

THE EFFECTIVENESS OF SELF-ASSESSMENT THROUGH RECOUNT TEXTS ON IMPROVING WRITING SKILL

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Abstract

In this era, both students and teachers have their own problems in the teaching-learning process, specifically in the area of writing. Most students have difficulties arranging and making paragraphs. To improve their writing, self-assessment is an acceptable method to apply in the class since it reveals individual evaluation. This study aims to identify the existence of a significant influence of using a self-assessment strategy on students' abilities in writing recount texts and to find out the significant difference between the students' writing abilities in writing recount texts before and after being taught using the self-assessment model at SMA N 1 TAHUNAN. The pre-test, post-test, and questionnaire are used in collecting the data. This study conducted a pre-experimental quantitative design since it focuses on a single group as the main data and it relates to numbers. The population is XII Bahasa with 36 students. In collecting data, students have to complete the pre- and post-test. Then, SPSS statistic 22 is used in analyzing the data and calculating the score of each test. The result shows significant differences were found. It influences the score before and after the method is applied. The application of self-assessment in that class can be said to be quite effective, but there are still many students who have not experienced the effectiveness of the application of self-assessment. The scores are improved, but the application of self-assessment needs to be improved more. Then, the questionnaire has a correlation with the performance of students in writing recount texts.

Keywords: *effectiveness, recount text, SMA N 1 Tahunan, self-assessment*

1. Introduction

Living in a developed country will make the people want to be advanced. One of the factors of an advanced environment is language. Language has a prominent role in people's society, it includes a lot of aspects of daily life. Language itself is a tool or media for a human being to get information, ideas, conversations, etc. The definition of language itself can be defined in several different meanings depending on the situation. Robin (2013) adds language is a key aspect of human intelligence, meaning that language has a role in communication, the expression of identity, and emotional release. Language always exists anytime and anywhere. Then, Aulia (2019) also mentions a language is a tool in building an idea that will be delivered

to others in society. Based on some definitions of language before, it indicates language is a crucial used as a tool in communication with others in delivering some idea. That is not about English itself but nowadays some languages are chosen as the international language, such as Spanish and Mandarin.

English is one of the international languages that is learned by everyone. Most people around the world use English for communication. Based on Sepyanda (2017), English is not a new subject for students at schools. It becomes the most frequently taught language in school. It starts to be taught in elementary schools, but any kindergarten has taught English. It is very useful for the next generation to build international interaction among other nations. Students are hoping to learn English to achieve certain purposes and skills in international communication, such as reading, speaking, and writing. Those skills are not only about talking in a foreign language but, also has objective within them. Learning a foreign language is not that difficult, it is easy to learn English while in the school environment (Suciati et al, 2018). Students will be taught those three skills in school. Those skills will be taught step by step in sequence according to competency standards. In this case, writing is the most difficult skill compared to the other skills.

Writing is the activity in the teaching-learning process to make the students able to express their ideas, opinions, and feeling. It can organize terms in simple sentences or paragraphs. Based on Khasanah (2015), writing is identified as an activity to express an idea, events, thinking, or feeling in the form of writing as a tool to communicate to others. The statement above shows writing is a prominent subject for students of English as a foreign language. Besides, there is some importance of writing based on Khasanah (2015). First, writing encourages the students to be concerned about accurate language use, meaning that they think as they write. Second, writing is often used as a means of amplifying a fictional language. Furthermore, writing is important for students in learning English because the students will eventually need to write for themselves as high school, college or graduate students, even as professionals in the workplace. While according to (Rofia & Ambarini, 2021) writing is not naturally skill that can obtain after we born, it requires a good understanding and process to do writing. To sharpen students' writing, teachers need to give the lesson for student to write few sentences and paragraphs.

In terms of foreign language learning and teaching, there is an alternative assessment tool used to offer opportunities for both absorbing languages authentically and actively and evaluating students' progress. One crucial aspect that must be arranged by teachers is the assessment technique, especially used in learning. Assessment is essential in the teaching and learning process to determine a student's learning outcomes (Looney, Cumming, Van Der Kleij, & Harris, 2018). Describing the progress of the development of processes and outcomes of students is the objective of the assessment itself. Furthermore, in the 2013 Curriculum, the teacher is expected to measure students' ability by using the self-assessment model through a portfolio, which means that the teacher had to apply authentic assessments to evaluate students' ability in writing. Based on this fact, the teacher is expected to assess students by using authentic assessment (Ministry of National Education of Indonesia, 2013). Formplus (2022) uses the term authentic assessment to describe the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes toward instructional relevant classroom

activities. In addition, Mueller (2016) explains that authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Examples of authentic assessment include presentations, portfolios, and student self-assessment.

One authentic assessment is the Recount text. Purwanti (2013) defines a recount text as a kind of text that has the main function or communicative goal of telling the reader or listener about a past event. It all around tells about what happened following own experience in past and also focuses on a sequence of events. In recount text, students need to apply the elements of recount text to build a better understanding for the readers. There is social function, generic structure, and lexicogrammatical features. By writing recount text students will be able to write a proper form of recount text. In addition, by using the self-assessment model through Recount text, the students also may monitor their own progress and help them to increase their writing skills and to make them recall their memories. Writing as all other language skills will improve with practice, which in turn develops fluency, that is the ability to get words down on a page easily and automatically.

However, the teacher that is paying attention to student problems in writing always gives motivation that writing subject is not a difficult thing to do, it is more like writing status in social media but, in the English language. Moreover, the writer chooses *SMA N 1 TAHUNAN* as the research location since it has used the self-assessment model in teaching and learning English. The teacher who has applied is Wiwin Heryani, S.Pd as the English teacher.

So, based on the background above, the writer would like to know the effectiveness of the self-assessment model to improve writing ability and find out the difficulties faced by English teachers and students' perceptions about Recount text. The reason the researcher choose Recount text rather than the other texts is that in school, recount text is easier to be learned by the students since it deals with their experiences that occurred in the past. Then, the students would not be in trouble while writing recount text because every student must have different memory, so they absolutely have an unforgettable memory during their lives. The second reason why the researcher chooses the self-assessment model is the researcher would like to know the process of developing skills in writing a foreign language. The last reason why the researcher choose *SMA N 1 TAHUNAN* is that the researcher once being a Practiced English teacher there.

2. Literature Review

There are some of the previous related studies that the researcher found. The first is a study from Azizah (2018) entitled "Self-Assessment as a Process of Writing Recount Text (A Case Study of the Eleventh Grade Students at Al-Irfan Senior High School)". The study aimed to explore the process of the students' responses to the use of self-assessment in writing recount text. The study applied qualitative design as an approach with the data of twenty students in the eleventh-grade social class at Al-Irfan Senior High School. The data were taken from observation, students' writing analyses, and questionnaires. The theory of self-assessment used was Brown (2003) as a guideline. The findings showed that the students were aware of their

writing mistakes, strengths, and weakness, and they tried to revise their work to be better than before. Then, the students had difficulties differentiating the verb forms which were verbs in the present, past, and irregular verb. Furthermore, the student's responses to the use of self-assessment as a process of writing recount text showed that the students revealed a positive attitude during the implementation of self-assessment in writing recount text. It could be concluded the use of self-assessment was useful in English subjects specifically in writing. In last, the researcher suggested for teachers use self-assessment in the class and it was recommended for teachers in comprehending the material before applying self-assessment in the class.

The second, the researcher found the study from Framana (2019) entitled "An Analysis on Student's Writing Recount Text: A Case Study at the Eighth Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018". In that study, the researcher wanted to know how the process of writing class at that school involved teacher strategy in teaching recount text. Then also, students' interest in writing recount text and their ability on it, and also what obstacles both teacher and student face in writing recount text. The research method used was a qualitative approach and the subject was English teachers and students in the eighth grade. In the final, the result showed that the teacher did not have any particular strategy for students who were lazy in writing and they had misunderstood in writing recount text. That meant the students had low ability in writing recount. It could be shown from the interview between teacher and students that there was lacking a facility to support the process of teaching the course, specifically on recount text. Then, the conclusion presented that some problems needed to face for the teaching of recount text is effective.

Third, there is a study from Sofeny (2019) with the title "Self-Assessment in Writing Skill of Introverted Students". The researcher added that Self-assessment is one of the parts of the assessment process that that process can help the students evaluate their work and learning process. That study tried in implementing one self-assessment named Type Token Ratio (TTR). The function was calculating word repetition by dividing the total number of words in a text by the number of individual words. That self-assessment was only used in one type of personality named introverted students. The study aimed to describe the types of tokens that were most used by introverted students, to describe the types of tokens rarely used by introverted students, and to describe the introverted student's opinions about TTR for their writing. Then, the researcher applied the qualitative descriptive method. The data source was taken from twenty students in the first semester of the English Educational Program of UNISDA Lamongan. Moreover, the result showed that the types of tokens most used by introverted students were nouns (466), verbs (266), pronouns (266), and prepositions (251). It meant that they rarely applied adverb (171), determiner (159), conjunction (123), adjective (94), and interjection (7). It concluded that the introverted student's most often used noun and most rarely used was interjection in writing. Most of all, TTR is better and helped the students in measuring their vocabulary variety.

The fourth, Fiorentika (2019) raised the study entitled "The Effect of Self-Assessment Towards Students' Writing Ability at the Tenth Grade of SMKN 2 Bukittinggi". The researcher raised that topic since the researcher wanted to know whether there is a significant effect of the self-

assessment technique on students' writing ability, to know whether there are significant differences between the students who have used the self-assessment technique and conventional technique, and to find out whether the students' writing ability using self-assessment better than using the conventional technique at the class. The study used a method of experimental design, which meant that the only type of research can test hypotheses in establishing cause-effect relations. Then, the researcher applied a pretest-posttest control group design. The data used were two classes in marketing major in the tenth grade, X PKP 1 and X PKP SMKN 2 Bukit Tinggi consisting of 62 students. The researcher applied a pre-test to identify students' writing skills between two classes with similar levels of writing skills. Then, the post-test was used to reveal the goal of the treatment. The result showed that the mean score of the Posttest was higher than the pretest experiment class. It showed that self-assessment could improve students' writing ability. Then, the mean of the post-test in the experimental class was higher than the control class. It implied that self-assessment could be an alternative technique in teaching writing.

The fifth, a study was written by Harahap (2020) entitled "The Influence of Self-Assessment on Students' Ability in Writing Recount Text (A Quasi Experiment Research at the First Grade Students of SMA Muhammadiyah 4 Kota Bengkulu in Academic Year 2019/2020)". The study aimed to find out the influence of self-assessment strategy on students' ability in writing recount text. The study used an experimental research design. The data took two classes, X IPA as the experimental group and X IPS as the control group. The self-assessment was applied in the class of X IPA, then the traditional one was for X IPS. Moreover, writing tests and field notes were the instruments for collecting data. The result showed that the application of the self-assessment strategy was effective for students in writing recount text. The score of the experimental group in the post-test was higher than the pre-test. Then, the mean score of post-test in the experimental group 71.60 was higher than mean score of the control group 66.13. It indicated good significant effect by using self-assessment strategy.

From the previous studies above, the researcher takes a study that similar enough from them. The researcher takes the title "The Effectiveness of Self-Assessment Through Recount Texts on Improving Writing Skill: A Case of Twelfth Grade Students on SMA N 1 Tahunan in Academic year 2022". Actually, the researcher has the differentiate one, such as the use of research design that is quantitative method and also the data took.

3. Research Method

Framana (2019) adds that methodology is crucial in research activity since the method used in research influences whether or not the research will be applied. The choice of technique has to be improved from the theme or idea raised by the researcher. Furthermore, this part points out the way a study can be explored. Besides, according to Harahap (2020), research is a sequence of a process that is investigated systematically, scientifically, and logically to obtain the answer to a problem from a certain question.

In this study, this study applied a quantitative research design. Based on Asenahabi (2019), quantitative research is considered an analytical research approach. It indicates that quantitative

research design correlates with the number and measurement that produces quantifiable values. Asenahabi (2019) also adds that the procedure of collecting and examining data is shown by applying mathematical and statistical methods focusing on either experimental or non-experimental methods. Quantitative research covers two types. Those are experimental and non-experimental research. This study used experimental research since this study involved the experiment.

On the other hand, this study also used an experimental research design. According to Jongbo (2014), experimental research is constructed on cause-and-effect relationships among the designated subject. It means that experimental research is the inquiry where one or more dependent variables are manipulated to amount to the consequence of one or further variables. According to Creswell (2014), there are two different types of experimental research. Those are pre-experimental design and quasi-experimental design. Pre-experimental focuses on a single group and affords an intervention throughout the experiment. It indicates that there is no control group to compare with the experimental group. On the contrary, quasi-experimental concerns on using control and experimental groups, but it doesn't aimlessly allocate participants to handling groups.

In this study, it is shown that the researcher applied a pre-experimental quantitative research design since the purpose of the study was to find out the significant difference between the students' writing ability in writing recount text before being taught by using the self-assessment model and after being taught using self-assessment model, the difficulties faced and students' perception about the use of self-assessment model by an English teacher in SMA N 1 TAHUNAN

4. Finding and Discussion

This section presents the result of the effectiveness of one method of learning applied, Self-Assessment, in this study. The subject that has already explored is the student's writing, specifically on the sub of text called recount text. The effectiveness can be known from the scores of the task before and after the treatment applied. Before getting the scores, the pre-test has already done by 31 students with the allocation times of 60 minutes. In pre-test sheet, the theme used is about the funny moment of each student. Then, after applying self-assessment, the post-test follows the next 60 minutes of time allocation in different time by 31 students. In the post-test sheet, the students have to write down the recount text with the theme of scary moment in life.

As stated in the statement of the problem, the goal of this study points out the differences in students' writing skills before and after applying the Self-Assessment strategy. Besides, to know the significant influence is mere. Therefore, those two cannot be separated in how the teachers teach in class. In teaching and learning, there are three steps that the researcher did. Those are the students who conduct the pre-test at first which write about the recount text with the theme of a funny moment. Secondly, the strategy especially Self-Assessment is applied to know how far the ability of the students in writing recount text. Thirdly, the best evaluation after applying the treatment is post-test with the theme of a scary moment, so the students can show their achievements in finishing their writing.

In their writing, the scores are important to know the differences in each score. It aims to know the students who are self-assessed and not. The normality test based on one-sample Kolmogorov-Smirnov reveals that the data is not considered normal. There is such possible detailed explanation of why the data are not normally distributed. One possibility is the extreme of significantly different scores. The extreme score here is called outliers. According to Ghozali (2016), outliers mean the data that identify distinctive traits that appear to be distinct from the other view and manifest as the extreme score whether a single variable or not. Moreover, the researcher found some outliers in each score of the students. Therefore, the data is categorized as not normally distributed. Besides the study, the true scores of the students also use as a benchmark to find out how far the students understand. So, the outlier is obviously left since the students show their actual ability in writing recount text.

Based on the results of this study, the students can apply the statements on the Self-Assessment rubric in evaluating their writing products. Self-Assessment rubrics reveal some statements regarding of what content that will be the idea in writing the text. Therefore, there are several ideal points to make the student's writing better. By reading the statements, the students can recognize of what is not presented yet. Harus and Fatmawati (2022) said in their journal that Self-Assessment has an important role of the students in reflecting on their knowledge and evaluating their work under the SA rubric. Therefore, the students can improve their responsibility for their own learning process, specifically here in terms of writing skills.

This study has correlated with the study conducted by Azizah (2018). In her study, it is found that when the students demonstrate their must in completing their tasks that are assigned through applying Self-Assessment by their teacher, they also show their work habits by increasing their sense of responsibility. The students can develop their ability in evaluating their own work by applying students' self-assessments. In other words, the teacher wants the students to upgrade their level in completing the task by themselves. Besides, Honsa (2013) adds that the application of Self-Assessment also has a good impact on students' independence. But the fact says that not all the students can participate in applying the strategy. Some of the students are not ready to follow several statements in the Self-Assessment rubric. It becomes to know each student's quality. It can be known from the questionnaire given to them. It has some questions to know how far their strength and weakness in English subject, especially in terms of writing recount text.

Through the two variables, pre-test post-test and questionnaire, this study reveals that the students through Self-Assessment can evaluate their strengths and weakness. Moreover, the students can rewrite up a level by screening and understanding the weakness of their writing before Self-Assessment is applied. Harus and Fatmawati (2022) add that the students can identify their strengths and weaknesses in order to develop their abilities through the SA rubric. They can aware of their responsibility for their own development. By seeing the rubric score, most of all weaknesses by the students are the use of tense, the structure of writing down each paragraph, in making the paragraph coherent and cohesive, and the idea of building the sentence.

Moreover, the teacher needs to facilitate them specifically on applying the SA rubric effectively. The students can more understand if the teacher offers additional writing practice

through Self-Assessment. In this term, the teacher as the facilitator has to help the students that are not fluent in their specific points. In balance to the study of Framana (2019) the Self-Assessment strategy can help the students in improving their writing ability and develop it. But in fact, not all teachers do not apply the Self-Assessment rubric in each subject so that their ability improves. The limitations are found in this study. Because of it, this study shows so that further research can be improved. The limitations are written down as follows:

5. The scores that are got point out the extreme differences whether pre-test and/or post-test. It means that the data look as if it is not teaching the subject material, in here recount text, of learning by applying Self-Assessment. However, the data are genuine in reality.

6. In the process of data collection specifically on the questionnaire, the information sometimes does not show the actual opinion of the respondents, this occurs because of the different understanding or honesty. It makes it a little bit hard in identifying between the quality of the students through the questionnaire and the scores they got in both pre-test and post-test.

7. The object of the data is the recount text, meaning that the recount text tells about the past event of own experience so it is acceptable genre of text that can use in self-assessment treatment for the students. It can happen since the students can explore their own story with self-assess.

8. The main point of significant influence is about the changing of how the students finish their task by applying self-assessment strategy. The score actually improves and they can self-assess their task with seeing and understanding their weakness and strength.

9. The fact of applying self-assessment is effectively knowing the differences before and after use it. The significance difference can be seen in the score and how the students finish their task. It is not only about the score, but it also involves the students ability and skill.

10. Conclusion and Solution

According to the findings and discussions, several factors make it the students hard to follow the learning process. One factor is the traditional strategy applied before the Self-Assessment are going to apply. It makes some students to have problems with writing, especially in pre-test. The students found several problems happened, such as they have difficulties using the past tense, generic structure of recount, and confusion about how to write each paragraph coherent and cohesive. In attracting the students, the Self-Assessment strategy applies to improve their writing in the section of post-test. That strategy gives many chances to students in recognizing their idea to write down the paragraph.

On the other hand, the findings show that there are significant differences in writing ability, especially on recount text. It influences the score before and after the strategy is applied. The one group in pre-test and post-test improve significantly on each score. It can be seen that the difference scores are extreme. Based on the hypothesis testing by using SPSS 22, it shows that the values $0.000 < 0.05$, means the hypothesis alternative is accepted. Thus, H_0 says “there is no difference significant influence of using a self-assessment strategy on student’s ability in writing recount text at twelfth-grade students of SMA N 1 TAHUNAN” and H_a says “there is

a difference significant influence of using a self-assessment strategy on student's ability in writing recount text at twelfth-grade students of SMA N 1 TAHUNAN". It concludes that the Self-Assessment strategy works or other words say that the treatment in post-test is better than no treatment.

The next one, N gain score reveals the effectiveness of applying the Self-Assessment. The findings conclude that the application of Self-Assessment in that class can be said to be quite effective, but there are still many students who have not received the effectiveness of the application of Self-Assessment. The scores are improved but the application of Self-Assessment needs to be fixed more. Then, the questionnaire also has the correlations for the performance of students in writing the recount text. It is shown from questions 1 to 15 that the data are valid and reliable. According to hypothesis testing, the values is $0.000 < 0.05$, meaning that the H_1 is accepted.

Thus, H_0 = there is no correlation between pre-test post-test and questionnaire for student's quality and H_1 = there is a correlation between pre-test post-test and questionnaire for student's quality. It concludes that the existence of a questionnaire here is the same as important to the student's ability in writing text, especially on recount text.

In last, both the score of pre-test and post-test have significant differences between learners who are self-assessed and not. Then, Self-Assessment improves student's weaknesses in completing their own strength.

In completing this study, the researcher thinks to give some suggestions for the teachers, students, and readers. Here the suggestions are shown:

1. English Teacher

The researcher suggests that Self-Assessment is a good strategy to improve student's ability and hopes this strategy is one formative reference in the teaching-learning process, not only in writing skill but other subjects too.

2. The Students

The researcher hopes that the students have to enjoy this strategy because it is a new sight for them, but it can help the students improve their achievement in writing skills or others.

3. The Readers

The researcher hopes to use this study better for the new sight of implementation of Self-Assessment.

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