



The Effectiveness of Using Self-Assessment on Student Writing Achievement

Arni Fitri¹, Abdul Aziz Rifaat²

¹fitriarni45@gmail.com ²azizlie2@gmail.com

^{1,2}STIK Siti Khadijah Palembang

Received: 2022-05-22 Accepted: 2022-06-22

DOI: 10.24256/ideas.v10i1.2708

Abstract

This research used pre-Experimental Design using quantitative approach with one group pre-test and post-test design. It is intended to find out any the significant differences scores of the students before and after taught using Self-Assessment. The population of this study was all the First Semester of S1 Pharmacy Study Program. Whiles, the sample was consisted of 43 students. Based on posttest score of calculating SPSS the mean score 82.81, which means that the average of 43 students are get score is 82.81, indicated that the students can mastery writing well. Based on statistical calculation using SPSS 25.00 for windows, the researchers knew that the difference mean score of pre-test and post-test is 14,3489. The sig (2-tailed) or the p value (two-tailed) is 0.000. Given that the present test is one-tailed test, so the Sig. (2- tailed) or the p value (0.000) is divided by two: $0.000 / 2 = 0.000$, and the significance level (α) was 0.05. Since 0.000 is smaller than significance level (α) 5%. The conclusion is that self-assessment is effective toward student's writing achievement.

Keywords: Self – Assessment, Writing

Introduction

English is one of international language used to communicate both oral and written form. Communication itself can be defined as a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. In another word Communication is the process by which a message or information is exchanged from a sender to a receiver. There are two minds of communication, they are oral and written.

In learning English writing in one of skills that should be learnt by students start from Elementary School until University level and writing is one of four skills that students need to proficient in learning English. According to Gelb (1951) said that writing is the way on how man to communicate or deliver his thoughts and feelings by means of visible signs, understandable not only for the writer but also to all other people into the particular system. Harmer (2004) also stated that writing is a form of communication from someone to another that can be conveyed or expressed in written form. In addition, writing allows human to trace and deliver information and stories outside the immediate moment in which allowing to link a distant a place and time, (Henry, 2005). Based on the text above the writer concluded that writing is a form of communication that expressed in written or visible sign from someone to another which allows the communicator to link a distant a place and time.

Writing is not only a means of expression, but it is also an essential criterion of something to say through the applications of linguistic systems. According to Jacobs et al (1981) said that there are five significant components in writing, they are a) content, the content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good contents writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing; b) organization, in organizing the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order; c) vocabulary, is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing; d) language use, language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement.

Specific nouns and strong verbs give a reader a mental image of description; e) mechanics, in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understanding the conveying ideas other message stated in the writing.

Harmer (2004) stated that there are four steps in writing; they are a) planning, in this step the topic is selected depending on the purposes of the writer itself. The writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas and then make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them; b) drafting, in this step, the writer begin to write and the outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another; c) drafting, in this step the writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing; d) final draft, in this step, the writer should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process. Meanwhile, According to Nunan (1991:92) suggested that writing is minimally three-stage processes, they are a) pre-writing, The writer start with select the word or phrase that is related to the topic on his interest to write and not going to make confused; b) writing, the writer has to deal the ideas with detail that they have to mentioned in pre-writing. In this stage, the writer makes a drafting to develop the outline into a good and coherent paragraph. Grammatical, punctuation and spelling will be focused in this stage; c) rewriting or revision, writer revise and edit of their writing in this stage. The writer must to connect it into good grammar, punctuation, spelling and mechanics. The content and organization of the text must be clear and complete.

McMahan, et al. (1996) mentions the purposes of writing as follows a) to express the writer's, the writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing; b) to entertain the readers, the writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing; c) to inform the readers, It is used to give information or explain something to the readers. It is a kind of informative writing; d) persuades the readers, the writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing. In addition, Byrne (1997) in his book "Teaching Writing Skill" said about the purpose of writing: "it is helpful to keep in mind some of the many uses we are likely to make of writing". On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and used to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of

writing to deliver the messages from one to others.

There are some types of writing, such as a) procedure, a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere (Anderson, Mark & Kathy Anderson, 1997), procedure text can be defined as a piece of text that gives us instructions for doing something “. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual, and itineraries; b) descriptive; a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words; c) recount, a piece of text that retells past events, usually in the order which they happened, (Anderson, Mark & Kathy Anderson, 1998); and d) narrative, the narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener.

Descriptive writing as one of text in writing has purpose to present a view of the world that entertains or informs the reader or listener. According to Tompkins (1994) stated that descriptive writing is painting pictures with words. Students use descriptive writing to paint word pictures and to make writing more concrete or vivid by adding specific information, sensory images, comparisons, and dialogue. Description is used in writing about a variety of topics. Students write descriptions or events in their own lives, characters form literature, results of experiments, observations of classroom animals, art prints, historical events and personalities, and current events. In addition, Boardman (2008) stated that the purpose of descriptive paragraph is to “paint” a picture in the reader’s mind. The readers should be able to see the person, place, or object that you are describing in his or her mind.

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Byrne (1997), a) psychological problems, writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver; b) linguistics problems, different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process

is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language; c) cognitive problems, writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

It is commonly know that, Writing is considered as the language skill which is least to be acquired. However, the teaching learning of writing skill in classroom has a little portion and even tends to be slighted. In fact, writing has some important roles in human life; either in academic purposes or in other aspect of life. The most important reason for teaching writing is that it is a basic language skill. Byrne (1997) gave the reasons of teaching writing in the early stages. Writing serves a variety of pedagogical purposes such as a) the introduction and practice of some forms of writing enables the learners to provide for different learning styles and needs; b) written work serves to provide the learners with some tangible evidences that they are making progress in the language; c) exposure to the foreign language through more than one medium appears to be more effective than relying on a single medium alone, c) writing provides variety in classroom activities. It increases the amount of language contact through work that can be set out of class; d) writing is often needed for formal and informal testing.

There are some varieties of approaches in teaching writing which can be conducted by the teacher in classroom, one of them is self-assessment. The terms of assessment itself, has been described differently by researchers. According to McMillan & Hearn (2008) stated that self-assessment occurs when people evaluate their own work, identify disparities between their current and desired performance, and reflect upon ways in which they can improve. Boud (1995) defines self-assessment as the involvement of students in identifying standards and/or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards. On the other word self-assessment is making decisions about the standards of performance and then making judgments about the quality of the performance in relation to these standards. When self-assessment is acquainted, it should ideally involve in both of those standards. Self-assessment can be conducted and expressed in both spoken and/or written form. The process of self-assessment also contributes to students' sense of self-efficacy and conditional knowledge as they engage in reflecting on their own learning, and improvement of their own work. It implied that students should be active in the process of the teaching-learning process by judging their work based on the success criteria. However, it is important to note that student self-assessment is more effective when combined with teacher feedback, especially in domains where students lack expertise. In short, based on the iridescent explanation above the researcher concluded that self-assessment could support the students' out for their task. Besides, students can find out their learning needs to appraise their capability in mastering knowledge which learning development through a judge, evaluate, identify,

and check.

Joyce, Spiller, & Twist (2009) mention some advantages of self-assessment, they are a) it builds on a natural tendency to check out the progress of one's own learning; b) motivate further learning or lifelong learning; c) encourage students' reflection on their own learning; d) promote learners' responsibility and independence; e) self-evaluation tasks encourage students ownership on learning; f) self-assessment emphasizes the formative aspects of assessment despite self-assessment actually comes from an alternative assessment; g) self-assessment can accommodate the diversity of learners' readiness, experience, and background; h) develop learners' autonomy, cognitive abilities, and metacognitive abilities.

Based in the above mentioned, the writer was interested in conducting research entitle "The Effectiveness of Using Self – Assessment on Student Writing Achievement" of First Semester of Pharmacy Study Program at Health and Science of Siti Khadijah Palembang. The objectives of this research were a) to find out the students' writing achievement before they are taught by using self-assessment; b) to find out the students' writing achievement after they are taught by using self-assessment; c) to find out the significant differences scores in writing.

Many researchers and practitioners have studied the effectiveness of alternative assessment in developing learners' writing skills. Assessment is a general term that refers to all those activities undertaken by teachers and students that provide information to be used as feedback to modify teaching and learning activities. Self-assessment, as one of the alternative assessments, refers to the involvement of learners in making judgments about their learning, particularly about their achievements and the outcomes of their learning (Falchikov & Boud, 1989). In addition, according to Dickinson (1987), self-assessment is a process of collecting information about students' own learning in order to monitor consciously their knowledge development. From the definition, it is explicit that self-assessment is served students to explore their learning activity by themselves. In short the writer concluded that self-assessment could support the students' learning development through a judge, evaluate, identify, and check out for their own the task. Besides, students can find out their learning needs to appraise their capability in mastering the knowledge.

Saputri (2018) investigated whether there is significant difference between the effect of self-assessment and peer-assessment toward students' writing skill in recount text. The methodology of the research was quantitative research especially a quasi-experimental research. The technique of collecting data were pre-test and post-test to find out the students' writing skill of recount text, observation sheet to get the

information of real interaction in classroom, and documentation to strengthen the observation sheet. Saputri found out that there was no significant difference between self-assessment and peer-assessment toward students' writing skill in recount.

If Saputri (2018) investigated whether there is significant difference between the effect of self-assessment and peer-assessment toward students' writing skill, Oscarson (2009) conducting research of Self-Assessment of Writing in Learning English as a Foreign Language. The main aim of this research was to explore the role of self-assessment in EFL learning in developing lifelong language learning skills and in furthering the development of more comprehensive and thereby fairer assessment practices. The research explores how upper secondary school students perceived their own general and specific writing abilities in relation to syllabus goals and whether these perceptions are affected by self-assessment practices. It also explores students' and teachers' experiences of integrating self-assessment into everyday classroom practice. The research is based on the theory that metacognitive skills such as self-regulation and self-monitoring are important for the development of autonomous learning skills. The results of the research showed that at the group level students were well able to assess their general writing results in relation to the criterion (the teachers' grades). At the individual level the results were more variable, partly depending on the type of writing activity assessed and on the amount of practice students had had of self-assessment. Students' assessments of their writing ability in general showed a stronger relationship with teachers' grades than did students' assessments of their results in a particular classroom writing assignment. Students' assessments tended to become more realistic with practice.

Another research that integrates self-assessment in writing is research by Zapitis (2011). In her research, Zapitis tried to discover how self-evaluation training affects students' knowledge and understanding about their writing and needs for improvement. The research showed that after the self-evaluation process was set into place, students had an increased awareness of what made a good fictional writing piece. The self-evaluation process helped students become more aware of writing practices and of themselves as a writer. The research also found that the self-evaluation process set clear guidelines for students, focused student attention on important writing criteria, and opened up the conversation between students and teachers about evaluation, goal setting and the writing process.

Not much different from Oscarson, Fajasari (2016) in her writing about students' perceptions to alternative assessment in English learning aimed to find out the students' perceptions toward alternative assessments in order to reflect on the students' need for the better learning process. This research found that the majority of the students had positive perceptions to the alternative assessments. The result showed that self-assessments are the most preferred assessments for the students because they could get the criteria to prevent them in getting bad scores. Nevertheless, alternative assessments somehow bring some difficulties for students with lack of proficiency or

students who hard to share their ideas in many aspects.

Based on several studies above mention, the writer adopted self-assessment in improving students' writing achievement. The research data will be presented in quantitatively by displaying students' writing achievement before and after the treatment and to compare the significant differences scores in writing of the students before and after taught using self-assessment. The population of this research was the first semester of Pharmacy Study Program at Health and Science of Siti Khadijah Palembang.

Method

The method of this research was applied pre-experimental design with one group pre-test and post-test design. A pre-test was administered before the treatment and post-test administer to measure the treatment effect. It aimed want to know whether or not using self-assessment improve the students' writing achievement. This design presented as follow:

Table 1
Research Design "Pre-experimental Design"

Experimental Class	Pre-test	Treatment	Post-test
E	O1	OX	O2

In this research, there were two kinds of variables namely dependent variable and independent variable. Independent variable was students' self-assessment and dependent variable was students' writing achievement. The duration of the research was 7 meetings which every meeting was 45 minutes, one meeting for pre-test, five meetings for treatment, and one meeting for post-test. The location of the process was held in students' each house because in 2021, Indonesia is still covered with the covid 19 outbreak, to maintain the health of every students, the writer conducted the research process such as pre-test stage, treatment till post-test held at their respective homes, while the process was carried out by using computer media online zoom meeting program. A descriptive analysis was done using the SPSS application to count the the students' writing achievement before and after the treatment to count the significant differences scores in writing.

The population of this research was the first semester of Pharmacy Study Program at Health and Science of Siti Khadijah Palembang in Academic Year 2021/2022. The sums of population were 124 students. The researchers used cluster random

sampling to take sample from population and it represents the entire population.

Table 2
The Population of the First Semester of Pharmacy Study Program

No.	Classroom	The number of students
1.	A	40
2.	B	41
3.	C	43
Total		124

Source: *Health and Science of Siti Khadijah Palembang*

Result and Discussion

Based on the analyzing data from SPSS version 16, the researcher got the data which concern on the students' writing achievement before and after being taught using self-assessment by comparing both of them.

The researcher allocated 45 minutes for each conducting pre-test and post-test. The pre-test was in the form of essay test, it was done before the treatment process using self-assessment. This test was intended to know the basic competence of the students writing achievement before giving the treatment. The post-test was same with pretest that is in the form of essay test. It was done after treatment process using self-assessment.

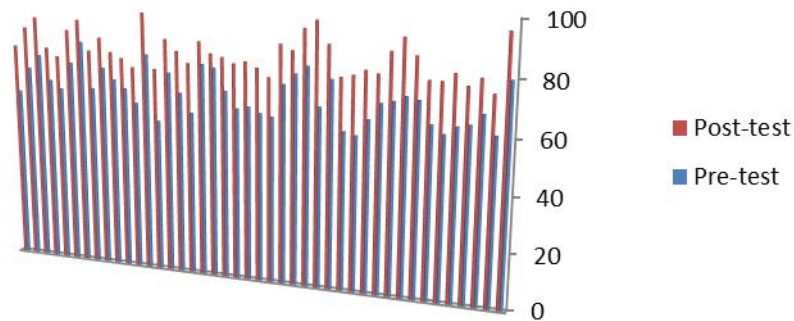
Table 3
Descriptive Statistic of Pretest and Post Test

Statistics		pretest	posttest
N	Valid	43	43
	Missing	0	0
Mean		68,4651	82,8140
Median		68,0000	80,0000
Mode		63,00	80,00
Std. Deviation		7,05539	6,04056
Variance		49,779	36,488
Range		27,00	21,00
Minimum		56,00	75,00
Maximum		83,00	96,00
Sum		2944,00	3561,00

Based on the table 3 above, pretest, it can be seen that the students consist of 43 students. It shows that mean score 68,46, indicated that the averages of 43 student's

score is 68,46. Based on the criteria of student's score 68,46 is classified average score. The median score is 68.00. The mode is simply that value which has the highest frequency. It means that the most frequent students' score is 60 indicated that many students got average score. Based on the table 3, can be seen that the students consist of 43 students. It shows that mean score 82,81, which means that the average of 43 students are get score is 82,81, indicated that the students can mastery writing well. The median score is 80.00. In this case mode score is 80. So, there are many students got good score.

Chart 1
Students' Pre-test and Post-test



Based on chart 1 above, it can be seen that The frequency of pretest after being distributed there are, 34 students getting score between 56 – 75 which means that the students writing achievement is at average 79%, 9 students getting score between 76 – 85 which means that on the students' writing achievement is good 21% while frequency of posttest after being distributed are 15 students getting score between 86 – 100 which means that the students writing achievement is at excellent 35%, 24 students getting score between 76 – 85 which means that on the students' writing achievement is good 36%, and 4 students getting score between 56 – 75 which means that on the students' writing achievement is classified as average score 9%.

From the presentation of the results of pretest and posttest, the students' score could be categorized into the following table of criteria students' score.

Table 4
Table of Criteria Students' Score

No.	Grade	Qualification	Range Score	Pretest		Posttest	
1	A	Excellent	86 – 100	0	0	15	35%
2	B	Good	76 – 85	9	21%	24	56%
3	C	Everage	56 – 75	34	79%	4	9%
4	D	Poor	46 – 55	0	0	0	0
5	E	Very Poor	0 – 45	0	0	0	0

Table 4 above shows that there were 43 students as the sample of the research. The test was conducted by the researcher before and after being taught by using self-assessment in order to improve the student's ability in writing, the technique focused on the writing descriptive text. On pretest there were 9 students getting good score or in percent was 21% and 34 students getting leverage score or in percent is 79%. On posttest there were 15 students getting excellent score or in percent is 35%, 24 students getting good score or in percent is 56% and 4 students getting average score or in percent is 9%.

There are differences data presentations between before being taught by using self-assessment as a strategy and after being taught by using self-assessment as a strategy. The data present that the score after being taught by using self-assessment as a strategy better than higher before being taught by self-assessment as a strategy.

The researcher used statistical test using paired sample t-test stated by SPSS 25 to ensure the effectiveness of using self-assessment on the students' writing achievement. The result is as follows.

Table 5
Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	68,4651	43	7,05539	1,07594
	posttest	82,8140	43	6,04056	,92118

Based on the table 5, the data presented are the performance scores of the members of one group which the students who were taught before and after using self-assessment in writing achievement. Output paired sample statistics shows that there are mean scores differences between pre-test and post-test. The mean score of pre-test is 68,46 and the mean score of post-test is 82,81. So, the mean score of post-test is higher than the mean score of pre-test. It means that the student's score increase after being taught using self- assessment in writing achievement. The number of subjects or

respondents of each sample (N) is 43 students. Meanwhile, standard deviation of pre-test is (7,055) and standard deviation of post-test is (8.271). Mean standard error for pre-test is (1.619), while mean standard error for post-test is (6,040). So, we can conclude that the value increases after being taught using self- assessment in writing achievement.

Table 6
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-14,34884	4,23075	,64518	-15,65087	-13,04681	-22,240	42	,000

Based on table 6, the Sig. (2-tailed) or the *p* value (two-tailed) is 0.000. Given that the present test is one-tailed test, so the Sig. (2-tailed) or the *p* value (0.000) was divided by two: $0.000 / 2 = 0.000$, and the significance level was 0.05. For interpretation of decision based on the result of probability achievement, that were: a) If the probability value (sig) > 0.05 then the null hypothesis is not rejected; b) If the probability value (sig) < 0.05 then the null hypothesis is rejected. Since 0.000 is smaller than significance level (α) 5%, so the null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment. The conclusion is that self-assessment is effective in improving the student's writing achievement.

Conclusion

This was a relatively small-scale study and additional studies of this nature will undoubtedly be required in the future. Nevertheless, the results were extremely favourable and certainly support the view that students are capable of accurately assessing themselves on a finished writing task. This would seem to suggest that self-

assessment may be used in teaching English especially in writing.

The use of self assessment in improving students' ability in writing at the First Semester of Pharmacy Study Program at Health and Science of Siti Khadijah Palembang was better than the conventional way. It was proved by the analysis of test that showed the posttest is greater than pretest. It can be also seen through the result of table paired sample. This output indicates that there is a significant difference between pretest and posttest of experimental group. It means that the use of self assessment in teaching writing skill significantly greater contribution than the use of conventional way. It is positively stated that the use of self assessment in teaching writing skill develops students' writing skill and more productive better than the use of conventional way.

Some suggestions come after this study was done. The suggestions were offered to the teachers and future researcher. The first is for English teacher especially, teachers should know the level of students' ability in writing achievement. The result can become an input to determine the step and strategy for teaching writing. So the teacher can reach the maximum teaching as a feedback to improve the quality of English teaching writing and it can be as important information in using self-assessment strategy to improve the quality of teaching writing comprehension. For other Researchers, The research can give a concept in their strategy in teaching self-assessment on different skill, because it will give some knowledge of self-assessment. Therefore, the researcher knows the benefit of teaching writing comprehension by using self-assessment strategy optimally. The researcher gets useful experience in teaching by using self-assessment.

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