III (grammar). This case was related with students' lower ability in grammar (students' problem when using self-assessment).

Graph 4.10
Each aspect mean scores of XI Social 1



Graph 4.11



From the charts above, it is apparent that the improvement of XI Social 2 was better than XI Social 1. It was caused by the different amount of students who made improvement at XI Social 1 and 2. The amount of XI Social 2 students who made improvement were more than the amount of XI Social 1 students made improvement. The improvement of XI Social 2 was better and there were more variation in XI Social 2 than in XI Social 1.