

ABSTRACT

Mutiah Faridah. 2026. *The Effectiveness of Self-Assessment on Students' Achievement in Writing Descriptive Text at Eighth Grade Student of SMP Aisyiyah Paccinongang.* A thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eny Syatriana and Hijrah.

This study examined the effectiveness of Self-Assessment in enhancing eighth-grade students' writing achievement in descriptive text at SMP Aisyiyah Paccinongang, and whether a significant difference existed between achievement before and after its implementation. A quasi-experimental design with a pre-test and post-test control group was employed, involving 36 eighth-grade students allocated into two intact classes through cluster random sampling as the experimental and control groups. The experimental group received instruction through Self-Assessment, while the control group was taught using Guided Writing. Writing achievement was assessed through content, organization, and mechanics using a writing test as the main instrument, and data were analyzed through N-Gain computation, an Independent Samples T-Test, and a Paired Samples T-Test. Findings showed that the experimental group obtained a higher mean N-Gain score (33.28%, moderate) than the control group (28.07%, low); however, the Independent Samples T-Test showed no statistically significant difference between groups, $t(34) = 1.113$, $p = .274$, indicating the higher N-Gain should be read descriptively rather than as evidence of superiority over Guided Writing. Conversely, the Paired Samples T-Test revealed a statistically significant improvement in the experimental group's pre-test to post-test scores, $t(17) = -12.716$, $p < .001$. These findings suggest that, despite the absence of statistical superiority over Guided Writing, Self-Assessment contributed substantively to improved writing achievement. It is therefore recommended that Self-Assessment be adopted as a complementary strategy in descriptive writing instruction, given its capacity to foster students' ability to independently monitor, evaluate, and revise their own writing, promoting greater learner autonomy.

Keywords: Self-Assessment, Writing Achievement, Descriptive Text, Quasi-Experimental Design