

A COMPARATIVE EFFECT OF SELF ASSESSMENT COMBINED WITH STUDENTS' AND TEACHERS' FEEDBACKS ON THE STUDENTS' WRITING COMPETENCY BASED ON TEXT TYPES IN SMA N 4 SINGARAJA.

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Abstract

This study aimed at comparing the effect of Self-Assessment combined with students' and teachers' feedback on students' writing competency based on text types in SMA N 4 Singaraja. The research design is Post-test only comparison group design with 2x3 Factorial Design. This study is an experimental research which is involving three variables. The first variable is independent variable, that is, Self-Assessment (A) with two levels namely Self-Assessment with Students' Feedback and Self-Assessment with Teachers' Feedback. The second variable is the moderator variable that is text types (B) with three levels namely Descriptive, Narrative, and News Item. The third variable is the dependent variable, that is, Writing Competency (Y). From the result of the study it could be conclude that writing competency of students who were taught using self-assessment combined with teacher feedback is better than those who were taught using self-assessment combined with students' feedback. Therefore, the first conclusion which can be made from this research is self-assessment combined with teacher feedback which was used to treat the students of X2 grade students of SMA N 4 Singaraja can affect better toward students' writing competency than the self-assessment combined with students' feedback which was used to treat the students of X3 grade students. Considering the variable of text type in writing, it was found that, narrative text was the higher score among the three text type in both students who were taught using self-assessment combined with teachers' feedback and students who were taught using self-assessment combined with students' feedback.

Key words: writing competency, self-assessment, feedback and text type

INTRODUCTION

According to students, writing is difficult because they are lack of vocabularies, they have problem in grammar, they got difficulties in making a good sentence, and they think it is not easy in sharing their ideas in written forms.

From teachers point of view, writing is regarded as difficult to be taught because, they know almost all students having lack vocabulary of English, they

think that students are not really interested in writing, they also think that their teaching writing strategy may be not useful to help students enhancing their writing skill.

There is a statement which stated that writing is a difficult is according to Marhaeni, 2010, she stated that writing is often considered as the most difficult language skill to be learnt since its complexity makes it becomes difficult. Not

only in the matter of linguistic ability, writing also involves various cognitive and creative process. In cognitive process of writing, writing is viewed as a process of transactional between writer schemes which consist of variety of information. In creative process of writing, the writing process is characterized by the insight of unique new ideas which is logically and uniquely arranged in writing.

According to the assumption that writing is not an easy activity, Bossone and Ashe (1981) report that beginner students tend to learn grammar before studying the other aspects of writing. This assumption indicates that those students focus on grammar only without realizing the important role of other writing aspects that are needed to develop an effective writing. It is also found that beginner students are unable to elaborate various ideas that are raised in their writing. They are struggling to develop a coherent writing. Another study identifies that students also face difficulty in mechanics (Olshtain, 2001). Another study conducted by Oscarson (2009) showed that the specific writing skills that students at upper secondary school focused on in their writing are spelling and grammar, rather than other skills such as sentence structure, vocabulary, paragraphing and punctuation skills. Those findings indicate that EFL students often face difficulty in learning particular writing aspects.

National Assessment of Educational Progress revealed that many youngsters do not develop the competence in writing needed at their respective grade levels (Persky, Daane & Jin in Graham and Perin, 2007). Supporting this argument, a study conducted by Greenwald *et al* found that two thirds or more of students' writing in 4th, 8th and 12th grade, was below grade-level proficiency (Greenwald *et.al* in Graham and Perin, 2007). It was estimated that 50% of high school graduates are not prepared for college-level writing demands (Achieve, Inc. in Graham and Perin, 2007).

In order to overcome that problem, there are several strategies and techniques used to help students make a good writing. One of those writing

strategies is Self-Assessment combined with feedback.

Student Self-Assessment is a tool that can be used regularly to validate the levels of students' learning and to help them become more responsible for their own educational growth. Self-Assessment is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future (Rolheiser and Ross, 2001). When students become actively involved in self-assessment, they become more responsible for the direction their learning takes (Rief; Tierney, Carter, and Desai; Wolf in O'Malley and Pierce, 1996). Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning (O'malley and Pierce, 1996: 5).

Self-Assessment in this study is combined with students' and teachers' feedback. In this research the writer compares the effect of the two combinations, Self-Assessment with Students' Feedback and Self-Assessment with Teachers' Feedback which are considered to be effective writing strategies used to be able in writing English. Further, in this study the writer also tried to investigate the interaction of those strategies toward text types; descriptive, narrative and news item text in SMA N 4 Singaraja.

There are many factors could influence the students' success in writing such as, teacher do not applied student-centered approach well in the teaching learning process, students have lack vocabularies and they are not able in sharing their ideas through writing, learning facilities such as classroom and English books collection which support students' writing are not sufficient.

Due to those problems, the researcher believes that there must be an appropriate strategy that could solve those problems. The strategy that could solve the problem is a strategy that employs students' Self-Assessment and feedback.

METHODES

This study is an experimental research which is involving three variables. The first variable is independent variable, that is, Self-Assessment (A) with two levels namely Self-Assessment with Students' Feedback and Self-Assessment with Teachers' Feedback. The second variable is the moderator variable that is text types (B) with three levels namely Descriptive, Narrative, and New item. The third variable is the dependent variable, that is, Writing Comtetency (Y). In this study, it is needed two comparison groups. Therefore, both groups will treated by using different strategies. It is investigated whether one treatment is more effective than the other and whether or not there is interaction between the independent variable and the moderator variable on the dependent variable.

This experimental research applied factorial design. Factorial design involves two or more independent variable, called factors, in single design. The construction of a factorial design is that, all levels of each independent variable are taken in combination with the levels of the other independent variable (Wiersma, 1985). The levels indicate that number of independent variable. Further, this experimental research used 2x3 factorial arrangements therefore; there are two independent variables, which are taken in combination with three moderator variables.

The 2x3 factorial arrangements are used to investigate the comparative effect of independent variable on the dependent variable. This design is used based on the assumption that the two independent variables have an effect on the other variables and there is an interactional effect between the independent variables and the moderator variable on dependent variable.

There are three variables, two independent variables and one dependent variable. The independent variable is writing assessment (A) as treatment variables that are classified into Self-Assessment with Students' Feedback and Self-Assessment with Teachers' Feedback. The moderator variable is text types (B) with three levels namely

Descriptive, Narrative, and News Item. The dependent variable is Students' Writing Competency (Y). This study aimed at investigating the comparative effect on independent variable and moderator variable toward the one dependent variable.

Instrumentation refers to the whole process of collecting data and the instruments are the means to collect the data itself. There were two types of instruments needed for this research; instrument for data collection and instrument for treatment.

Instrument for Data Collection

Data refers to the kinds of information which is obtained on the subject of a research (Fraenkel and Wallen, 1993). Data is collected by using certain instruments.

This present study used two instruments for collecting data that consisted of English writing competency test and analytical assessment rubric and observation sheet and also questionnaires.

The analytical assessment rubric of writing consisted of five writing components that involved content organization, sentence structure, vocabulary and mechanics. The criteria being assessed in this rubric was adopted from Marhaeni (2005). The following is the blueprint of analytical assessment rubric:

Table Blueprint of Analytical Assessment Rubric

No.	Dimensions	Indicators
1.	Content	<ul style="list-style-type: none"> • The content of writing is rich of relevant information • The content is suitable with the topic being assigned • The main idea is developed with appropriate examples or reasoning
2.	Ideas Organization	<ul style="list-style-type: none"> • The writing focuses on one clear central idea • The ideas are

	<p>arranged in logical order</p> <ul style="list-style-type: none"> • Some transitional signals are used to show relationship between ideas
3. Sentence Structure	<ul style="list-style-type: none"> • Tenses patterns are used suitably and accurately • Using complex and effective construction
4. Vocabulary	<ul style="list-style-type: none"> • Rich of vocabulary • The ideas are presented with accurate vocabulary • The word forms are used appropriately • Good mastery of words formation
5. Mechanics	<ul style="list-style-type: none"> • The essay is written based on the writing convention • The sentences are written with correct punctuation and capitalization • The words are written with correct spelling

Instrument for Treatment

The instruments covered self-assessment checklist, teaching scenario, and anecdote note sheet.

- Self-Assessment Checklist

Self-assessment checklist is a sheet which contains a set of criteria used as guidance by the sample of study to review and to evaluate their own writing. The sheet covers 5 components of writing.

- Teaching Scenario

Teaching scenario shows the steps of teaching and to give a kind of picture of how each teaching-learning process will be conducted. Teaching scenario is made based on the number of meeting and topic of discussion. There are 3 topics of discussion; narrative paragraph, descriptive paragraph and news item paragraph. Each topic will be discussed in four meetings. Therefore, there will be 12

teaching scenarios. The following is the general teaching scenario for both experimental and control groups. Two meetings (2 x 90 minutes) are required for discussing one paragraph by using self-assessment and one meeting (90 minutes) by using product assessment.

Data Collection

The data for this study will be collected by using test and non-test. Data which are collected by using test is the data from writing competency. In order to collect this data, the students will assign to write a paragraph upon a particular topic (i.e. narrative, descriptive, news item). Their writing then analyze and score by two raters which are based on the analytical assessment rubric. To ensure the reliability of the scores given by raters, the inter-rater reliability analysis will be conducted for each test. Data which are collected by using non-test is the data from the result of preliminary observation.

Data Analysis

The data are going to be analyzed by using descriptive statistical analysis and inferential statistical analysis. The descriptive statistical analysis is conducted to obtain the mean score and the standard deviation of the two groups. Meanwhile the inferential statistical analysis is done by using two ways ANOVA and Tukey test. Before the test is analyzed, the normal distribution and the homogeneity of variance need to be analyzed.

- Testing for Normal Distribution

Normal Distribution of data is conducted to know whether the obtained data are distributed normally. The normality of data is investigated by using Kolmogorov-Smirnov statistic.

- Testing for Homogeneity of Variance

Homogeneity of Variance needs to be analyzed to know whether the data are homogeneous as well as to convince that the difference which appears in hypothesis testing occurs as a result of the difference in group. It is analyzed by using Levene's test of Equality of Error variance. The variances of groups are considered homogeneous if the significance value is higher than 0.05.

After the homogeneity and normality of data has been obtained, the data can be further analyzed by using two-way ANOVA. The posttest will be administered if the two-way ANOVA finds that significant interaction effect exists between Self-Assessment and text types in improving students' writing competency. Meanwhile, the interaction effect between text type and self-assessment on students' writing competency will be estimated by operating Post-hoc formula.

FINDINGS AND DISCUSSION

Based on the output of SPSS, the result of the hypothesis testing could be explained as follows.

There is any significant difference between Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' Feedback on Students' Writing Competency

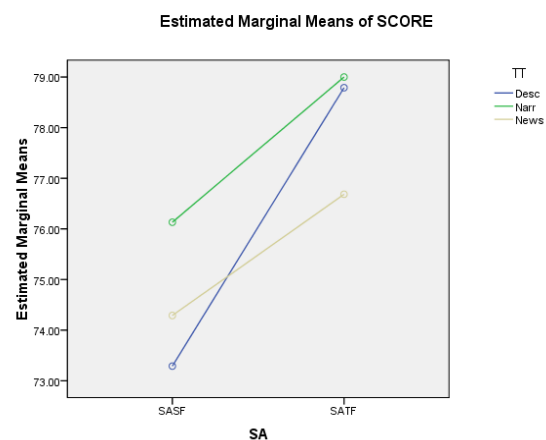
This research hypothesis was answered by looking at the value of probability (Sig) of SA (assessment type). If the probability value was lower than 0.05, H_0 was rejected or H_1 was received. From the output, it was known that the probability value of 0.00, which was lower than 0.05. It meant that there was significant difference between Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' Feedback on Students' Writing Competency.

From the result of descriptive analysis, it was known the mean score of the students assessed with self-assessment with student feedback was 74.5; meanwhile the mean score of the students assessed with self-assessment with teacher feedback was 78.11. It means that the students' writing competency assessed with self-assessment with teacher feedback was higher than the students' writing competency assessed with self-assessment with students feedback. So, it can be concluded that self-assessment with teacher feedback affects better than self-assessment with student feedback on students' writing competency.

There is any Significant Interaction between of Self-Assessment combined

with Students' Feedback and Self-Assessment combined with Teachers' Feedback on Students' Writing Competency in SMA N 4 SGR

This research hypothesis was answered by looking at the value of probability (Sig) of SA*TT (assessment type*text type). If the probability value was lower than 0.05, H_0 was rejected or H_1 was received. From the output, it was known that the probability value of 0.004, which was lower than 0.05. It meant that there was significant interaction effect of assessment type (self-assessment with student feedback and self-assessment with teacher feedback) and text type (narrative, descriptive, and news item) on students' writing competency. The interaction can be pictured as follows.



Because there is an interaction effect between teaching method and text type on students' writing competency, it is continued with Tukey test to know the effect of interaction. The result of the Tukey test is also the answer for the third, fourth and fifth hypothesis.

There is any significant difference in writing descriptive text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback

$$\bar{Y}_{SASF} = \frac{\sum SASF}{n} = \frac{2785}{38} = 73,29$$

$$\bar{Y}_{SATF} = \frac{\sum SATF}{n} = \frac{2994}{38} = 78,79$$

$$Q = \frac{\bar{Y}_{SATF} - \bar{Y}_{SASF}}{\sqrt{\frac{RKD}{n}}} = \frac{78,79 - 73,29}{\sqrt{\frac{15,750}{38}}} = \frac{5,50}{0,64} = 8,54$$

$Q_{table} (0.05, 2) = 2,83$

The result of the calculation shows that the value of $Q_{counted}$ of 8.54; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than $Q_{critical}$ value. It means that there is significant difference in students' descriptive text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

To know which group is better, it can be seen from the mean of both groups. The mean score of students' descriptive writing competency assessed with Self-Assessment combined with Students' Feedback of 73.29 which is lower than mean score of the students' descriptive writing competency assessed with Self-Assessment combined with Teachers' Feedback of 78.79. So, it can be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' descriptive writing competency.

There is any significant difference in writing narrative text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback

$$\bar{Y}_{SASF} = \frac{\sum SASF}{n} = \frac{2893}{38} = 76,13$$

$$\bar{Y}_{SATF} = \frac{\sum SATF}{n} = \frac{3002}{38} = 79,00$$

$$Q = \frac{\bar{Y}_{SATF} - \bar{Y}_{SASF}}{\sqrt{\frac{RKD}{n}}} = \frac{79,00 - 76,15}{\sqrt{\frac{15,750}{38}}} = \frac{2,87}{0,64} = 4,46$$

$Q_{table} (0.05, 2) = 2,83$

The result of the calculation shows that the value of $Q_{counted}$ of 4.46; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than $Q_{critical}$ value. It means that there is significant difference in students' narrative text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

From the result of descriptive analysis, the mean score of students' narrative writing competency assessed with Self-Assessment combined with Students' Feedback of 76.13 which is lower than mean score of the students' narrative writing competency assessed with Self-Assessment combined with Teachers' Feedback of 79.00. So, it can be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' narrative writing competency.

There is any significant difference in writing news item text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback

$$\bar{Y}_{SASF} = \frac{\sum SASF}{n} = \frac{2823}{38} = 74,29$$

$$\bar{Y}_{SATF} = \frac{\sum SATF}{n} = \frac{2914}{38} = 76,68$$

$$Q = \frac{\bar{Y}_{SATF} - \bar{Y}_{SASF}}{\sqrt{\frac{RKD}{n}}} = \frac{76,68 - 74,29}{\sqrt{\frac{15,750}{38}}} = \frac{2,39}{0,64} = 3,72$$

$Q_{table} (0.05, 2) = 2,83$

The result of the calculation shows that the value of $Q_{counted}$ of 3.72; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than

Qcritical value. It means that there is significant difference in students' news item text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

From the result of descriptive analysis, the mean score of students' news item writing competency assessed with Self-Assessment combined with Students' Feedback of 76.68 which is lower than mean score of the students' news item writing competency assessed with Self-Assessment combined with Teachers' Feedback of 74.29. So, it can be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' news item writing competency.

According to the result of hypothesis testing toward the data of this research, it was found that there is significant main effect from the strategy toward students' writing competency of SMA Negeri 4 Singaraja especially in grade ten. It can be seen from the result of the first hypothesis testing, that is, there is significant difference between Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' feedback on Students' Writing Competency. This research hypothesis was answered by looking at the value of probability (Sig) of SA (assessment type). If the probability value was lower than 0.05, H_0 was rejected or H_1 was received. From the output, it was known that the probability value of 0.00, which was lower than 0.05. It meant that there was significant difference between Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' Feedback on Students' Writing Competency.

From the result of descriptive analysis, it was known the mean score of the students assessed with self-assessment combined with students' feedback was 74.5; meanwhile the mean score of the students assessed with self-assessment combined with teachers'

feedback was 78.11. It means that the students' writing competency assessed with self-assessment combined with teachers' feedback was higher than the students' writing competency assessed with self-assessment combined with students' feedback. So, it can be concluded that self-assessment with teacher feedback affects better than self-assessment with student feedback on students' writing competency.

There were some considerations why there was significant difference score between Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' Feedback. First, it was because the treatment given to the both group was obviously different. In group treated by using Self-Assessment combined with Students' Feedback, students' partner gave feedback on the writing that their peer had made. Peer or students' feedback did not really able in diagnosing students' problem in writing because students were not the expert and they were reluctant to trust their peers and the process has a degree of risk with respect to reliability of grades as peer pressure to apply elevated grades or friendships may influence the assessment, though this can be reduced if students can submit their assessments independent of the group. Students will have a tendency to award everyone the same mark. Students feel ill equipped to undertake the assessment. Students may be reluctant to make judgments regarding their peers. At the other extreme students may be discriminated against if students 'gang up' against on group member.

This statement supported by some experts who already finished in doing relevant research. According to Sengupta, 1998, students tend to trust their teachers rather than their peers, believing that the teacher is the expert whereas their peers might not be knowledgeable enough to diagnose their problems. Some researchers (Leki 1990; Nelson & Murphy 1992, 1993; Lockhart & Ng 1993; Mendoca & Johnson 1994; F. Hyland 2000a) have found that students have problems detecting errors and providing quality feedback, sometimes resorting to

formulaic comments on each other's writing, or they may give inappropriate and over-critical feedback (Amores 1997) or overfocus on surface errors (McGroarty & Zhu 1997).

In comparison, the students taught by using self-assessment combined with teachers' feedback could improve their writing competency it was because the teachers' feedback which was obviously better than students' feedback.

The second hypothesis testing was done to investigate whether there was Significant Interaction between of Self-Assessment combined with Students' Feedback and Self-Assessment combined with Teachers' Feedback on Students' Writing Competency in SMA N 4 SGR.

This research hypothesis was answered by looking at the value of probability (Sig) of SA*TT (assessment type*text type). If the probability value was lower than 0.05, H_0 was rejected or H_1 was received. From the output, it was known that the probability value of 0.004, which was lower than 0.05. It meant that there was significant interaction effect of assessment type (self-assessment with student feedback and self-assessment with teacher feedback) and text type (narrative, descriptive, and news item) on students' writing competency. Because there is an interactional effect between teaching method and text type on students' writing competency, it is continued with Tukey test to know the effect of interaction. The result of the Tukey test is also the answer for the third, fourth and fifth hypothesis.

The next hypothesis testing was to investigate whether there significant difference in writing descriptive text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

The result of the calculation shows that the value of $Q_{counted}$ of 8.54; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than

$Q_{critical}$ value. It means that there is significant difference in students' descriptive text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

To know which group is better, it can be seen from the mean of both groups. The mean score of students' descriptive writing competency assessed with Self-Assessment combined with Students' Feedback of 73.29 which is lower than mean score of the students' descriptive writing competency assessed with Self-Assessment combined with Teachers' Feedback of 78.79. So, it can be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' descriptive writing competency.

The fourth hypothesis testing was to investigate whether there is significant difference in writing narrative text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

The result of the calculation shows that the value of $Q_{counted}$ of 4.46; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than $Q_{critical}$ value. It means that there is significant difference in students' narrative text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

From the result of descriptive analysis, the mean score of students' narrative writing competency assessed with Self-Assessment combined with Students' Feedback of 76.13 which is lower than mean score of the students' narrative writing competency assessed with Self-Assessment combined with Teachers' Feedback of 79.00. So, it can

be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' narrative writing competency.

The last hypothesis testing was to investigate whether there is significant difference in writing news item text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

The result of the calculation shows that the value of $Q_{counted}$ of 3.72; meanwhile $Q_{critical}$ value is 2.83. If $Q_{counted}$ is higher than $Q_{critical}$ value, it means that H_0 is rejected or H_1 is received. From the result of the calculation, $Q_{counted}$ is higher than $Q_{critical}$ value. It means that there is significant difference in students' news item text between students who are assessed by using Self-Assessment combined with Students' Feedback and those who are assessed by using Self-Assessment combined with Teachers' Feedback.

From the result of descriptive analysis, the mean score of students' news item writing competency assessed with Self-Assessment combined with Students' Feedback of 76.68 which is lower than mean score of the students' news item writing competency assessed with Self-Assessment combined with Teachers' Feedback of 74.29. So, it can be concluded that Self-Assessment combined with Teachers' Feedback affects better than Self-Assessment combined with Students' Feedback on students' news item writing competency.

The above discussion shows that there is a relation among the nature of writing competency, self-assessment combined with students' and teachers' feedback and text type in writing.

CONCLUSION AND SUGGESTION

In general, writing competency of students who were taught using self-assessment combined with teacher feedback is better than those who were taught using self-assessment combined

with students' feedback. Therefore, the first conclusion which can be made from this research is self-assessment combined with teacher feedback which was used to treat the students of X2 grade students of SMA N 4 Singaraja can affect better toward students' writing competency than the self-assessment combined with students' feedback which was used to treat the students of X3 grade students.

Considering the variable of text type in writing, it was found that, narrative text was the higher score among the three text type in both students who were taught using self-assessment combined with teachers' feedback and students who were taught using self-assessment combined with students' feedback.

Based on the research findings, the discussion, and the conclusion, several suggestions are proposed which can be seen as follows:

It is recommended for English teachers of ten grade of SMA N 4 Singaraja to use self-assessment combined with teachers' feedback as an additional strategy in writing class.

This is recommended for teachers to cope with the limitation of time for writing practice inside the classroom. By using this strategy, the in-class writing process can be continued by students at their convenient time outside the classroom.

For further research, an investigation of the effect of self-assessment and feedback toward other language skills (speaking, listening, and reading) could be considered as prospective research topic since self-assessment strategy and self-efficacy do not only affect students' writing competency.

For other researchers who want to conduct research to investigate the quality of writing competency, it is recommended to do further research with different writing approach, characteristics of students, socio-economic background of the students' parents, etc.

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