

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter present some theories related to the title in detail; Descriptive Text, Self Assessments, and Previous Studies.

#### **A. Theory**

##### **1. Definition of Descriptive Text**

Descriptive text is a text to describe place, person, things, or something detail, write with general structure clearly. According to Kirszner (2009:9) Descriptive text is a text use to describes particular person, place, things or something in detail. In a personal email, you may describe a new boyfriend or girlfriend. In a biology lab manual, you may describe the structure of a cell. In report for a nursing class, you may describe a patient you treated. When you write a description, you use words to paint a picture for your readers. With description, you use language that creates a vivid impression of what you have seen, heard, smelled, tasted, or touched. The more details you include, the better your description will be. According to Folse (2010:135) Descriptive text is describes how something or someone looks or feels. It gives an impression of something. If, for example, you only wanted to explain to someone what a samovar is, you could write a definition paragraph because a definition paragraph does not include how the writer feels.

In addition, Temple, et al. (1998) states. “description is discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive”. In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on.

According to Friedman (2010) descriptive details mean to grab the reader’s attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987).

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher’s Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981) states that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

## **2. Definition of Self Assessments**

Self assessment is to assess by involving students in the assessment. After students doing the task, every student must correcting their own work by their self, from this method students will get comprehension from their mistake, and will justified by their self. Self assessment includes two key elements in each assessment of learning outcomes: first, determining the criteria or standards applied to assess the learning outcomes of learners and secondly, assessing the extent to which learning outcomes have been achieved based on predetermined criteria. Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self-assessment motive could be seen as quite different from the other two self-evaluation motives. Unlike the other two

motives through self-assessment people are interested in the accuracy of their current self view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be damaged.

According to Douglas (2000:270) Self-assessment derives its theoretical justification from a number of established principles of second language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Developing intrinsic motivation that *comes* from a self-propelled desire to excel is at the top of the list successful acquisition of any set of *skills*.

Peer-assessment appeals to similar principles, the most obvious of which is cooperative learning. Many people go through a whole regimen of education for kindergarten up through a graduate degree and never come to appreciate the value collaboration in learning-the benefit of a community of learners capable of teaching each other something. Peer-assessment is simply one arm of a plethora of tasks procedures within the domain of learner centered and collaborative education.

Researchers (such as Brown & Hudson, 1998) agree that the above theoretic, underpinnings of self- and peer-assessment offer certain benefits: direct involvement, of students in their own destiny, the encouragement of

autonomy, and increases, motivation because of their self-involvement. Of course, some noteworthy drawback must also be taken into account. Subjectivity is a primer obstacle to overcome. Students may be either too harsh on themselves or too self-flattering, or they may not have the necessary tools to make an accurate assessment. Also, especially in the case of direct assessments of performance, they may not be able to discern their own error. (Brown 2003:270)

### **3. Types of Self Assessment**

According to Douglas (2000:272) has classification of self-assessment, they are:

#### *1. Assessment Of a specific performance*

In this category, a student typically monitor him or herself in either written production and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Thus, having made a presentation, the student (or a peer) fills out a checklist that rates performance on a defined scale. Or perhaps the student views a video-recorded and completes a self-corrected comprehension quiz. A journal may serve as a tool for such self-assessment. Peer editing is an excellent example of direct assessment of a specific performance.

Today, the availability of media opens up a number of possibilities for self- and peer-assessment beyond the classroom. Internet sites such as Dave's ESL offer many self-correcting quizzes and tests. On this and other similar Sites, a

learner may access a grammar or vocabulary quiz the internet and then self-score the result, which may be followed by comparing with a partner. Television and film media also offer convenient resources for self- and peer- assessment. Gardner (1996) recommended that students in non-English-speaking countries access bilingual news, films, and television programs and then self-assess their comprehension ability. He also noted that video versions of movies with subtitles can be viewed first without the subtitles, then with them. As another form of self- and/or peer-assessment

### *2. Indirect assessment of [general] competence*

Indirect self- or peer-assessment targets larger slices of time with a view to rendering an evaluation of general ability, as opposed one specific, relatively time-constrained performance. The distinction between direct and indirect assessments is the classic competence-performance distinction. Self- and peer-assessments of performance are limited in time and focus to a relatively short performance. Assessments of competence may encompass a lesson over several days, a module, or even a whole term of course work, and the objective is to ignore minor, nonrepeating performance flaws and thus to evaluate general ability.

### *3. Metacognitive assessment [for setting goals].*

Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and

maintaining an eye on the process to their pursuit. Personal goal-setting has the advantage of fostering intrinsic motivation and or providing learners with that extra-special impetus from having set and accomplished one's own goals. Strategic planning and self-monitoring can take the form of journal entries choices from a *list* of possibilities, questionnaires, or cooperative (oral) pair or group planning.

#### 4. *Socio affective assessment.*

Yet another type of self- and peer-assessment comes in the form of methods of examining affective factors in learning. Such assessment is quite different from looking at and planning linguistic aspects of acquisition. It requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject matter areas or for any set of personal skills. When learners resolve to assess and improve motivation, and lower their own anxiety, to find mental or emotional obstacles to learning then plan to overcome those barriers, an all-important socio affective domain is addressed.

#### 5. *Student-generated tests*

A final type of assessment that is not usually classified strictly as self- or peer-assessment is the technique of engaging students in the process of constructing tests themselves. The traditional view of what a test is would never allow students to engage in test construction, but student generated tests can be productive, intrinsically motivating, autonomy building processes. (Brown

2003:272)

Gorsuch (1998) found that student-generated quiz items transformed routine weekly quizzes into a collaborative and fulfilling experience. Students in small groups were directed to create content questions on their reading passages and to collectively choose six vocabulary items for inclusion on the quiz. The process of creating questions and choosing lexical items served as a more powerful reinforcement of the reading than any teacher-designed quiz could ever be. To add further interest, Gorsuch directed students to keep records of their own scores to plot their progress through the term.

Murphey (1995), another champion of self- and peer-generated tests, successfully employed the technique of directing students to generate their own lists of words, grammatical concepts, and content that they think are important over the course of a unit. The list is synthesized by Murphey into a list for review, and all items on the test come from the list. Students thereby have a voice in determining the content of tests. On other occasions, Murphey has used what he calls "interactive pair tests" in which students assess each other using a set of quiz items.



#### **4. Procedures for Teaching Descriptive Text Using Self Assessment**

According to Nielsen (Volume 37, Issue 1, pp. 1–117) There are 12 strategies for teaching writing using self-assessment:

1. Give students direct, explicit and step-by-step training before they carry out self-assessment exercises and include practice time.
2. Help students develop a clear understanding of the aspects of writing they are self-assessing such as tone, attention to purpose, etc. In order for students to evaluate their writing for each of the different aspects, they need to have a clear understanding of the concepts.
3. Use writing models to demonstrate specific writing skills and to give students the opportunity to practice assessment. Writing models can be used independently of self-assessment to reinforce learning of concepts. When they are used as practice for self-assessment, teachers can correct student miscomprehension and modify the exercise as needed.
4. Invite students to participate in developing the criteria for self-assessment exercises. This process helps develop a shared understanding of good writing in the classroom.
5. Increase student motivation in self-assessment by making the self-assessment part of the grade. Positive verbal prompts and guidance also support student motivation. Motivating students is a challenge, but for self-assessment to be meaningful students must be committed to the task.

6. Use self-assessment for formative rather than summative evaluation and not to determine a final grade on an assignment.
7. Provide sufficient independent time and space in class to complete self-assessment exercises. Self-assessment works best in your classroom where you can reinforce a sense of quiet, focused time that students may not have outside the classroom. You can also provide support and corrective feedback.
8. Engage students in dialogue during self-assessment to provide feedback, answer questions and provide clarification. Some students will need more scaffolding and guidance than others. One of the great benefits of self-assessment is the opportunity to work one-on-one with students.
9. Self-assessment should include tasks that address specific components of writing as well as prompts that ask for a global response to their writing. Students should work to improve specific aspects of their writing as well as the overall content.
10. Nurture students' sense of self-efficacy and self-esteem through positive feedback, reinforcement and modelling. Student writers tend to think writers are born not made. They need a sense of self-efficacy to persevere in writing.
11. Give students the opportunity to revise their work after self-assessment so that they can transfer what they've learned to the task of writing.

12. Regularly evaluate your teaching methods. How are students responding?

Conduct student surveys to find out what's working well.

## **B. Previous Studies**

From previous study with the title “The Effect Of Self Assessment On Students’ Achievement In Writing Descriptive Paragraphs” by Andriani. This article was written based on an experimental research involving two variables, namely: self-assessment, and English writing achievement. This research aimed at investigating the effect of self-assessment technique on students’ writing competency. Forty two students of tenth grade in SMA Negeri 1 Sawan in the academic year 2013/2014 were chosen as the sample through Cluster Random Sampling. Post-Test Only Control Group Design was implemented in this experiment. The treatments were conducted 8 times, and after that the post test was administered in order to know the impact of the treatment toward the students’ writing competency. From the data which were analyzed descriptively and inferentially, it was obtained that the Mean score of the experimental group was 84.35 and the Control group was 78.65 while the value of  $t_o$  was 4.932 and  $t_{cv}$  was 2.009. The students who were assessed by using self-assessment technique got better result than the students who were assessed by using conventional assessment technique. This research discovered that there was significant difference in writing competency between the students who were assessed by using self assessment

technique and students who were assessed by using conventional assessment technique.

Other previous study the title “The Use Of Self Assessment In Improving Students’ Ability In Writing English Skill by Uswatun Hasanah show that This research aims at finding out The Use of Self-Assessment in Improving Writing English Skill of the Students at English Education Department of STAIN Watampone academic year 2013/2014. The specific objective of the research is to find out whether or not the use of self-assessment improves students’ performance in writing English skill. The research method employed quasi experimental research. The samples consist of 40 students which belonged to two groups; experimental and control group. The research data were collected using two kinds of instruments: the writing test which was given to the both groups and questionnaires of learners’ self assessment which was given only to the experimental group. The research result indicated that: the use of self-assessment in writing English skill is more effective in improving students’ ability. The result of post test of both group improved, but the use of self assessment gave better effect than conventional way. It was proved by the result of the mean score of post test of experimental was higher than the control group in writing skill. It is suggested to the English teacher that the use of learners’ self assessment as one of alternative strategy in teaching writing in order to improve students’ writing ability. In addition the students can take responsibility for their own learning.

Other previous study the title “Self-Assessment Method As An Alternative Method In Doing Student Learning Evaluation” by Trisno Tunggal Rahayu Wilujeng .From the data analysis, it was found that the learner who assessed high with self-assessment method also get high score from the teacher (teacher assessment) so that the hypothesis of this research is accepted. That means that self assessment reliability when applied in the classroom is still acceptable, so the teacher can train students to self-assessment to know the ability themselves, especially in the field of literacy. The discovery of the study this discovery of this research can convince the teacher who until recently still doubt the reliability of this self-assessment method. In the early 1900s, assessment of learning outcomes is done extensively to measure capability and learners' intelligence, but this is not done to help the process their learning and progress are better (Becker & Shute, 2010: 5). But if in this century did not close the possibility to do self-assessment in which learners evaluate their own performance.

Brown, (2004: 251) says that all the skills can be measured by using traditional tests, though (2004: 252) recognizes that alternative evaluations such as self-assessment may result contra productive because it will cause new and different implications when compared with an existing learning evaluation model or teacher assessment.