

**SELF-ASSESSMENT IN ARGUMENTATIVE WRITING FOR
SENIOR HIGH STUDENTS OF ASSALAM ISLAMIC SCHOOL
SUKABUMI**

A THESIS

**Submitted to fulfill Requirement for Thesis Writing of Master of Education Degree in
English**

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ABSTRAK

Wina Anggraeni Lestari, self-assessment dalam proses menulis tulisan argumentative untuk Sekolah Menengah Atas Assalam. Tesis. Program studi pendidikan Bahasa Inggris Universitas prof. Dr. Hamka. Januari 2017

Penelitian ini dilakukan untuk mengetahui bagaimana self-assessment dapat digunakan dalam pengajaran menulis argumentative di kelas sebelas MA Assalam Sukabumi, juga untuk mengetahui respons siswa terhadap penggunaan self-assessment dalam proses menulis mereka, dan juga untuk mengetahui apa kesulitan yang dihadapi siswa dalam menulis. Penelitian ini menggunakan pendekatan qualitative yang melibatkan metode studi kasus. Metode pengambilan data diambil dengan cara menyebarkan questioner, wawancara dengan siswa dan guru, dan observasi kelas sebanyak empat pertemuan. Enam siswa diwawancarai untuk keperluan penelitian. Temuan untuk menjawab pertanyaan pertama adalah: 1) self-assessment digunakan sebagai alat untuk membantu siswa dalam proses menulis, 2) self-assessment menekankan kesadaran siswa akan perencanaan paragraph. 3) guru ditemukan mengikuti beberapa prinsip penerapan self-assessment, yaitu: memberitahukan siswa tujuan self-assessment, menjelaskan dengan jelas apa yang perlu siswa lakukan dalam menggunakan self-assessment itu, dan memberikan *washback* yang bermanfaat untuk pembelajaran menulis siswa di tugas selanjutnya. 4) self-assessment dikelola oleh guru dan siswa, 5) guru memberikan *developed feedback* pada hasil kerja siswa. Respon siswa terhadap penggunaan self-assessment didapati dua macam, respon positif dan negatif. Sedangkan kendala yang dihadapi siswa ada empat macam, yaitu: kendala dalam menyusun paragraph isi, kendala dalam mengelaborasi paragraph pembuka, kendala dalam tata Bahasa atau grammar, dan kendala dalam menuliskan paragraph kesimpulan.

Kata kunci: self-assessment, argumentative writing, teaching writing

ABSTRACT

Wina Anggraeni Lestari. Self-assessment in Argumentative writing process for senior high students of Assalam Islamic School. Thesis. Department of English Education Graduate School Muhammadiyah University of prof. Dr. Hamka. January 2017

The study is aimed to examine how self-assessment can be used in teaching argumentative writing, students' responses on the use of self-assessment in their writing process, and the difficulty encountered by the students in writing argumentative. The study employed a qualitative approach and used case study method. The data is collected through observation, questionnaire and interview to eleventh grader of Assalam Islamic School students in Sukabumi. Six students are interviewed to gain the intended data. The result showed that 1) self-assessment was used as a tool to assist students' writing process; 2) it emphasized students awareness of paragraph planning; 3) in the process of introducing it, the teacher fulfilled some principles: telling students the purpose of self-assessment, defining the task clearly, and ensuring beneficial washback through follow-up tasks; 4) the self-assessment was administered by the teacher and the students; 5) the teacher employed developed feedback to students' work. In regard to students' responses, the analysis yielded two kinds of responses: positive and negative responses. In terms of students' difficulty, there are four kinds of problem the students encountered: problem in constructing body paragraph, elaborating introductory paragraph, constructing English sentence or grammar, and writing concluding paragraph. The study provides some suggestion for the teacher, students and further research.

Key Words: self-assessment, argumentative writing, teaching writing

THESIS COMMITTEE APPROVAL

SELF ASSESSMENT IN ARGUMENTATIVE WRITING FOR SENIOR HIGH STUDENTS OF ASSALAM ISLAMIC SCHOOL SUKABUMI

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers background, identification of the problem, limitation of the study, research questions, objectives and significance of the study.

A. Background of The Study

English as Foreign language is learnt by most non-native people all over the world. The objective of English language learning covers four basic skills: listening, speaking, reading and writing; and writing is widely known as the most difficult skill for EFL students to master. An abundant list of language skill involved in the process of writing is the matter that makes writing so rigid for students to acquire. That is also a problem for native speaker because the process of writing requires a highly complex skill of language use. Not only do they need to notice on micro elements such as spelling, punctuation, word choice, and so on, but also a higher or macro level such as planning and organizing idea into a comprehensive and readable piece of writing (Richard and Renandya, 2002, p.303). Even so, writing is still one of the most desirable skills to master since it is a fruitful and required skill to have in studying and working field.

Dealing with the high demand of writing skill, early stage of learning writing is important. Our curriculum introduces writing in terms of its different type or genre, among others, descriptive, report, procedure, recount, narrative and argumentative. It classifies texts according to their communicative purpose and introduces them to a

various paragraph structure. Some scholars believed that raising the awareness of paragraph structure helps the students elaborate their writing to accomplish their purposes through writing (Reppen, 2002, p.321). Among all writing genres, argumentative is claimed as the most difficult one.

Argumentative writing is firstly introduced in senior high level, after the students have learned the other five. Writing argumentative text, in fact, involves the other types of writing such as descriptive, narrative and exposition (Alwasilah, 2005, p.116). It introduces quiet complex structure of idea as a strategy to convince readers of an argument conveyed using logical connection (Britton & Black, 1985; Mc Neil, 1984; Muth, 1987 in Setiadi & Piyakun, 2012). This genre is thus fundamental for learners to develop the academic writing skill. Nevertheless, its complex structure makes argumentative writing task more challenging for students to master.

Given a complex prerequisite knowledge, some teachers utilize instruments to guide learners in writing. One of them is self-assessment. It can be in form of video recording, checklist or list of questions used to monitor one's language production or comprehension. Self-assessment is a tool to assist learners in the process of writing. It can be effective instrument involved in the process of evaluation (Kato, 2009). Self-assessment in form of checklist or list of questions is commonly used for guiding learning writing process. Learners can stick on elements of the text structure and other aspect provided in the list, and then check whether they have includes all writing elements required.

Self-assessment is claimed to have a lot of benefits for learners in learning writing. Firstly, it develops students' learning autonomy. Secondly, it can help raising

their awareness, and be used as a provision or a guidance and materials also interpretation result (Gardner, 2000, p.50). The third is developing intrinsic motivation (Brown, 2004, p.55). The students will be motivated since they are involved in assessing their works. In short, self-assessment is considered to be beneficial in learning writing.

The effectiveness of using self-assessment may depend on students' perception toward the use of self-assessment itself. Mufios & Alvarez (2007) found that some students did not perceive well on the use of self-assessment in the classroom. That is caused by their lack of understanding of the assessment process and feeling reluctance to do something that they think is a teacher's duty. This finding then leads to students' lack of objectivity and reliability about their work. So, in utilizing self-assessment, teachers need to know students' perception on it. An evaluation then can be done to find an alternative way as a solution.

Students' perception is important to seek so that teachers can see what still goes wrong and make some feedback and evaluation from it. For those reasons, the present study aims to investigate how self-assessment is utilized in learning argumentative writing, what students' perception on the use of self-assessment, and their difficulties. Perceptions are attitudes of a person or a group toward something. The study uses qualitative approach. Creswell (2009) stated that qualitative study is used as a broad explanation for behavior and attitudes. The present study is qualitative since it examined students' perception and difficulty of the use of self-assessment on their learning. It can be seen from their responses on the use self-assessment on their writing.

B. Identification of the Problem

Based on the background of the problem above, the problems are identified as follow:

1. Writing was both the most difficult yet desirable skill to master by students.
2. The investigation and evaluation of self-assessment use as a tool to learning writing were highly needed.
3. Some students had not really good perception on the use of self-assessment in the classroom.
4. Bad perception on the use of self-assessment can be caesed by less objective and reliable process of assessment.

C. Limitation of the Study

The present study limited the scope on three aspects: the process of self-assessment use in teaching argumentative writing, students' response, and their difficulties in its process.

D. Research Questions

Based on the above problem identification, this study aimed to answer:

1. How self-assessment be used in teaching argumentative writing,
2. How students' responses on the use of self-assessment in their argumentative writing process'
3. What difficulties students encounter in the process of writing argumentative essay.

E. Objective of the Study

Based on the problem above, this study was concerned:

1. Identifying the ways self-assessment is used in teaching argumentative writing.
2. Discovering students' responses toward the use of self-assessment in their learning process.
3. Identifying EFL students' difficulties in writing.

F. Significance of the Study

This study is expected to give theoretical and practical benefits.

1. Theoretically, the finding of this study can be a useful theory for other research on self-assessment applied in argumentative writing. It can be used to conduct further studies on the use of self-assessment in students' writing as well as the data of perception of self-assessment on argumentative writing.
2. Practical benefits
 - a. The result of the study provides useful information on how self-assessment is utilized in teaching argumentative writing.
 - b. The result of the study provides beneficial information on students' response to the use of self-assessment on writing argumentative in the case of Assalam Islamic School, Sukabumi.
 - c. The result of the study provides useful information on students' difficulties on writing argumentative writing in Assalam Islamic School, Sukabumi.

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