

DEVELOPING SELF-ASSESSMENT FOR WRITING COMPETENCY OF GRADE 8 JUNIOR HIGH SCHOOL STUDENTS IN DENPASAR

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Abstrak

Penelitian ini bertujuan untuk mengembangkan instrumen penilaian diri untuk menilai kompetensi menulis siswa sekolah menengah pertama kelas 8 di Denpasar. Tujuan dari penelitian ini adalah: (1) untuk mengetahui penilaian diri yang perlu dikembangkan, (2) untuk mengetahui prototipe dari instrumen penilaian diri yang dikembangkan, (3) untuk mengetahui kualitas instrumen pengembangan diri yang telah dikembangkan. ADDIE merupakan model Penelitian dan Pengembangan yang digunakan dalam penelitian ini, terdiri dari empat langkah yaitu analisis, desain, pengembangan, implementasi, dan evaluasi.. Hasil penelitian ini mengkonfirmasi bahwa guru memerlukan instrumen self-assessment yang yang berfokus pada pengembangan belajar siswa. Prototipe dari penelitian ini dikembangkan berdasarkan analisis silabus, kurikulum, dan kebutuhan guru yang dikembangkan dengan berdasarkan genre. Selanjutnya, untuk mengetahui kualitas instrumen penilaian diri yang dikembangkan, instrumen yang dikembangkan divalidasi oleh expert judges dan guru. Temuan ini menunjukkan bahwa kualitas instrumen yang dikembangkan sudah baik berdasarkan hasil expert judgement dan user judgement.

Kata Kunci: Kompetensi menulis, Penilaian diri

Abstract

This study aimed at developing self-assessment instruments for assessing writing competency of Grade 8 junior high schools students in Denpasar. The objectives of this study are: (1) to find out self-assessment instruments needed to be developed, (2) to design the prototype of the developed self-assessment instruments, (3) to discover the quality of the developed self-assessment instrument which needs to be developed. The ADDIE mode of Research and Development was employed in this study, comprising of five steps including analysis, design, development, implementation, and evaluation. The result confirms that the teachers needed self-assessment instruments which focus on the learning development of students. The prototype of the study was developed based on syllabus analysis and teachers' need which was developed in genre based form. Furthermore, in order to find out the quality of the developed self-assessment instrument, the instrument developed was validated by expert judges and user judges. The finding shows that the content validity of the instruments was very high and the practicality of the instrument was excellent.

Key words: Self -Assessment, Writing competency.

INTRODUCTION

Curriculum has given a significant contribution to the educational culture in Indonesia. Some changes of curriculum are applied by the government in order to meet the current demands. It can be seen from the changes of curriculum 1994 which is material based into curriculum 2004 that is known as competency based curriculum and further the curriculum is changed into KTSP (Kurikulum Tingkat Satuan Pendidikan) or school based curriculum. The changes of curriculum essentially aimed at developing education quality output.

Referring to the regulation of the ministry of national education number 20 year 2013 about Educational system, the government develops Curriculum 2013 which is the follow-up of competency-based Curriculum and school-based curriculum. Based on Curriculum 2013, the purpose of education is to prepare humans to have the ability to live as individuals and citizens who are productive, creative, innovative, and affective and able to contribute to society, nation, state, and world civilization.

In order to meet the purpose of Curriculum 2013, a well-planned teaching and learning plan and material must be prepared by the teacher. Regarding the importance of the ongoing learning, assessment must be administered to the students in order to assess the student's competency level and to determine the quality and the quantity of the student's ability. By thoroughly assessing the students, the teacher will be able to decide what further action is required in the classroom for the development of the students' competency and skill. Nitko (1996) states that assessment in education helps teachers to make a better decision regarding teaching the strategic acquisition of language skills. Organizing a well-defined assessment tool can help the teacher design appropriate teaching resources.

The goal in an assessment task needs to reflect the goals of the teaching and learning process. In order to conduct a

meaningful assessment, appropriate assessment tools are needed. According to Bailey in Marhaeni (2012) appropriate assessment means that the language assessment provides the teacher with the information they need to know about their students. The teacher needs to decide which skills, processes or knowledge they want to assess. Thus, it is very important for the teacher to develop appropriate assessment protocols for the students.

Language learners are considered mastering the language when they can master the four skills of language learning which are listening, speaking, reading, and writing. From the four skills, writing is considered one of the most important skills to be learned. According to Chakraverty and Gautum (2001) writing is a reflective activity that requires enough time to think about the specific topic, to analyze and to classify any background knowledge. It means writing integrates several processes such as: finding the topic, providing information to support the content of the topic, classifying ideas, organizing ideas in logical sequence and implementing linguistics knowledge.

Furthermore, Byrn (1993) states that writing involves transforming thoughts into language. It is a very complex skill that requires both physical and mental activity on the part of the writer. In the writing process, skill in developing appropriate content is required. The thought put into determining the main idea and the appropriate use of diction determines the standard of writing produced by the writer. Successful writing requires full concentration due to the physical and mental demands on the writer. Moreover, Saraka (1988) views writing as a written process involving the transcribing of personal ideas and opinions. In other words, writing enhances the thinking process by presenting thoughts in a written format. For successful writing to occur, the writer needs to demonstrate the ability to think at a deep level. When elaborating the ideas, the writer should consider the many aspects of writing available.

In language learning, the writing ability is very important since it is considered as one of the key successes in demonstrating language acquisition. Raimes (1983) points out the important aspects of writing. Firstly, writing reinforces the grammatical structure, idiom and vocabulary that the teacher has been focusing on with the class. When writing, students need time to think carefully about the topic presented to the class before beginning the writing process. It increases the students' awareness of the grammatical structures required to present writing of a high standard. Secondly, when the student writes, they have the opportunity to be creative with their language. In this case, students will need to spend time thinking about the diction required for the writing. Thirdly, when the students write, they become more involved with the language, with themselves and their readers.

In order to improve students' writing ability, the teacher should know the students' level of competency in writing so the teacher can design further strategies to improve the students' writing skill. Self-assessment is considered a good way to improve the students' writing competency since it will lead the students to become aware of their own ability. By giving self-assessment to students, they can develop a more active and responsible role in their own learning. According to Sadler (1989), students must understand the goals to be reached in order to learn, and they also need to understand the goal to be able to assess what they need to learn. In other words, students need to learn to assess their performance against understandable criteria. Assessment criteria must be shared, so that there is a consensus on the learning goal of a course or of a task and the standards to be achieved.

Regarding the importance of self-assessment, the teacher has to assist the students to do the self-assessment by providing the students with relevant directions, material and instruments. Unfortunately, based on the preliminary observations conducted in several junior high schools in Denpasar, it was found that

very few teachers used relevant instrumentation to assess the students' competency. Many teachers only rely on the available tasks and the assessment instruments obtained from a certain book that the school bought. Some of the instruments used might not be relevant if the teacher does not modify the instrument based on the students' competency level. Therefore, they struggled to develop a relevant instrument for assessing the students' writing. Furthermore, for the implementation of the assessment, the teachers only used the book available at the school whereas the tasks usually do not consider individual difference among students. In other words, students are considered homogenous in term of proficiency in English. As a matter of fact, students fall into slow and fast learners in which the formers have lower ability in writing where the latter are more complex in writing. Therefore, writing tasks and assessment instrument should be compatible with the students' level of competency.

Developing a relevant instrument for the students help the teacher conduct a meaningful assessment. In order to provide a relevant instrument for junior high school students, this research was focused on developing self-assessment instruments. It is hoped that this research will make a meaningful contribution to the development of writing skills in junior high schools in Denpasar.

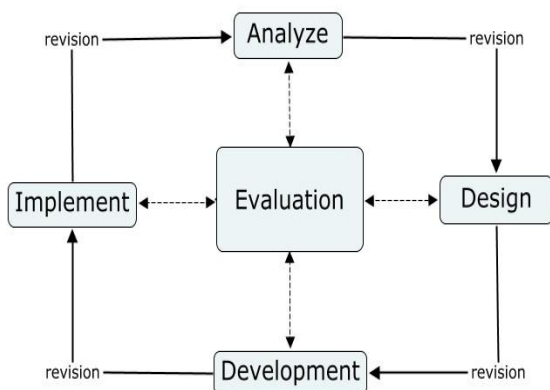
Based on the explanation above, this study aimed at identifying self-assessment instruments needed to be developed, designing the prototype of the developed self-assessment instruments, discovering the quality of the developed self-assessment instrument developed.

This study was expected to provide a beneficial contribution for the teachers, students and the schools. Through the findings of this research, the teacher could be provided with a worthwhile example of a relevant instrument for assessing students' competency which will further improve the

students' English competency. The school could also benefit from the findings of this research because the findings will enrich references for teachers' professional development.

RESEARCH METHOD

This study used ADDIE model in developing the instrumentation. The ADDIE model is a systematic approach to the instructional design process (Clark, 1995). It provides instructional designers with a framework in order to make sure that their instructional products are effective and that their creative processes are as efficient as they can possibly be. ADDIE stands for the steps of the model including Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds the subsequent step. Evaluation is essential after each step.



There were five stages conducted in this study. Firstly, *Analyze* focus group discussion which was done by inviting some school teachers of junior high schools in Denpasar to discuss the issues encountered in applying authentic assessment in the classroom. A questionnaire was then administered to 10 teachers from three different schools in Denpasar to discover the actual needs of the self-assessment instruments that was going to be developed. In this stage, the syllabus analysis was also conducted. The syllabus analysis and the focus group discussion generated important data for developing the need analysis questionnaire.

Secondly, *Design* which include designing objectives of self-assessment and then continued by designing the self-

assessment needed to be developed for junior high school students in Denpasar. Some literature review was also conducted in order to find out the Self-assessment procedure. Thirdly, in the development stage, the draft was developed to result the instrument draft. The instrument draft was developed by looking at the basic competency to find out the genre of writing of Grade 8 junior high school. The instruments were then developed consisting of lesson plan, learning materials, writing task, writing planning checklist, draft checklist, and self reflection.

Fourthly, in the implementation stage, the instruments were measured by expert judges and user judges. Fifthly, in the evaluation stage, data analysis was conducted and the feedback obtained from the user judges and expert judges was used to revise the instruments being developed. In this research, due to limitation of time and finance, the procedure was conducted up to the stage of development and then followed up with content validity and practicality check. The content validity was measured by expert judges and the practicality was measured by teachers as user judges.

The self-assessment instruments in terms of content validity were measured by expert judges by using Gregory formula, where score 5 is Excellent, 4 is Good, 3 is Average, 2 is Below Average, and 1 is Poor. The practicality of the instruments was measured by user judges. The result was then converted into criteria proposed by Fernandes in Dantes (2012) where $(Mi + 1.5 Sdi \leq Sr < Mi + 3.0 Sdi = \text{Excellent})$, $(Mi + 0.5 Sdi \leq Sr < Mi + 1.5 Sdi = \text{Good})$, $(Mi - 0.5 Sdi \leq Sr < Mi + 0.5 Sdi = \text{Average})$, $(Mi - 1.5 Sdi \leq Sr < Mi - 0.5 Sdi = \text{Below Average})$, $(Sr < Mi - 1.5 Sdi = \text{Poor})$.

FINDINGS AND DISCUSSION

To answer the first research question, need analysis was conducted in order to investigate the self-assessment needed to be developed. It was conducted in three Junior high schools in Denpasar such as SMPN 3 Denpasar, SMPN 6 Denpasar, and SMPN 10 Denpasar, by

administering questionnaire to the teachers as well as conducting interview after the questionnaire was collected.

From the data analysis it was found that the type of self-assessment needed by teachers is self-assessment which focuses on the learning development of students considering the students' different level of competency and the syllabus of Grade 8 junior high school. Furthermore, the writing task developed also need to be differentiated based on students' level of competency (complex, and simple). It is in line with Gulikers, Bastiaens, and Kirschner, (2004) which stated that Authentic assessment is performance-based and requires students to exhibit the extent of their learning through a demonstration of mastery. Through self-assessment which focused on process, the students will be able to demonstrate what they have learned through the process of doing the self-assessment. Furthermore, the different level of task is supported by Marhaeni (2010) who states that authentic assessment should be competency based and individual that reflects each student competency and that should be differentiated based on the students' different level of ability. By giving the different level of task based on students' competency, the students who have higher level of competency will develop their competency and the students who have lower level of competency will still get the target of the learning.

The findings of the need analysis questionnaire are of 7 indicators as follows: (1) Teachers believe that writing is very important because it will be very useful for the continuation of student learning. Writing is a complex skill which require students to master the other skill of language because we know that writing is a productive skill in which in producing the writing, the writer need to read or listen about a certain information first before being able to write the ideas. It is in line with Byrn (1993) who states that writing is transforming thoughts into language. It is a very complex skill that requires both physical and mental activity on the part of the writer. In the writing process, skill in developing appropriate

content is required. Because writing involves several skills, so all of the skills are integrated and develop.

(2) Structured assessment helps teachers to determine students' progress and determine the next action in the process of learning to write. By giving a well structure and planned assessment, the teacher can assess the students' competency as the goal of assessment is to record students' progress. (3) Self-assessment helps students realize their own competency. Administering self-assessment in the classroom can give the students feedback for their own self. When students evaluate their performance positively, self-assessment encourage students to set higher goal and commit more personal resources or effort to them (Rolheiser and Ross, 2001). In addition, self-assessment builds students' responsibility to promote their own learning when they were asked to self checking their own writing. The use of self-assessment and self access learning enables learners to reflect on their progress and such revision enables learners to take more control of their learning and to be responsible (Gardner and Miller in Srimavin and Pornapit, 2004). It is also in line with investigation done by Javaher Bakhsh (2010) that showed self-assessment as a means of alternative assessment helped students to become autonomous learners and provide techniques for their own learning. The result of this study showed significant change in the experimental group. Using self-assessment checklists also gave the teacher complete information about the students' progress and their failure in the process of learning.

(4) The teacher wants to have a clear guideline on the application of self-assessment in the classroom. A relevant guideline is needed by teachers in order to help teachers to apply the self-assessment in the correct way so that the self-assessment applied in the classroom meet the objective.

(5) Teachers found it difficult to develop self-assessment writing which is appropriate for the student. It is because

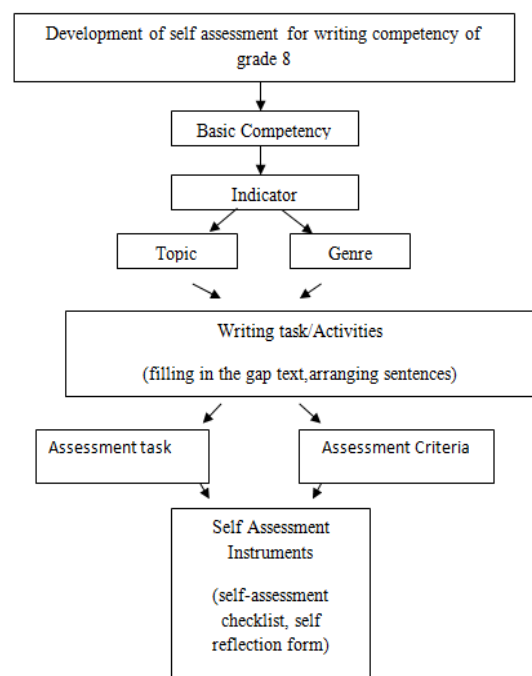
the teacher believes that it is time consuming and the teachers are not really aware of the appropriate way in developing self-assessment in writing.

(6) Teachers would like to have a self-assessment which focuses on the learning development of students. Focusing the self-assessment in the process of writing can produce a better result of students' product, since the self-assessment done gives ongoing detailed feedback. Self-assessment encourages students to make decisions for themselves, not waiting for the teacher to tell them if they understand and it becomes more powerful if their feedback is then used by teacher to plan future lesson (Eggleton in Black, 2003). Since students begin to develop an overview of their works, it becomes possible for them to manage and control those work for themselves. Because the response to their needs is immediate, students begin to realize that revealing their problem is worthwhile, as the focus of teaching is to improve learning rather than to compare one student with another (Black, 2003).

(7) Teachers are aware of the different levels of competence of each student. Teachers are aware of students' level of competency because the teachers are always dealing with the students. The teachers can judge the students competency by the students' performance in the classroom. Since the students' levels of competency are different, the tasks given are different as well. It is in line with the criteria of authentic assessment proposed by Wiggins (1990) which stated that assessment is authentic when it directly examines students' performance on worthy intellectual task which is in this case design in competency based.

The second objective of this study is to design the prototype of the developed self-assessment. The prototype was designed based on the need analysis and syllabus analysis. The need analysis was obtained by administering a questionnaire

and conducting interview to eight grade junior high school teacher in Denpasar. Analyzing the syllabus was conducted in order to find out the scope of the instrument being developed. In the syllabus, there are two basic competencies that were developed. There are three genre of writing namely descriptive, recount, and narrative from the first and second semester. Thus, the development of self-assessment instrument for this present study covered those three genres of writing. The result of all the analysis was then combined to create the prototype. Below is the figure of the prototype designed.



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The prototype was designed by considering the standard competency and basic competency of the writing skill of grade 8 junior high school students in Denpasar which consist of two points of standard competency and two points of basic competency.

The standard competencies are (1) Expressing the meaning of functional text and short essay in the form of descriptive and recount text to interact with surrounding environment. (2) Expressing the meaning of functional text in the form of recount and

narrative text to interact with surrounding environment.

The basic Competencies are (1) Expressing meaning and rhetorical steps in short simple essay by using a variety of written language accurately, fluently, and acceptably to interact with surrounding environment in the form of recount and descriptive text, (2) Expressing meaning and rhetorical steps in short simple essay by using a variety of written language accurately, fluently, and acceptably to interact with surrounding environment in the form of recount and narrative text.

Furthermore, Indicators were developed based on the genres in the basic competencies and standard competencies. The genres are descriptive, recount, and narrative. For descriptive text, the indicators are (1) Filling in the gap of descriptive text, (2) Arranging sentence into a meaningful descriptive text, (3) Developing a short simple essay in the form of descriptive text. For recount text, the indicators are (1) Filling in the gap of recount text, (2) Arranging sentence into a meaningful recount text, (3) Developing a short simple essay in the form of recount text. For the narrative text the indicators are (1) Filling in the gap of narrative text, (2) Arranging sentence into a meaningful narrative text, (3) Developing a short simple essay in the form of narrative text.

The writing activities were developed based on the indicators of the first and second semester such as filling in the gap text and arranging sentence into a meaningful paragraph. Furthermore, the assessment criteria was developed considering Grammar, mechanic, vocabulary, content, organization, generic structure as well as the characteristic from each genre.

The characteristics of Narrative text by Sorenson (2000) were used as guidance to develop the blue print and the instrument of the generic structure of narrative as well as recount text since the narrative and recount text has many similar criteria such

as (1) telling a story (2) having a theme rather than a topic sentence (3) being written in the first person (4) tending to be factual (5) Including description (6) Including dialogue (7) Relying on sensory details for impact (8) Utilizing the techniques of storytelling (9) Following a chronological organization.

Assessment tasks were developed According to Harmer (2004), involving four elements in writing process, namely planning in which the writer plans what they are going to write, drafting in which the writer puts down his/her ideas into words, editing in which the writer corrects the mistakes in the writing, and the final version in which the writer has done the final version of his/her writing.

The self-assessment instruments developed in this present study concerns the self-assessment process focusing on the development of students' writing. It was designed in line with three processes proposed by Andraide and Valtcheva (2009) which are used in the process of conducting the self-assessment in the classroom. The three processes consist of articulating expectations, self-assessment, and revision. In the articulating expectations stage, the goal was articulated by the blue-print of self-assessment. Furthermore in the self-assessment stage, the students were supposed to examine themselves by using the self-assessment developed and the last part was revision in which the students used feedback from the self-assessment conducted before revising their writing.

The assessment criteria focused on the development of quality of ideas, the understanding of the topic selected, and the arrangement of ideas, during the writing process as well as the five dimensions of writing; content, Ideas organization, sentence structure, vocabulary and mechanics as stated by Marhaeni (2005) .

The instruments were developed based on the genre of text in the syllabus. There were 3 genres in the syllabus namely

Descriptive, Recount and Narrative. The items of the self-assessment checklist were referring to the aspects of each genre.

The items for the self-assessment checklist were developed based on Langan (2002) about the criteria of good grammar, mechanic, content, organization, and vocabulary. Furthermore the checklist for generic structure of narrative text, recount text, and descriptive text were developed in line with Sorenson (2000). The criteria for descriptive text are (1) a subject worthy of description (2) an emphasis, either direct or indirect, on the five senses (3) use of figures of speech, especially to enrich the description and spark reader interest. (4) a topic or thesis sentence that names the subject to be described and establishes the attitude toward the subject (5) one of three patterns of organization, chronological, spatial, or order of importance (6) a single, consistent tone and mood (7) unity within the paragraphs and the paper as a whole (8) vocabulary that clarifies (9) varied sentence structure, which enhances the general attitude and adds appropriate emphasis (10) as affective conclusion. Those criteria of descriptive text above were used as a guidance for the developing the blue print of self- assessment.

The finding of this study shows that the content validity of the instrument (using Gregory formula) was one (1), which was classify as very high referring to the validity criteria by Candiasa (2012). The practicality of the instruments developed was excellent ($35.75 \leq 36.5 < 44$) referring to the criteria proposed by Fernandes in Dantes (2012) which states that $M_i + 1.5S_{di} \leq S_r < M_i + 3.0 S_{di} =$ excellent..

Since the instruments were developed by using relevant model design, it resulted valid instruments that will impact the success of the implementation of this instrument in the classroom. On the other hand, it can be said that the instrument is ready to be used by junior high schools teachers in Denpasar to assess students' writing competency.

Thus, the development of self-assessment instrument in this present study was focused on the process of writing which means the teachers are aware of the importance self-assessment in the process of writing. By implementing the self-assessment in writing, the students will be aware of their own strength and weaknesses in writing. It will then encourage students to judge the quality of their own work based on the assessment criteria which is stated in the self-assessment checklist descriptor. Moreover, it will train the students to make decision for themselves, and not only wait for the teacher to tell them about their mistakes in writing.

Furthermore, the prototype designed in this present study was developed considering the syllabus, assessment task and assessment criteria. It means that the product developed is suitable with the syllabus and the self task developed. It can be stated that the product developed is suitable with students needs so that it is appropriate to be implemented in the classroom.

The content validity of the instruments is very high and the practicality of the instrument was excellent. Both means that the self-assessment instruments developed met the requirements of ready to be used instruments to be applied in the classroom since it is measured already by expert judges and user judges who are expert in this field.

CONCLUSION

From the data analysis it was found that the self-assessment instruments needed by teachers are self-assessment which focuses on the learning development of students considering the students' different level of competency.

The prototype of self-assessment contains assessment criteria, assessment task, planning checklist, draft checklist, and self reflection. In the writing task, the students must filling in the gap text, arranging sentences into a meaningful paragraph, and writing a simple essay.

The quality of the instrument by the expert judges was deemed excellent and the practicality deemed as good by user judges. The content validity of the instrument by using gregory formula was 1, which was classified as very high referring to the validity criteria. Furthermore, the $M_i + 1.5 S_{di}$ from the user judgment was 35.75, the S_r was 36.5 and the $M_i + 3.0 S_{di}$ was 2.5, so referring to the criteria, the self-assessment instrument developed was considered excellent. ($M_i + 1.5 S_{di} \leq S_r < M_i + 3.0 S_{di}$ =Excellent), ($M_i + 0.5 S_{di} \leq S_r < M_i + 1.5 S_{di}$ = Good) ($M_i - 0.5 S_{di} \leq S_r < M_i + 0.5 S_{di}$ = Average), ($M_i - 1.5 S_{di} \leq S_r < M_i - 0.5 S_{di}$ =Below Average) ($S_r < M_i - 1.5 S_{di}$ =Poor). In the other hand, it can be said that the instrument is ready to be used by junior high schools teachers in Denpasar to assess students' writing competency.

. Based on the study conducted, there are some suggestions that can be proposed: (1) For Students: By using the self-assessment instrument in the correct way, the students can be made aware of their own competency thus it can improve students' writing competency. (2) for teachers: It is suggested treat the findings as the model for developing assessment instrument for different type of material. This finding can be considered as the first hand reference for conducting further research in the EFL area of pedagogy in general or teaching of writing in particular.

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