

CHAPTER V

DISCUSSION

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

The teacher used process writing in the teaching and learning of writing. Self-assessment at the two classes was done after the students wrote their first draft. According to Seow in Richards and Renandya, there were four basic skills in process writing, planning, drafting (writing), revising, and editing.¹ Based on these basic stages, self-assessment used at XI Social 1 and 2 was in the term of self-evaluation in the revising stage and self-editing. The self-assessment placed these stages because after doing self-assessment there were no other activities. They had to make the final draft.

The criteria on the assessment sheets for self-revising and editing were mixed. The students got feedback from themselves after they did self-assessment (self-revising and editing). In common process writing, feedback was received before the revising stage.² Feedback could be given by the teacher or peers. In the teaching and learning of writing at XI Social 1 and 2, the students did revising and editing themselves. The teacher just explained how to use self-assessment. He

¹ Jack C. Richards & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.316

² *Ibid.*, p.317

did not take part during the self-assessment process. Peers were just as sharing partners.

This self-assessment was a kind of assessment for learning. This assessment was used to improve learning. Self-assessment used at XI Social 1 and 2 had some characteristics of self-assessment to improve a summative assignment.³ The students were self-assess their own draft against the assessment criteria before they submitted their work. Self-assessment at Social 1 and 2 was not fully similar as self-assessment to improving summative assignment, because it was a formative assignment not a summative assignment.

Actually the use of self assessment as feedback is a good tool to be implemented in the teaching and learning of writing. Using this method, the student could revise their writing by themselves. As the result of the revision, they would get feedback from their own. The criteria on the self-assessment sheet would carry them to a good result of writing project. They would produce such kinds of good writing project.

In fact, self-assessment at XI Social 1 and 2 was not good. There were some factors that make it not well implemented. First of all, the time for doing self-assessment of writing dimension was not enough. In doing self-assessment of writing dimension, the students were dealing with the text organization, grammatical, and mechanical aspects (see appendix 5). They needed for about 30-

³ Geoff Petty, *Evidence Based Teaching*, (Cheltenham: Nelson Thrones, 2006), p.267

40 minutes for doing this kind of assessment. It should be given extra attention because it seemed that self-assessment of writing dimension is the heart of self-assessment as feedback. It consisted of the criteria that should be revised and edited. The other assessments were about the strategies used while writing the text. They just had to recall their activities during writing the text and doing process writing.

Extra time for self-assessment of writing dimension was also needed to the students, so that they had enough time for sharing with others. They needed to share with other students to discuss their writing work based on the criteria on the assessment sheet. It could have helped them to produce a good final draft.

The order of self-assessment that was given by the teacher also caused the use of self-assessment as feedback unsuccessfully implemented. The teacher gave process writing checklist first, then self-assessment of writing strategies, and self-assessment of writing dimension at the end. Process writing checklist should be given for the last time, because it consisted of process writing in general. Self-assessment of writing strategies should have been given after self-assessment of writing dimension, because to fill in point j-g the students had to finish assessing their writing work using self-assessment of writing dimension. Point j-g on self-assessment of writing strategies was about the text organization, grammar, and mechanical aspect. The teacher should have given self-assessment of writing dimension first, then self-assessment of writing strategies, and process writing checklist for the last activity.

If the time still became the problem for using self-assessment as feedback, process writing checklist and self-assessment of writing strategies could be put on sheet. These two assessments were about the strategies during writing and during process writing. The two self-assessments still related each other. It could save the time. It also made the students easier for dealing just with two assessment sheets.

Collecting self-assessment sheets after the students finished them in the class was another problem because the students had to write the final draft at home. Connected with the limited time when doing self-assessment, they did not write any notes on their first draft. There were no aids for them to make the final draft at home.

The used of self-assessment as feedback just for 2 or 3 times in one academic year was a problem too. The students were not fully trained using self-assessment as feedback. Self-assessment should be used regularly for formative assignment or summative assignment.⁴ There should also be discussion after completing self-assessment and the assignment. It could improve students' understanding of the material that they had learned.

For the comment box on the self-assessment of writing strategies and dimension that have been filled by the teacher was good for appreciating students' self-assessment. The comment would have been more valuable if the teacher had

⁴ Ibid., p.256

given comment about students' writing (its strength and weakness). This comment could have developed students' ability.

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

The limited time that became the main problem for the students was a normal thing because the students had to revise and edit their writing work to get feedback at the same time. These two stages (revising and editing) were separately in common process writing. Feedback usually got from the teacher, peer, or writing conference.⁵ When doing self-assessment as feedback, in order to revise and edit to get feedback, the students had to focus to do self-assessment. For that reason they needed longer time for doing self-assessment.

The students also got difficulties with the number of self-assessment sheets and a lot of criteria or statements on them. It made the students not focus on the revising and editing their draft. They just focused on filling the statements on the sheets. Process writing checklist and self-assessment of writing strategies could be put on one sheet. These two assessments were about the strategies during writing and during process writing. The two self-assessments still related each other. It could save the time. It also made the students easier for dealing with two assessment sheet.

⁵ Lynne T. Diaz-Rico, *Teaching English Learners: Strategies and Method*, (Boston: Pearson Education, 2004), p.172

Students' inability in grammar was the students' and the teacher's problem when using self-assessment as feedback. Because of the inability in grammar, the students could not do self-assessment well.

Knowing this condition, the teacher should have not asked the students doing self-assessment themselves. The teacher could monitor and offer help during the assessment process. He could also give his assessment on the students' self-assessment.⁶ Putting his assessment on the students' self-assessment, he could control the students' self-assessment. It also could improve students' understanding for carrying them to a good final draft.

In the practice at XI Social 1 and 2, the teacher could do the assessment on comment box. He did not just write "very good", "good", or "fair" on it. He could have given comment about students' writing work on it. It should have been given before the students wrote the final draft. It could help the students to make a good final draft.

Dealing with their lower ability in choosing proper words (diction), the teacher should have helped them. Another way for dealing with this problem was the students should have brought and used their own dictionary. On these two classes, there was a few of students who brought dictionary. It made them needed longer time to get the proper word. And it also made them not using the proper words.

⁶ Geoff Petty, *Teaching Today 3rd edition*, (Cheltenham: Nelson Thrones, 2004), p.454

C. Students' Achievement After Using Self-assessment as A Feedback Strategy to Improve Students' Writing Ability

From the first draft and final draft score, the students' improvement was not significant. It was under 1% for each class. There was a little number of students who had improvement after using self-assessment as feedback. The result of the implementation of self-assessment as feedback was not satisfied. Actually, the students were expected to get good improvement after using self-assessment as feedback. It was the aim of the use of self-assessment as feedback to improve learning.⁷

The result represented the not well implemented of self-assessment as feedback in the teaching and learning of writing. Most of the students did not make any changes on their final drafts. Their final drafts were still the same as their first drafts.

The result that was not satisfying was caused by some problems. The first problem was the limited time. It made the students not focus on revising and editing the draft. They just focused to put signs on the assessment sheets. As the consequence, they did not make any notes on their drafts.

The second one was collecting the assessment sheets after students finished self-assessing. It made the students did not have aids when made the final drafts at home. They also did not write any notes on their drafts. As the result, most of them wrote the final drafts as the same as the first drafts.

⁷ Geoff Petty, *Evidence Based Teaching*, op.cit., p.256

The third problem was self-assessment as feedback that was rarely implemented in the teaching and learning of writing. It made the students not familiar with it and not well trained to do self-assessment as feedback. The condition became more complicated when dealing with students who had lower ability in grammar.

Those complex problems made the result not satisfying. The result was also far from the result expected. Most of the students did not make any improvement after using self-assessment as feedback.

The research results showed that the implementation of self-assessment as feedback at XI Social 1 and 2 was not well implemented. There were also some problems that needed to be given more attention to make the implementation of self-assessment as feedback success. As the result of not good implementation of self-assessment as feedback, there were few students who made improvement after using self-assessment as feedback. Most of the students did not make improvement (unchanged) after using self-assessment as feedback.