THE EFFECT OF USING SELF-ASSESSMENT TECHNIQUE TOWARDS EFL STUDENTS' WRITING SKILL

Annas Alkhowarizmi[1], Haris Hamdani[2]
[1]annas1006op@gmail.com, [2]haris.hamdani@dsn.ubharajaya.ac.id,
[1]STIKES An Nasher Cirebon, [2]Universitas Bhayangkara Jakarta Raya

ABSTRACT This study aims to identify the students' writing skills before and after using the Self-assessment technique in narrative text and to figure out the positive and significant effect of using the Self-assessment technique in students' writing achievement narrative text. This research used Quasi-experimental research as a method, to get the data the researcher used a t-test as a research design. To collect the data from the two groups using the test through writing test in the form of simply writing to be used for pre-test and post-test. The researchers used two kinds of classrooms, experimental class, and controlled class. The researchers took 40 students as the sample. the researcher used statistical analysis for analyzing the data. Statistical analysis that the researcher used to study the T-test is SPSS (Statistic Product And Statistic Solution) which examines the significant difference in students' writing skills between the experimental and control group. The research finding shows that the effect of using the self-assessment technique on students' writing skills is effective. Based on the t-test result shows that the mean score of the experimental is higher than the control class which obtained 64.50 and the control class obtained a 54.50 score. Furthermore, the result of the data normality test, homogeneity test, and hypothesis test which are claimed that the self-assessment technique has a significant effect on students' achievement in writing narrative text. Self-assessment was helpful in classroom activity as an experimental class did it. It is also indicated by the higher total scores of students' writing after the practice of Self-assessment.

Keywords: writing skill, self-assessment, narrative text, EFL students' writing skill

INTRODUCTION

Discussing writing teaching is hard to find a solution to how to solve the problems of students facing this skill because writing skill is a skill every language must be mastering especially in the English language that students may appear in their study. Writing as the last productive skill is considered the most difficult skill mastered by EFL students. Their difficulties are not only because they have to generate or recognize ideas, but also because they have to turn the ideas into the target language. Richards (2002) also said that students are considered to acquire some complicated skills in which they have to be concerned about higher-level skills of planning and organizing.

Writing has gained much interest recently due to the need for communication from different points and geographical spots of the globe (Fahimi and Rahimi, 2015), students would be dealt with how to write a foreign language in the classroom, while they are facing the theme, such as Letter Invitation as researchers' experience. So, writing practice is needed for students, since writing practice has profit to improve the students in grammatical structure or text structure, and also can build up their vocabularies. Vice versa, if their lack practice after got some material, Cheng and Chen (2009) found that writers were unable to convey their ideas clearly because they were weak in sentence structures; it means could not make students have a lot of vocabulary and do not have a chance to reflect their work after got some materials from the teacher.

According to Fahimi and Rahimi (2015) if the teacher did not give the opportunity for students in the learning process, as consequence they would often depend on the teachers and not help enough to improve their performance, especially in writing skills. Therefore, this issue would be a serious problem for students while learning English lessons as the researcher found. Therefore, the concern for involving students to develop their responsibility toward their learning progress has raised some scholars' interest in doing research related to self-assessment in the classroom activity (Theresia, 2015). Chen (2009) active involvement of the learners in

assessing their performance will let them gain ownership of their learning. Bing XU (2016) said that the quality of students' writing may be improved when students understand the details of the criteria against which their work will be judged. To achieve language learning in the classroom, the researcher set out classroom assessments will be brought them understand what they should do with their problems, especially in the writing section. Those are the reason why the researcher needs to conduct this study to implement this technique on writing skills.

Besides, according to Farrel (2012), one other popular method that has been suggested as to how English language teachers could reflect on their work is by writing regularly along with the technique that will be conducted in this research namely self-assessment, According to Assis (2012) argued that self-assessment is doing by learners, in which students can be autonomous and responsible that they need to have for encourage them to take a more active role in their work. As Brown and Harris (2013) defined self-assessment as a descriptive and evaluative act carried out by students concerning their work and academic abilities.

There are two basic purposes of language assessment, the first is 'assessment for learning' and the second is 'assessment as learning' that believe are related to alternative assessments. Assessment for learning is to gather information to modify learning activities, target instruction, and resources, and give feedback to students. Assessment as learning is used to develop and support metacognition for students by focusing on their roles as critical connectors between assessment and learning. This can be done through self-reflection and critical analysis of students' learning (R. Al-Mahrooqi et al., 2017). Therefore, self-assessment practices need to be investigated as the competency-based approach, used in teaching English in middle and high school education, calls for developing lifelong learning skills. In addition, as the role of writing in EFL learning is increasing, the student's ability to self-assess their written productions is also becoming more and more important (Chelli, 2013). Hence, this research was intended to investigate the effects of self-assessment through writing skill achievement on narrative text.

The prior studies investigated the effect of using self-assessment on Iranian EFL learners' writing (Heidarian, 2016). It was indicated that there is a statistically significant increase in the learners' use of writing processes as a result of using the self-assessment method and their writing has developed. Other than that, Takarroucht (2022) researched The Effect of Self-assessment on the Development of EFL Writing Self-Efficacy: A Case of Algerian Higher Education. It was found that self-assessment is a learning strategy, which can enhance learners' knowledge of the criteria of good work and thus, can improve positive perceptions of their writing ability.

In the following issues and problems, the criteria for assessing writing and the procedure were taught and practiced with them, because Self-Assessment in here not only realizes the students' ability but also guides the teacher to know more about the ability of students and the quality of the teacher itself. Javaherbakhsh (2010) assessment is a procedure that is systematic for collecting data and making decisions about the strengths of the learners and the quality of teachers' instructions based on the learners' work.

To sum up, the use of Self-assessment can help teachers and students. Teachers can recognize the problems of students in their writing skills. Students using Self-assessment can control their learning process in writing, evaluate themselves as a learner, and take responsibility for the learning process. This proves that self-assessments help learners to motivate themselves and try to understand their strengths and weaknesses, which paves the way for them to achieve the learning outcomes of their courses (R. Al-Mahrooqi et al., 2017).

LITERATURE REVIEW

There are some previous studies dealing with this research. Taufik and Cahyono (2019) researched developing EFL students' writing skills through self-assessment integrated with e-portfolio. It showed that the student's writing skills could be improved after the implementation of self-assessment integrated with e-portfolio. Wisnu and Pradana (2020) researched students'

self-assessments in article writing class. It was expected that using self-assessment in the teaching and learning process can be beneficial for both students and teachers, such as knowing the students' abilities, developing students' writing skills, increasing students' participation in class, motivating the students to become more responsible for their learning process and the increase of students' interest in writing.

The Definition of Writing

There are many definitions of writing by some experts that have been explained. Urquhart and Mclever (2005) stated that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005). In other words, writing is the process of expressing ideas, thinking, or feeling in words on a piece of paper. In the process of writing, the students need to have enough ideas, organize them well, and express them in an appropriate style. Moreover, writing needs to process such expressing ideas and organized them.

Based on the definition above, writing is a productive process done through some stages, such as exploring and transmitting ideas, thoughts, and feeling into written form, and conducting several revising processes to carry out a grammatically and orderly text. In other words, writing skills can be a process of students on their learning as students the foreign language of English lessons that students should do in classroom learning.

The Teaching of Writing

In teaching writing skills teachers must have strategies to provide the materials. The teaching of writing using a range of strategies into two very characteristic L2 writing strategies, namely, Backtracking and the Use of the L1 (Roca *et al*., 2008 & Manchon, 2009). Anybody who writes can attest to the fact that the process of text creation involves continuous movements backward and forward between what we have written and what will write next. This complexity relates to the forms that backtracking takes and the purposes it serves. Switching to the L1 is without doubt one of the most characteristic features of L2 writing. The use of the L1 is influenced by the different learner- and task-related variables and is deployed by the teacher while planning, writing, and revising, as well as serving as a control mechanism for the writing process. The participants reverted to their L1 for a variety of purposes associated with conceptualizing the task at hand; planning, formulating, and revising their texts, and monitoring their composing process.

Self-Assessment

Assessment is defined as the judgment of students' performance by gathering information about it (Spratt, Pulverness, & Williams, 2011). Students are assessed for different purposes with various tools, such as exams or tests by using a great number of ways like true-false questions, cloze tests, interviews, multiple-choice questions, etc. The assessment determines whether the educational goals are a match or not. It has a vital role in learning/teaching goals for the time to be spent on a subject, curriculum, and the method of teaching/learning. When assessment works well, it enables seeing improvement, gives feedback about the process, helps set goals for both teachers and learners, and hence raises the quality of education (Albayram, 2017).

The Definition of Teachers' Assessment

Teacher assessment is an assessment by teachers, from teacher assessment to monitoring individual school performance. Teacher assessment is classroom-based. It is not a school-based variant of external testing where teachers design and production tests to be taken by the school's pupils, under the auspices of the school, and marked and judged by the school's staff. In other words, in Teachers' assessment in a process approach, reading students' work involves responding to the text as a reader and not simply as a marker. As readers, teachers have to respond rather than merely assess their students writing (Gardner at. All, 2010).

The Definition of Narrative Text

There are some approaches to teaching writing. One of them is the genre-based approach in solving the problem in students' writing, particularly in generating ideas and organization is a very effective way.

The narrative text is a text which says the past activities or event which concerns the problematic experience and resolution to amuse and even give moral messages to the reader. The generic structure of the narrative text is orientation; stating the topic of an activity or event which will be told, sequence of events; presenting the story about the past activities or events which has the chronological of conflicts and resolutions; resolution; stating the problem solving, and coda; concluding to give the moral values.

RESEARCH METHODS

Research Design

Based on the aims of this research, the researchers used quantitative research due to using the formula of statistics especially the use of the formula of pre-test, post-test, and control group design. Creswell (2014) stated quantitative research is also an interrelated set of constructs or variables formed into propositions, or hypotheses that specify the relationship among variables. The researchers are interpreted by referring to the hypothesis that if $t_{account} > t_{table}$ in a significant degree of 0.05, H_o (Null Hypothesis is rejected. It means that the mean score of the experimental class is higher than the control class. The use of self-assessment technique influence students' achievement in writing narrative text. If $t_{account} < t_{table}$ in a significant degree of 0.05, H_o (Null Hypothesis is accepted. It means that the mean score of the experimental class is lower than the control class. The use of the self-assessment technique does not influence students' achievement in writing narrative text. In this case, the researchers analyzed the writing of the ten grade students of SMK Islamic Centre Cirebon before and after being treated using the self-assessment technique. In this research, the researchers want to find out the effectiveness of using self-assessment techniques on the students writing skills. Therefore, the researcher used a method called "Experiment". It means that this method is used to learn about how the class activities by giving them a treatment.

Setting and Participant

This research has been conducted in SMK Islamic Centre Cirebon. The main reason why the researchers choose SMK Islamic Centre Cirebon is caused by the experiences got by the researchers when the researchers have been chance to observe SMK Islamic Centre Cirebon. The researchers thought that most students do not have enough chances during English learning, especially in writing skills. Therefore, the researchers decided to choose this school, for applying the effective strategy in other to make students of SMK Islamic Centre *Cirebon* have a lot of practices and how to solve their problems on this subject. In this research, the researchers took 40 students from Multimedia and Engineering computer technique classes as the sample. This research uses systematic sampling which selects individuals at regular intervals from the sampling frame. 20 students are in the experimental group and 20 students are in the control group.

The technique of Data Collection

This research is classified as a quasi-experimental study. There was one group as an experimental group and the other as a group. Two intact groups that had been chosen were given a different treatment. In this research, special treatment was given to the experimental group. The teacher applied the self-assessment technique in the teaching-learning process, especially in the writing section.

To get the data, the researcher used pre-test and post-test as the main instrument to measure students' writing skills in narrative text. A pre-test was given in both classes to make sure that they have the same level of background knowledge. Then, a post-test was given at the end of the session (after the treatments) to know whether the implementation of the self-

assessment technique is effective in teaching writing skills when they are learning about a narrative text or not. Then, students' writing was analyzed using a rubric of the narrative text proposed by Anderson, M. (2003) with a scale from 1 to 4 points for each criterion.

Table 1. The Scoring Rubric of Writing

Construct Measured	Score	Criteria
Idea and development	4	Extensive development of the topic, strong support of main ideas with details
	3	Good development of a topic
	2	Adequate development of a topic, the listing of detail
	1	Weak development of a topic
Organization	4	Completely Organized, Smooth flow with strong sequence
	3	Fairly well organized, flow and sequence evident
	2	Sparsely organized, lack of sequence
	1	Not organized
Vocabulary	4	Vivid imaginative word choice, appropriate use of vocabulary
	3	Good word choice, simple words
	2	Fair word choice, simple word
	1	Poor or inappropriate word choice
Sentence Structure	4	Excellent: no errors and a variety of length
	3	Adequate: few errors and some variety of length
	2	Fair: choppy with a variety
	1	Poor: many errors
Spelling, Capitalization, and Punctuation	4	Error-free
	3	Very few errors (1-5)
	2	Some errors (6-10)
	1	Many errors (over 10)
Maximum score: 20		

Furthermore, to collect the data from the two groups using the test writing test in form of simple writing to be used for the pre-test and post-test. According to Brown (2007), a test is a method of measuring a person's ability, knowledge, or performance in a given domain, stated by Brown, a test is a method of measuring a person's ability, knowledge in a given domain.

The technique of Data Analysis

After collecting the data that must be analyzed the data gained. Processing the data analysis was conducted on the pre-test and post-test scores that students have done before. Data from the final test is used to figure out the students' achievement in writing narrative text by using the self-assessment technique after treatment. Therefore, the researcher used statistical analysis for analyzing the data. Statistical analysis that the researcher used to study the T-test is SPSS (Statistic Product And Statistic Solution) which examines the significant difference in students' writing skills between experimental and control groups.

The content of the students' works was analyzed and assessed by using a rubric for narrative text. The data from the tests that had been collected by the researcher will be compared in each group. In line with this, the researcher analyzed the T-test using SPSS version 20 Software.

Based on the explanation above to analyze the data, the researchers applied an appropriate to figure out the influence of both variables of this research. In this research, there are two techniques. Firstly, descriptive analysis is utilized to describe and interpret the data that have been obtained such as mean, median, mode, variance, standard deviation, and others (Sugiyono, 2017). This technique used computation statistics which means the average score attained by the subjects of the research and standard deviation which is the average variability of all scores around the mean. This kind of technique provided the answer to the research question formulated about whether there is a significant difference between those who used the

self-assessment technique in writing skills and those who without used the technique. Secondly, inferential analysis is aimed to conclude the hypothesis.

FINDINGS AND DISCUSSION

This part explains the general description of students' achievement in writing skills between experimental and control classes, which is divided into some sections such as The students' achievement pre-test and post-test in the experimental class, the student's achievement pre-test, and post-test in the control class and the effect of using that technique on students' achievement on writing narrative text at ten grade of SMK Islamic Centre Cirebon. Is there any positive significant effect or not of applying the self-assessment technique on students' writing skills.

1. The Students' Writing Achievement of Pre-Test and Post-Test at Experimental Class
1.1. Pre-test of Experimental Class

Table 2. The result of the pre-test in the experimental class

N=20	Pre-test experimental class
Total	1.125
Mean	56.25
Median	57.50
Standard Deviation	7.587
Higher	65
Lower	40

N= the population of students

The researchers give the pre-test on how good the writing ability of students (MM) is in an experimental class consisting of 28 but some of them do not able to finish the task, so the researchers are considering taking only 20 students to fulfill the data.

Based on the descriptive table of the pre-test calculated by using SPPS version 20 Software to the experimental class above. The total pre-test is 1.125. The data mean score is 56.25. The median of the pre-test is 57.50. The standard deviation from the pre-test is 7.587, for the higher is 65 and the lower is 40.

The data from the pre-test shows that students' achievement in writing skills on narrative text is low. It can be an indication of several factors contributing to the students who have lower achievement on the test. To view the finding of those several factors, it was shown by their self-assessment checklist after doing a pre-test. Students have to practice using the self-assessment technique. In self-assessment, several points can be indicated for their problem factors.

First, the self-assessment checklist for the main idea, content, and organization, there are seven points (see appendix). From seven points of the self-assessment checklist, the researcher found most of the students did not mark on fourth, fifth, and sixth points for about the ideas that students how to develop on the narrative text being compatible with their text, which is getting 80% of students. Most of the students reasoned (in the comment section) that they do not understand and are clueless for writing section how to develop the ideas for each paragraph since students do not make writing practice regularly.

Second, the self-assessment checklist for language use, there are seven points also. Students did not mark the fifth point about the tenses that they have to write in narrative text, which is getting 70% of students. This indicates most students do not know how to implement the fit words for narrative text. It is because students mentioned in the comment section that they are also being unconfident about what they should have written. Besides, most of the students also mentioned how lacking they are in vocabulary, which means makes them feel poor to master grammatical knowledge.

The last point of the self-assessment checklist is about mechanics. This section does not show significant results, which means students might understand and feels confident about

the mechanic systems in writing English lesson. Yet, some students that did not mark the seventh point for general structures of narrative text, wrote in the comment section that writing in English is difficult, making them being hesitation and unconfident.

Based on their thought during that practice, some students are not capable to develop an idea, being hesitant because students feel unconfident with their vocabulary which is related also to the tenses. All the points can be indicated as the several factors why the pre-test has low achievements. Further, this technique can show the expression of students' feelings as well.

1.2.   Post-test of Experimental Class

From the data shown which is after practicing giving them treatment with the used Self-Assessment technique, a post-test is administered at the end of each session. In the test, students are asked to rewrite the story that they have chosen.   The result of the post-test in the experimental class can be seen in the data as follow:
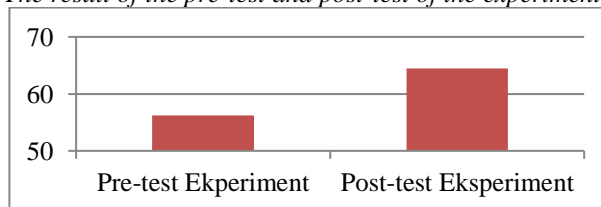
Table 3. (The result of the post-test in the experimental class)

N=20	Post-test experimental class
Total	1.290
Mean	64.50
Median	65.00
Standard Deviation	7.592
Higher	75
Lower	50

The student's achievement in the narrative text is getting better than before. It can be seen from the table above that all the value calculated by using SPPS has increased especially in the mean and the higher score. The lower score even has changed also. It can be inferential that students writing skills in the narrative text were able to develop the ideas and the other point of the narrative text. The possible explanation could be that the students got used to language features and generic structures of writing narrative text in passable. After Self-assessment practices, they did it before. For further, students were able used to varieties languages probably their vocabulary mastery has increased enough, though may not gain much. Therefore, students generally built more confidence in their writing skills. Even though there is still a long way for them to go, a small forward step may give them encouragement and confidence.

That proves which means the writing skill was developed in such a setting through a process writing approach in the self-assessment technique such can help students writing practice in classroom activity and also can give them a warning for their awareness.

Figure 1. The result of the pre-test and post-test of the experimental class

Based on the figure above, it can be concluded that the result of the pre-test of the experimental class is law than the post-test itself which means of post-test is better than the pre-test.

2. The Students' Writing Achievement of Pre-Test and Post-Test at Control Class

2.1. Pre-test Control Class

The pre-test was conducted in the control class and the pre-test data of students' achievement were obtained from the tenth grade of SMK Islamic Centre Cirebon (TKJ 1). The

tests are the same as with the experimental class. The result of the pre-test in the control class can be seen in the table below:

Table 4. (The result of the pre-test in the control class)

N=20	Pre-test control class
Total	980
Mean	49.00
Median	50.00
Standard Deviation	7.363
Higher	60
Lower	40

Based on the result of the SPSS output value of the conduct at the control class obtained the data of pre-test. The total score of the pre-test is 980. The data mean score is 49.00. The median of the pre-test is 50.00. The standard deviation is 7.363. The highest pre-test score is 60. Then, the lowest pre-test score is 40.

The pre-test found out students writing skill in the narrative text in the control class was low. The result of the pre-test found the same problems faced by students of the experimental class. Students' problems faced by the control class such as students feeling hesitant while doing the pre-test due to their vocabulary mastery was low. It made them hard to choose words which means far from being perfect and also were many difficulties in writing skills, especially in grammar and mechanics. Students' imagination of how to rewrite the story in English is minim.

Although many problems are faced by students of the TKJ1 class. Researchers do not give treatment to the TKJ1 class. The researchers only give a test and just teaching in regularly because the TKJ1 class is a control class. So, the researcher took the data pre-test and post-test to compare the data between the experimental and control class.

2.2.Post-test Control Class

The post-test data on students' achievement in writing skills is administered at the end of each session. To know the result of the post-test in the control class can be seen in the data below:

Table 5. (The result of the post-test in the control class)

N=20	Post-test control class
Total	1.090
Mean	54.50
Median	55.00
Standard Deviation	5.596
Higher	65
Lower	45

The result of the post-test found the students' achievement in the control class was at the same low level. The score in writing narrative text is still the same. Of 20 students many students were still confused and hesitated with their vocabulary, and how to differentiate each word into tenses. So, many students do not use language features well because it is a tedious test that does not have a purpose and from which students learn nothing.

From the data score, pre-test and post-test of the control class discussed previously. It showed that the score of the control class low than the experimental class as shown in Figure 2. This study was investigated to figure out the effects of self-assessment techniques on students' writing skills on narrative. Therefore, based on the result of the two groups can be seen clearly in the figure above which is shown the mean score of the experimental group is higher than the control class.

Figure 2. The score of the control class and experimental class
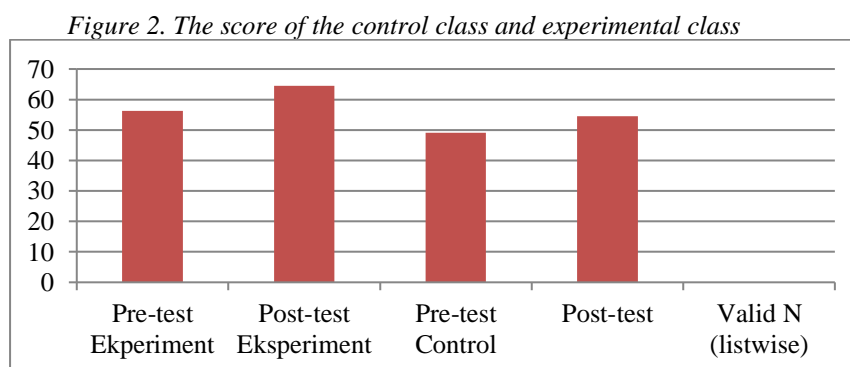
3. The Effectiveness of Using Self-Assessment Technique on Students' Achievement in Writing Narrative Text.

The effectiveness of using the self-assessment technique on students' achievement can be seen from the result of the t-test to check the exact significance and the influence of the test. As stated by Larsen Hall (2011), there are four main assumptions of t-tests, they are:
a) The dependent variable should be measured in interval-level measurements,
b) The data should be independent,
c) The data should be normally distributed,
d) Groups should have equal variance.

From the statements above, the t-test assumption in this research the independent variable is measured in interval-level measurements. The data of this research are independent and normally distributed. Then, the groups have equal variance.

To know the result of computation using SPSS version 20 including the normality test, the homogeneity test, paired simple test, and the independent samples test, see the result explained below:

3.1. Test of Normality

The normality test is used to determine whether the data in both groups have normal distribution or not. The tests are if the score sig $> 0,05$, it means the data has a normal distribution, meanwhile if the score sig $< 0,05$, it means the data has no normal distribution. The following data normality tests for both groups:

Table 6. The result of the normality test of the Shapiro-Wilk test

Classes	Sig.	Interpretation
Pre-test Experimental class	,010	Normal Distribution
Post-test Experimental class	,123	Normal Distribution
Pre-test Control Class	,015	Normal Distribution
Post-test Control Class	,078	Normal Distribution

Looking at the result of the table above, as the researchers mentioned in the previous chapter the testing used Shapiro-Wilk because the sample in this research is less than 50 by the value of significance.

From the result of the normality testing Shipiro-Wilk test above, the significance value of the experimental class in the final test is $0.123 > 0.05$ which means the value is higher than the target point. Moreover, the value of the control class in the final test is $0.78 > 0.05$ which means have the same result as the value of the experimental class. Therefore, the result shows that the distribution test from both classes is normal.

3.2. Test of Homogeneity

To know the homogeneity test of the experimental and control class, the researcher uses SPSS version 20. The result is shown below:

Table 7. Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.
1,636	1	38	,209

The hypothesis is H$_o$: The data from two populations are homogenous, H$_a$: The data from two populations are not homogenous. Testing criteria is that if the score sig < 0,05 means H$_a$ accepted, while if the score sig ≥ 0,05 means H$_o$ accepted. Based on the table above, the homogeneity test is used Levene Test. The result of it shows that sig. 0.209 which means the significance value is higher than 0.05. In other words, the result shown between the pre-test and post-test is homogeny.

3.3. Test of Hypothesis

According to the previous result, the experimental class has good enough then the control class. Therefore, this test is aimed at proving the data more clearly about the significant effect of using the self-assessment technique.

In this research, the researchers used an independent sample t-test to calculate the t-test result, because the use of an independent t-test is considered to study a group consists different people. Therefore, the test is more suits for this research that consist of experimental and control class which the researcher took from different people. The data of the Independent Sample t-test can be seen in the table below:

Table 8. (The result of independent samples test)

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Equal variances assumed	1,636	,209	4,742	38	,000	10,000	2,109	5,731	14,269
Equal variances not assumed			4,742	34,942	,000	10,000	2,109	5,718	14,282

The table calculated by using SPSS version 20 software showed Levene's test is 1.636, with a significance value of .209 and t value is 4.742, and a degree of freedom is 38. The researcher uses only equal variance assumed for testing the hypothesis. Based on the independent sample t-test result, the significance value is 0.209 which is higher than 0.05 which means there is a difference between before and after treatment. Further, in Levene's test for the equality of variances column, it can be seen the f-value is 1.636 which is bigger than 0.05. According to Larson Hall (2010) if the f-value is greater than 0.05, Levene's test the variance is equal assumed. Therefore, the fourth assumption of the t-test has been fulfilled.

It times to jump into the main question of this research about the significant effect of using the self-assessment technique. Therefore, to hypothesize whether the uses of the self-assessment technique in writing narrative text are effective or not. The hypotheses of this research are Ho = There is no significant difference in students' achievement in writing ability before and after being taught by using the self-assessment technique, and Ha = There is any significant difference in students' achievement in writing ability before and after being taught by using Self-Assessment technique.

To compare t-account and -table the researcher uses the criteria that if t-account > t-table in a significant degree of 0.05, the Null Hypothesis is rejected. It means that the mean score of the experimental class is higher than the control class. The use of the self-assessment technique is effective in students' achievement in writing narrative text. If the t-account is lower than the t-table by a significant degree of 0.05, the Null Hypothesis is accepted. It means that the mean score of the experimental class is lower than the control class. The use of the self-assessment technique is not effective on students' achievement in writing narrative text.

Based on the data obtained, the t-account is 4.742 and the t-table is 2.042. So, the t-account is higher than the t-table which means Null Hypothesis is rejected and the Alternative Hypothesis is accepted. This means that there is a significant difference between the experimental and control class. The data result of the experimental class is better than the control class after getting treatments. Teaching writing on the narrative text using the self-assessment technique is more effective than teaching writing on narrative text without using the technique. It can be seen from the result of the data score that the students writing by using the self-assessment technique as their practice tool on classroom activity got a higher score. Therefore, to conclude all the results above, the use of the self-assessment technique is effective in students' achievement in writing narrative text.

CONCLUSION

Finding the result of the questions' research is fulfilled by using SPSS version 20 software. However, the following interpretation and discussion are presented to strengthen the value of this study. As was previously explained, this research tends to the experimental class, because the post-test of students' mean score in the experimental (after treatments) is higher than the control class. The experimental score is 64.50 which is higher than the control score which is 54.50. It can be interpreted that the mean score of the experimental class taught by using the self-assessment technique was higher than the mean score of the control group with the teachers' assessment. In other words, self-assessment was helpful in classroom activity as an experimental class did it. It is also indicated by the higher total scores of students' writing after the practice of self-assessment.

Next, the result of hypothesis testing showed that the Null Hypothesis is rejected and Alternative Hypothesis is accepted which means the implementation of the self-assessment technique in writing narrative text is effective. It is proved from the result of the data normality test, homogeneity test, and hypothesis test which are claimed that the self-assessment technique is effective on students' achievement in writing narrative text. Based on those tests, it is possible to conclude that Self-assessment in the process of writing has enough advantages, such as making the learning process more student-centered, taking individual students' thinking and full of consideration, more thoughtful writing, enhancing students' motivation, improving learning skills, and development of mastery goals in learning. From those strengths, it can be concluded that kind of assessment as a tool for learning can have a considerable impact on students' learning achievement and development into reflective and independent learners. Studies on teaching and learning English for foreign language learners like in Indonesia are crucial and must be improved and updated continuously to get better results. It is suggested to find more theories that support the research and conduct the research over a long time to get better results related to the effectiveness of the self-assessment technique. As researchers mentioned before that this study has to take a long time to get a better impact.

REFERENCES

Abbas, M. F. F. (2017). Assessing and evaluating EFL learners' ability in writing academic essay. *Proceedings of ISELT FBS Universitas Negeri Padang*, *5*, 257-261.

Andrade, H. L. (2019). A critical review of research on student self-assessment. In *Frontiers in Education* (Vol. 4, p. 87). Frontiers.

Albayram, Emine. (2017). Impact of English as a foreign language students' self-assessment on their writing skills' development. *Journal of Education in Black Sea Region*, 2(2), 56-87.

Alderson, M., & Anderson, K. (2003). Text Types in English 3. *South Yarra Macmillan Education Australia*.

Al-Mahrooqi, R., Coombe, C., Al-Maamari, F., & Thakur, V. (Eds.). (2017). *Revisiting EFL Assessment: Critical Perspectives*. Springer.

Assis, B. M. D. (2012). *Self-assessment of writing skills: a reliable and valid tool in an efl classroom* (Doctoral dissertation, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa).

Bing, XU. (2016). A Study of the Effects of Student Self-assessment on the EFL Writing of Chinese College Students. *Journalism*, *6*(2), 91-107.

Brown, H. D. (2007). Principles of language learning and teaching fifth edition. *White Plains, NY: Pearson Education*.

Brown, G., & Harris, L. R. (2013). Student self-assessment. *SAGE handbook of research on classroom assessment.*

Cahyono, B. Y & Taufik. M. (2019). Developing EFL Students' Writing Skill through Self-Assessment Integrated with E-Portfolio. *IJEE (Indonesian Journal of English Education)*, *6* (2), 171-186.

Cheng, F. & Chen, Y. (2009). Taiwanese argumentation skills: Contrastive rhetoric perspectives. *Taiwan International ESP Journal, 1*(1), 23-50.

Chelli, S. (2013). Developing Students' Writing Abilities by the Use of Self-Assessment through Portfolios. *Arab World English Journal*, *4*(2).

Creswell John, W. (Eds). (2014). *Research Design: Qualitative, Quantitave, and mixed method approaches.* Sage.

Earl, L. M. (2013). *Assessment as Learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.

Fahimi, Z. & Rahimi, A. (2015). On the impact of self-assessment practice on writing skill. *Procedia - Social and Behavioral Sciences,* 192, 24, p. 730 – 736.

Farrell, M. (2012). *The special education handbook: an AZ guide*. Routledge.

Fitzpatrick, B., & Schulz, H. (2016). Teaching young students to self-assess critically. In *annual meeting of the American Educational Research Association, Washington DC*.

Gardner, D. (2000). Self-assessment for autonomous language learners. *Links & Letters*, (7), 049-60.

Gardner, J., Harlen, W., & Hayward, L. (2010). *Developing teacher assessment*. McGraw-Hil Education (UK).

Harmer, J. (2006). *How to teach writing*. Pearson Education India.

Heidarian, N. & Bonyadi, A. (2016). Investigating the effect of using self-assessment of Iranian EFL learners' writing. *Journal of Education and Practice*. 28(7), 80-89.

Indriati, T. (2015). Improving writing skills on narrative texts for grade VIII E students of SMPN 6 Magelang through collaborative writing technique in the academic year of 2014/2015.

Javaherbaksh, M. R., (2010). Impact of self-assessment on Iranian EFL learners' writing skills. *English Language Teaching*. 3(2), 213-218.

Khodadady, E., & Khodabakhshzade, H. (2012). The effect of portfolio and self-assessment on writing ability and autonomy. *Journal of Language Teaching and Research*, *3*(3), p. 518-524.

Lande, Shyla K. & Astuti, Eka M. (2015). Forward for Vocational School Grade X. Jakarta: Erlangga.

Lam, R. (2010). The role of self-assessment in students' writing portfolios: A classroom investigation. *TESL Reporter, 43*(2), 16-34.

McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, *87*(1), 40-49.

Manchon, Rosa M. (2009). *Writing in Foreign Language Contexts: Learning, Teaching, and Research.* Multilingual Matters.

Nagel, M., & Lindsey, B. (2018). The Use of Classroom Clickers to Support Improved Self-Assessment in Introductory Chemistry. *Journal of College Science Teaching*, *47*(5), 72-79.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, *31*(2), 199-218.

Nimehchisalem, V., Yoong, D. S. C., Kaur, S. J. S., Siti Zaidah, Z., Norouzi, S., & Sheren, K. (2014). A self-assessment checklist for undergraduate students' argumentative writing. *Advances in Language and Literary Studies, 5*(1), 2203-4714.

Purwanti. (2013). *Let's Write English Text.* Yogyakarta: PT Citra Aji Paranama.

Puspitaloka, N., & Wahyuna, Y. T. (2018). Kesulitan-kesulitan yang dihadapi mahasiswa PIAUD dalam pembelajaran Bahasa Inggris. *AWLADY: Jurnal Pendidikan Anak*, *4*(2), 120-136.

Raaijmakers, S. F., Baars, M., Paas, F., van Merriënboer, J. J., & van Gog, T. (2019). Effects of self-assessment feedback on self-assessment and task-selection accuracy. *Metacognition and Learning*, *14*(1), 21-42.

Renandya, W. A., & Widodo, H. P. (Eds.). (2016). *English language teaching today: Linking theory and practice* (Vol. 5). Springer.

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

Roca de Larios, J., Manchon, R.M., Murphy, L., & Marin, J. (2008). *The Foreign Language Writer's Strategic Behaviour in the Allocation of Time to Writing Process*. In Manchon, Rosa M. (2009). *Writing in Foreign Language Contexts: Learning, Teaching, and Research.* Multilingual Matters.

Spiller, D. (2009). Assessment Matters: Self-Assessment and Peer Assessment. Teaching Development, The University of Waikato.

Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT course*. Ernst Klett Sprachen.

Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D).* Bandung: Penerbit Alfabeta.

Takarroucht. K. (2022). The Effect of Self-Assessment on the Development of EFL Writing Self-Efficacy: A Case of Algerian Higher Education. *International Journal of Language Education, 6*(2), 157-168.

Theresia Putri, P. (2015). The implementation of self-assessment in writing class: Case study STIB LIA Jakarta. *Teflin Journal*, 26(1), 97-116.

Thompson, B. (2006). *Foundations of Behavioral Statistics: An Insight-Based Approach.* New York: Guilford.

Tiwari. (2005). *What is writing.* http//www.teaching.org.uk/think/write/diary.htm. accessed on January 31th, 2019.

Tuleya, L. G. (2007). *Thesaurus of Psychological Index Terms*. Washington, DC: APA. van Kraayenoord, C. E., & Paris, S. G. (1997). Australian students' self-appraisal of their work samples and academic progress. *The Elementary School Journal, 97*(5), 523-537.

Urqurhart, V. & Mclever, M. (2005). *Teaching Writing in The Content Areas*. Virginia: ASCD.

Wardiman, Artono et.al. (2008). *English in Focus.* Jakarta: Pusat Perbukuan; Depdiknas.

Wisnu. C & Pradana. S. A. (2020). Students' Self-Assessment in Article Writing Class. *English Education: Jurnal Tadris Bahasa Inggris, 13* (1), 15-31.