



**Improvement of Writing Skill of Students of 7<sup>th</sup> Grade Through Self-Assessment**

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Research Report

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### **Improvement of Writing Skill of Students of 7<sup>th</sup> Grade through Self-Assessment**

In the educational center the students display a deficient writing, the pupils lack vocabulary and intelligibility. The students can barely write simple sentences. They do not have any interesting topic to use in order to express thoughts. The strategy that is implemented is self-assessment in which the children self-evaluate their development in writing.

#### **Literature Review**

The strategy employed in this research is the self-assessment which is the procedure in which learners meditate their strengths and weaknesses to recognize their learning necessities and make visible their deficiencies for the purpose of the development of their work (Fitzpatrick, 2006, pp. 23-34). Self-assessment contains a cycle of three components which are self-monitoring, self-evaluation and implementation of instructional correctives. In self-monitoring, the learners give conscious observation to what they are studying. In self-evaluation the recognition of the improvement is related to the learning goal. Meanwhile the implementation of instructional correctives is about the next learning objectives and exercises to increase the learning (McMillan & Heard, 2008, pp. 40-49).

Self-evaluation deals with two goals that tells the learners are mastering the skills or not, one target is performance goal that is about final results and getting the grades and another target is mastery goal that is focused on exercise, developing knowledge, comprehension and ability. Another self-evaluation goal is proficiency goal that allows monitoring and testing will be internalized, enabling the learner's advancement. (Dweck, 2006, pp. 181-196). Productive self-assessment makes learners

work with more ways to carry on with the study and propose bigger objectives (Schunk, 1989).

A current investigation showed that in a school of Hong Kong the self-assessment conveys an improvement in academic accomplishment with the use of diary. (Yan, et al., pp. 562-583). Moreover, applied research in Iranian students gave an evolution of the writing through self-evaluation (Dunning, et al., 2003, pp. 83-87).

On the other hand, there is distrust in this self-analysis of the learning as a safe tool in formal instruction (Dickinson, 1987, pp. 104-105). The teacher thinks it is going to fail in the assessor role to give the chance the students to self-assess (Blue, 1988, pp. 50-56). The students are more suspicious in the self-assessment because they think it is unnecessary and that they feel embarrassed to identify their own deficiencies (Liang, 2006).

In this research, the self-evaluation is going to be employed with the help of a checklist. The self-evaluation is going to be presented in a didactic and friendly way, without pressure that the self-assessment will influence the grades. I provide this brief explanation based on the experts Liu and Brantmeier that affirm the checklist can explore the content of learning and goals of the unit that allows a transparent comprehension of the self-assessment procedure to the students (Huan & Brantmeier, 2019, pp. 60-72) Other researcher Sumie Matsuno supports the implementation of the self-assessment with no grading because it facilitates the self-analysis of the writing (Matsuno, 2007, pp. 75-100).

### **Innovation**

The teaching procedure employed was self-assessment. The self-assessment that was employed in this innovation was taught step by step to the learners. It lasted 3 days. One class per day, the material was visual specifically flashcards. The role of the

teacher in the first class was a resource provider and a guide. Gradually the teacher became a coach. The role of the students were followers in order to become in autonomous learners.

In the first class the students guessed adjectives to use in a required situation, the children played a game in which they had to say which adjective is shown in the face of the toy. The instructor asked the students what they think about the assessment and informed the self-assessment does not represent a grade. The teacher taught then new adjectives of appearance and personality. As a homework the students searched a picture of a person that they admire and wrote 2 or 3 adjectives for this person.

In the second class, the kids looked for adjectives in a word puzzle, the teacher taught the Present Simple in affirmative way. Then, the learners worked in groups writing sentences describing a friend with the learnt adjectives and grammar tense. For homework, the students wrote sentences describing some relatives.

In the third class, the children identified adjectives according to exposed flashcards and as a game they ordered unscrambled words that are the learnt adjectives, the teacher checked the verb to be with the pupils. Later, the students did a test about a topic. After that, the students received a sheet of paper containing the self-evaluation rubric and the students filled the rubric, the kids were told that the rubric does not affect the grade. For assignment, they described someone that they like in a forum.

### **Research Methodology**

In this research, the action research is used. This type of investigation that provides pragmatic considerations of human beings in a questionable circumstance instantaneous and to the objectives of social science by cooperation in moral structure (Rapoport, 1970, pp. 499-513).

### **Research Question**

Does the self-assessment impact the writing skills of students of 7<sup>th</sup> grade of school?

### **Instruments**

To answer the question, a pretest and a posttest design was employed.

Before the posttest and the checklist, a pre-test was applied- This pre-test took 30 or 40 minutes, this was presented in a friendly way so students could display their knowledge in writing. Some students finished this pre-test in 30 minutes and most finished it in 40 minutes. Many students had questions during this pre-test displaying that they lack vocabulary and reading comprehension.

The posttest was provided in the last class. This lasted 30 minutes. The post-test was presented as a quiz so students had to put all the books and notebooks in the backpack. The students were not allowed to help each other during the quiz. Some kids did not know what to do even when I have explained the task of the quiz. I had to answer every kid that had a doubt of what to do in the quiz. Most students finished the quiz in 30 minutes. Meanwhile, the self-assessment checklist was applied and it was mentioned that the checklist did not value any grade. The pretest and the posttest results were analyzed in an excel table. and the results were negative

### **Ethical Considerations**

The authorization was requested from the director of the school. The people involved participate voluntarily in this research. The tests practiced in this research were developed in pedagogical way, without distorting the tasks that stayed far away from the learning goal.

### **Results**

The minimum, the maximum, and the average of the pre-tests and posttests were calculated. For the quantitative question: Does self- assessment impact the writing skill of students of 7<sup>th</sup> grade of school? It was not influential the self-evaluation.

**Table 1**

Data Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	2	7	6.32	1.11
Posttest	25	1	10	6.04	2.51
P less than .005	0.30				

**Discussion**

According to the question: Does self-assessment impact the writing skills of students of 7<sup>th</sup> grade of school? The results showed that self-assessment was not influential, it did not work successfully in this research. The experts McMillan and Heard said that self-evaluation has three components that could not be exercised completely to the students (McMillan & Heard, 2008). Also, it is said that self-evaluation has two goals which are performance goal and mastery’s goal. Only the performance goal was employed, the mastery goal could not be internalized. The students were focused on the grades.

**Conclusions**

The problem in this research was that the learners could not know how to write simple sentences probably due to the lack of learning curiosity, they do not have knowledge of the culture of the English language so they do not feel related to the language. Maybe the pupils did not have a stable basis so they are not capable to comprehend new topics.

**Limitations**

The children did not show concernment about English subject. The social-economic level of the students affects the learning, it was an obstacle. The learners did not have technology to use in order to learn English. The pupils did not have an open mind in the self-assessment application. The way of the student's chairs were arranged did not facilitate the impartment of the class.

### **Recommendations**

My suggestions are that the social economic level should be considered. The revision of the adequate technological equipment should be taken account. The need of a dialogue with the director and tutor of the course in order to arrange the seats of the students. A test obtaining the topics of interest of the pupils to know how to grab attention from the kids in the impartment of the class.

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**Appendix 1**

Lesson Plan

Available upon request.

**Appendix 2**

Checklist

Available upon request.

**Appendix 3**

Online Portfolio

Available upon request.