

## **THE EFFECT OF SELF-ASSESSMENT AND SELF-CONCEPT ON STUDENTS' WRITING COMPETENCY AT EIGHTH GRADE OF MTS DARUL AITAM JEROWARU IN ACADEMIC YEAR 2012/2013**

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### **ABSTRACT**

This present study aims at investigating the effect of self-assessment and self-concept on students' writing competency. To fulfill the purpose of the study 80 students out of 120 eighth grade students of MTS Darul Aitam Jerowaru in academic year 2012/2013 were recruited as the research sample through a simple random sampling to have two new classes thought outside the school schedule which was determined based on students' self-concept level in studying English. This experimental study was designed with a 2x2 factorial design. The instrument used to collect the data were posttest of writing and rubric with a questionnaire of self-concept in studying English. The data were analyzed by using two-way ANOVA. The data shows that there is a significant effect between self-assessment on student' writing competency and there is a significant interactional effect between self-assessment and self-concept on student' writing competency. The analysis shows that there is a significant difference in writing competency between the students with high self-concept assessed by using self-assessment and those assessed by using conventional assessment and the student with low concept also indicates the same result.

Keywords: Self-assessment, conventional assessment, self-concept and writing competency.

### **INTRODUCTION**

Writing in any language requires many knowledge of language structure, vocabulary, and idea organization (Sujono, 1988:61). Language can be formed by phonology, morphology and syntax. To write have a skill and exercises everytimes need time and studying about writing. Writing that is learned and can only be developed through a lot of practises (Langan 2001). For instance a

learner need to discover a point or idea through prewriting, develop solid supports for the point, organize the supporting materials, revise and then edit the writing to produce an error-free paper.

Besides many aspects in writing that may become challenges for the students, writing in a second-language may hampered because of need to focus on language rather than content (Alderson and Bachman, 2002:35). Silva (in Alderson

and Bachman 2003:35-36) ,found that writing in a second language tends to be more constrained more difficult, and less affective than writing in a first language where second language writers plan less, revise for content less, and less fluently and accurately than first-language writers.

Self-concept plays a central in mediating the effect of other desirable educational outcomes (Brookover and Lezotte 1979) Marsh (1992) showed the relationship of self-concept to school achievement is very spesific when general self concept and nonacademic aspects of self-concept are highly related to success in that contant area, Supporting this idea, Sanchez and Roda (2003) state the academic self-concept predic the student, academic performance. Moreover Schunk and Swartz (In Mc Arthur, et al) found that are positve and significant relationship writing skill that reported self concept was highly predictive of both writing Skill and strategy use.

Based on the above description, it seems very important to know how self-assessment very affective to the students for enlarge their knowledge in writing competency. Student' academic competency is highly determined by learning self- assessment and self-concept in writing competency grade VIII students of MTS Darul Aitam Jerowaru.

### **Theoretical Review**

The theoreticaly is very important a research to relate with relevant theories. This research talks the students'writing competency. There are some theories as literature in writing this research

A competency is defined in terms of what is a person is required to do (performance) under what condition it is to be done(condition) and how to be done (standard) (Doson,2002). Competency is broadly defined as the ability of the

student which is enabling him to accomplish task adequately to find solution and to realize them in required situations. Competencies consist of components are knowledge, skill. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible action in the reportoire.

Writing is not simply viewed as a technical skill, but as method of learning and mode of achieving self-understanding, self-expression, and intellectual growth. Competency in writing is approach not as a one time achievement, but as something students develop in creasingly complex, situations, thus competency requires the use innovative teaching methodes to enable our students to develop confidence in their quantitative reasoning skills (Simpuson College).

Knowing english involves not only producing language correctly, but also using language for particular purpose. When learners are able to performto communicative functions that they need, they achieve competence in english in the language. Therefor , one of the major aims of teaching english writing to enable the students to express themselves correctly in writing on everyday matters of life, and this requires proficiency in structural skills.

Based on prvious definition of competency, learning competency can be difinited as the person's ability to create and look for situatin that make it possible to expriment with a set of sultions that make it possible to complete the primary task and reflect on the experience. Writing skill refer to productive skill which involve learning features of writing such as content and it is organization. Spelling structure, grammmer and vocabulary, and punctuation. Therefore, writing competency is assumed as a person's

ability to produce a qualified writing which is shown by their acknowledgement of the fundamental components of writing.

Meanwhile, writing in term writing competency is viewed as cognitive and creative process (Marhaeni, 2005). As a cognitive process writing madium to express ideas created by the writer's mind. It occurs in complicated way in the human's brain that cannot be observed. The result of cognitive process is known from the quality of ideas which covers the development of ideas as well as they organization. Vygotsky (in Otero, 2006) note that cognitive development isnot merely determined by human cognition. But also by interaction with others. In the other words, mediation factor are needed to be development of humans thought and behavior. Student may learn from more knowledgeable people through collaborating and sharing activities.

The creative process of writing involves purposeful analysis, imaginative idea generation and critical evaluation (Plsek, 1996). Creative thinking begin with careful obsevation of the world that is coupled with thoughtful analysis. The result of the anlysis is then stored in human's memories which enables human generate novel ideas to meet specific needs by activity searching fo association among concept, Schultz (2003) state that creative process covers the intergation of imagination, a sense of curiosity and analytical skills.

Writing have very complex skill (Chitravelu, et.al, 2005) as below:

- a) Subject matter, a writer needs to have relevant imformation about the topic. This imformation may be writer's general knowledge or imformation that is obtained from reference books journals, etc.
- b) Purpose, a writer must clear purpose for writing. This will affect the way he

writes. Writing persuasion requires different material from writing which is intended to imform something.

- c) Interaction and a sense of audience. A writer needs to develop his interpersonal skill. He needs to know who is writing for so that he can take into consideration what is reader already knows, what he would like to know, what is capable of understanding,what kind of language would be appropriate for him, considering his status, knowledge of english.
- d) Language. A writer needs a repertoire of language adequate for his needs. This would involve not only knowing a range of sentence patterns, and word, it would also involves awareness of appropriate register choice, stylistic variants available in expressing different ideas, knowledge of english idiom and so on.
- e) Thinking skill a writer needs powers of logic to carry through an argument, he needs imagination and creativity to combine old fact in new ways to make his writing insteresting.

In addition Djiwandono (1996:73) that writer must be able to express his/her ideas and use his/her critical thinking to construct good content of writing which is considered as the major element of writing and writer also needs to knowledge some sporting aspects in writing such as diction grammatical rules and spelling.

The next three units are very important. They describe the tree mains stages of the writing process.

The wrting process depends on:

- a) Who you are wrting to or for (reader)
- b) Why you are writing (purpose)
- c) What you are writing about (content)

- d) Where you are, how much time do you have, how you feel, etc. (situation)

There is no one way to write. The ideas in the next three units are only suggestin. Try them all. Some you may find useful in one type of writing. Some you may find useful every time you write.

Whatever you do, you will benefit from lot of practice. So write often-even it's only for short time and even it's only for yourself. Producing a written texts involves three broad stage, et al, 2005: 177-179)

**Pre- Writing.** Pre-writing begins when the topic is announced by teacher or decided on collectively by the class, last through the generation and search for ideas and ends when the students begins to write first draft. Classroom activities in this stage should helps studentds develop ideas, or clarify and enrich original ideas.the most commently used type of activity is oral presentation. A number of tehcniqueis are used to encourage the generation of ideas, clarify and enrich original ideas most commonly used type of activity is oral presentation. A nuber of techniques are used to encourage the generation of ideas.

**Brainstorming.**Based on topic, students call out many ideas as possible. Teacher need to write all the ideas on the board, except all sugestion, do not evaluate. The emphasis is on the quantity of the results in much more ideas than any one pupil can generate on his own.

**Listing.** Pupil are encourage to list every idea associated with the topic with the produce as long a list as possible. They do not have to use have complete sentences. Listing ensures that pupils have a record of all the ideas that occur to them and do not forget some relevent or intersting idea with they are struggling to express onther ideas.

**Quickwriting.** Pupils write as much as they can five minutes based on the given title, and the opening people. They have to write continuously on every line, they can not pause. At the end of five minutes, pupil stop writing. They may exchange their quickwriters with each other, peers read and discuss the ideas generated.

**Min-mapping.**The activity begins with the teacher writing the key word in the centre of the board.

**Organizing ideas.** This stage gets pupils to work individually to decide which ideas to include in their composition, and where to put the ideas.

## METHODS

The research design was post test only Control-Group design using a 2x2 factorial arrangment, Wiersma (1991) state that this design is efficient research design to administer, since it doesnot require pretesting. Furthermore Fraenkel and wallen (1993) states that design involves two group which are formed random assignment. One group recives the exprimental treatment the other doesnot.

Population refer to all elements, individual, items, or objects whose characteristics are being studied (Mann, 2001). The population were 120 students grade VIII of MTs Darul Aitam Jerowaru in academic year 2012/2013, and sample consist of 80 students who divided into two groups..

This folowing was the procedure done to determine the sample of the study:

Stage: 1. Dividing the population into students with positive and negative self-concept. The whole population is asked to respond to scale of self-concept in the studying English.

The scores of self concept scale are then counted to categorize the students with positive and negative self-concept by using Likert scale with 5 scales. There are 30 items in the self-concept. Therefore, the lowest score is 30 and the highest score is 180. The score between 109-180 are considered as positive self-concept scores and score 30- 108 as considered negative self-concept scores.

Stage: 2. Determining the quota of sample, divided into two class self-assessment consist of 40 students and 40 students with negative self-concept.

Stage: 3. Simple random sampling was administered again to classify the experimental and control group.

The instrument for treatment covers: Self-assessment or self evaluation checklist which contain a set of criteria used as guidance by the sample of the study to review and to evaluate their own writing. Anecdote note sheet is a note about everything which is related with what happen during the treatment. Teaching scenario is how the process teaching writing by the teacher on the student' treatment.

The descriptive analysis is conducted to obtain the mean score and the standard deviation of the two groups. Meanwhile the inferential statistic analysis is done two ways ANOVA and Tukey test. Before the test analyzed, the normal distribution and the homogeneity of variance need to be analyzed. Two way ANOVA is used to analyzed two or more independent variabel together (McMillan and Schumacher, 2010:306) in order to determine whether score from two or more groups are significantly different at the

selected probably level (Gay, et al, 2009:341).

In this study, Turkey test was one of post-hoc analysis was used to identify the means different between groups since the sample size of the study was equal.

### **b) Testing for Normal Distribution**

Normal distribution of data was conducted to know whether the obtained data were distributed normally.

### **a) Testing for Homogeneity of Variance**

Homogeneity of variance was analyzed to know the whether the data were homogeneous as well as to the convince that the difference which appeared in hypoartical testing accrued as a result of the difference in a group. It was analyzed by using Levene's test of quality of error variance. The was variances of groups were considered homogeneous if significance value was higer than 0.05. the result of the homegeneity aanalysis showed that the significant value was 0.089 which means that the data variance were homogeneous.

## **DICUSSION**

From the statistical analysis to find significant difference between self- assesment and conventional assesment in improving writing competency, it was found that  $F_A$  (14.304) was higher than  $F_{CV}$ (3.036). Therefore,  $H_0$  was rejected. This mean, regardless the learning self-concept factors, there was a significant difference between the students' writing competency of the students who were treated by self- assesment and those who were treated by conventional assesment.

Regarding moderator variable, the students' writing competency of the students who had high self-concept, who were treated by self- assesment was higher than who were treated by

conventional assesment. This finding proved that self-assesment could increase Students' Writing Competency of the students of MTs. Darul Aitam Jerowaru Lombok Timur. Self-assesment was very effective, because by using this model, students could learn and teach one another among the students.

The basic concepts of self-concept enable the students to develop according to their ability and their talent. Some steps in self-concept can give good chance for the students to increase their skills and ability in reading comprehension.

Statistical analysis showed that conventional assesment could not affect positively toward the writing competency of the eighth grade students of MTs. Darul Aitam Jerowaru Lombok Timur. Conventional assesment did not give chance for the students to develop autonomously. This model places the students as an object of learning or as a receiver of information passively. In learning activities, most of the students study individually, students study the lesson by receiving, noting, and memorizing the material that is seldom related to their real life, and also the material that has been treated tends to be theoretical and abstract. Besides that, students do not have much opportunities to improve their achievement because their comprehension is directly punished by quantitative score for every student's work without giving opportunities to the students for improving.

In this research, discussion was also done to investigate whether there are other factors that influence the students' writing competency of the eighth grade students of MTs. Darul Aitam Jerowaru Lombok Timur or not. Based on the purpose of this research, discussion was continued by analyzing the role of self-

concept in increasing the students' writing competency.

The result of hypoarticiel testing that analyzed whether there was significant different achievement on students who had high self-concept between those who were treated by self-assesment and those who were treated by conventional assesment or not. It could be seen at the mean of writing competency for the experimental group was 78.38 and for the control group was 73.63. It means that the students' writing competency of the high self-concept students who were treated by self-assesment was *higher than* the students' writing competency of the high self-concept who were treated by conventional assesment. And also Tukey Testing showed that  $Q_1 = 0,99$  and  $Q_{table} = 2,83$ , This means that  $Q_1 \leq Q_{table}$ . There was no significant difference of achievement on students who had high self-concept between those who were treated by self-assesment and those who were treated by conventional assesment. This statistical analysis proved that the students' writing competency of the students was not only affected by the assesment but also it was affected by the *self-concept*.

Such as this research, that was conducted by some previous researchers reported that there was no a significant effect between students' self-concept and the students' writing competency.

Based on the above findings, it can be said that self-assesment is a suitable model for the students who had high self-concept. On the other hand, for the students who had low self-concept if they were treated by conventional assesment tends to be increasing if it is compared with they were treated by self-assesment, because they regarded that self-assesment is a complicating assesment, so they felt that they are forced to learn

again and again to understand well, while conventional assessment is usual for them, they felt that conventional assessment is not complicated.

For the students who had low self-concept preferred usual situation which makes them pleasant and comfortable. They are lack of readiness to achieve critic or suggestion because they regard that feedback that is given for them show their weakness, and at last, they decrease their self-concept.

Previous researchers have much explained that self-assessment has more excess than conventional assessment. As Paris and Ayers (in O'Malley and Pierce, 1996:5) define self-assessment is one of type of authentic assessment that is considered as the motivated and strategic effort to promote direct involvement in learning and integration of cognitive abilities with motivation and attitude toward learning. Self-assessment asks students to examine their strengths and weaknesses and to set their own goals to further their learning. Rolheiser and Ross (2000) state that self-assessment plays a key role in fostering an upward cycle of learning since it contributes to the achievement goal. When students evaluate their performance positively, self-assessment encourages students to set higher goal and commit more personal resources or effort to them. The combination of goal and effort result student's achievement. The students' achievement result of self-judgement or self-evaluation, then the result of self-judgement or self-correction.

Self assessment cannot be avoided that self-assessment has positive impact toward the students' writing competency. Based on this study, the significant impact occurred on students who had high self-concept. It showed that self-concept is a significant factor for increasing students'

writing competency. Without self-concept, the effect of learning model will not be able to disseminate the students' competency.

It is an interesting phenomena in relating high self-concept with self-assessment in learning process. It can be said that self-assessment has positive effect toward the high self-concept students, but self-assessment has negative effect toward the low self-concept students. It means that improvement of the achievement occurred if the self-assessment was used for the students who had high self-concept.

It does not mean that self-assessment is not only improve for students' writing competency but also the role of self-concept. Self-concept is really important, self concept is general composite or collective view or perceptions of themselves based on self knowledge and evaluation of value of own capabilities formed through experiences. Further Hamacheck in Machargo (1991). Self-concept is set of perception, knowledge or attitude that an individual person has about himself that is considered as his characteristic, attributes, strengths and weaknesses that are used to describe his identity It can be concluded that self-assessment can increase the students' writing competency if it is used for the students who have high self-concept. For the students who have low self-concept, self-assessment can also increase the students' writing competency, provided they are made sure to be active to try the new assessment. This effort can be done by building their self-concept that self-assessment is not too complicated, on the contrary, it can help the students to increase their writing competency. If they are used to learning by self-assessment, they will be able to increase their self-

concept while they will be able to increase the students' writing competency.

Then, whether there is interaction between self-concept and the students' writing competency, the hypothesis testing showed that F value 0.946 and  $p = 0.334$ . It means that there is an interaction between self-assessment and level of self-concept that affect the students' competency. This testing proved that there was an interaction between the model that was used and self-concept toward the students' Students' Writing Competency.

Purkey (1988) defines self-concept as the totality of a complex, organized, and the dynamic system of learned beliefs, attitude and opinions that each person holds to be true about his or her personal existence. It is said that the high self-concept students have more energy for learning activities. But the low self-concept students, they have no strong desire to learn, except they are forced to learn. There is also a student who has high intelligence, but he/she fails his/her study, because of he/she has no self-concept. Writing competency can be optimal if there is high self-concept. A student who learns English, besides having basic competence that was being treated, a student is always demanded to follow the newest development of the material that is being treated. As a consequence, a student must have high spirit and high self-concept to achieve the basic competencies.

The discussions indicate that there is interaction between the students' writing competency, self-assessment, and self-concept. English is one of the subjects that possesses very clear aim i.e. to be able to use English as a means of communication in oral or written language. One of the advantages of self-assessment is widely giving chance for the students to practice the writing competency which

include organization, Content knowledge, grammar, spelling, and neatness. Using self-assessment, students can ask and answer among their friends under teacher's guidance.

The students who has high self-concept is found of challenges and always looks for the newest information. So that, he/she always hopes feedbacks that he/she uses to increase his/her achievement.

All the above discussions about Students' Writing Competency, self-assessment, conventional assesment, and self-concept have explained that there is interaction among them.

## **CONCLUSION AND SUGGESTION**

Writing is not an easy and one-step activity in which a finished paper comes out in the first draft. The grade eighth students in Mts Darul Aitam Jerowaru for example, were still found difficulties in writing. They considered that English writing was difficult subject and most of them were found to get low score in this subject. Furthermore, students only edited their writing based on the teachers' feedback which sometimes ended up with the confusion for the students even to those who were confident in their English performance as very often they did not understand what the teacher told them to do. The students ended writing by following the teacher's correction without deep understanding toward the concept underlying that correction. In short students completely dependent on the teachers to point out their mistakes. As the consequence, the students failed to improve their sensitivity toward some characteristics of good writing.

Feedback for student's performance from any source does not lead to opportunities for students to self-concept



(Wiggins, 1998). In order to make writing exercise effective, teachers should learn how to support students in evaluating their progress. Students self-assessment is a tool can be used regularly to validate the level of student learning and to help them become more responsible for their own educational growth. Self-assessment is defined as student 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 self-assessment, they become more responsible for direction their learning takes (Rief; Tierney, Carter, and Desai Wolf in O'malley and Pierce, 1996:5). Based on those findings self-assessment is considered as one effective teaching technique is able to improve students writing competency.

Besides self-assessment is one of external factor that greatly influences students' learning development, the internal factors of students themselves play in important role as well. Among them, self-concept is considered as determiner of students' behavioral outcomes. The enhancement of students self-concept is valued as goal as education, as moderator and perhaps a cause of schoolistic achievement (Shavelson and Bolus, 1981) Based on previous definition of self-concept as one effective factor which one of effective on students' writing competency.

This present study aimed to find out the interaction between self-assessment and self-concept in improving writing competency. The objectives of this present study:

1. Finding out the effect of self-assessment for giving a significant on students' writing competency.
2. Finding out the significantly difference between the writing competency on

students with high self-concept and the low self-concept when are treated by using self-assessment.

3. Finding out a significant interactional between self-assessment and students' self-concept in improving students' writing competency.

The above research goals were attained by using a 2x2 factorial design. One group was treated with self-assessment and another one was treated by conventional assessment. There were three variables to be studied, two independent variables and one dependent variable. In this study the treatment variables were classified into self – assessment and conventional assessment. The second independent or moderator variable was self-concept in studying english. The moderator variable was classified into positive self-concept and negative self-concept, and the last, the dependent variable was writing competency.

The study was done in MTs Darul Aitam Jerowaru in Academic Years 2012/2013. The population was all grade eighth students of MTs Darul Aitam Jerowaru.

The Instrument used to collect the data were three writing test and questionnaire of self-concept in studying english. The data were analyzed by using two- way ANOVA. Since two- way ANOVA analysis found that there was significant interactional effect between self-assessment and self-concept in improving students' writing competency than analysed was continued by using Turkey test on Post- Hoc analysis.

Based on hypothesis testing in chapter IV, it could be concluded that learning model affected the students' Students' Writing Competency. The detailed conclusions are as follows:

*First*, thoroughly, Students' Writing Competency of the students who were treated by using self-assesment was better than the students who were treated by using conventional assesment.

*Second*, Students' Writing Competency of the students who had high self-concept and who were treated by using self-assesment was better than those who were treated by using conventional assesment.

*Third*, Students' Writing Competency of the students who had low self-concept and who were treated by using self-assesment was better than those who were treated by using conventional assesment.

*Fourth*, there was positive interaction between self-assesment and high self-concept towards the students' Students' Writing Competency. It meant that learning model and self-concept had a significant effect towards the students' Students' Writing Competency. It can be said that the students who had high self-concept were more appropriate being treated by using self-assesment than being treated by using conventional assesment. But for the students who had low self-concept, both strategies were not so different.

*At last*, the teacher could choose an appropriate learning model according to the students' self-concept, in order to increase the students' achievement could be optimal

Based on the finding which was gained in this research, there are some suggestions as follows:

1) English Teacher is suggested to use self-assesment as an alternative model in English teaching-learning process, especially for the students who have high self-concept. By using this model, students will be able to correlate between their daily

experience and theory or principle that have been got at school, then indirectly they can increase their Students' Writing Competency.

- 2) In order to be more optimal in achievement, it is better for an English teacher to concern the students' self-concept, because self-concept and model really affect the students' achivement. It was proved by the existence of correlation between self-concept and learning model in hypoarticiel testing.
- 3) The stake holders in Lembaga Pendidikan dan Tenaga Kependidikan (LPTK) who held mission to produce teacher candidates are suggested to make into self-assesment as an alternative assement in teaching-learning process. So that the teacher candidates become more trained to use learning model. Then, when they have become teachers they will be used to applying self-assesment in teaching-learning process.
- 4) The stake holders of education are suggested to conduct training or workshop for the teachers about effective usage of an assesment in order to have more understanding for the teachers to use self-assesment.

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