SELF ASSESSMENT IN WRITING SKILL OF INTROVERTED STUDENTS

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ABSTRACT

Self assessment is one of parts in assessment process. This process helps the students evaluate their own work and learning process. This study try to implement one of self assessments, namely Type Token Ratio (TTR). It calculates word repetition by deviding the total number of words in a text (tokens) by the number of individual words. This self assessment will be used to only one type of personalities, namely introverted students. The aims of the study are describing the types of token that most used by the introverted students, describing the types of token rarely used by the introverted students, and describing the introverted students' opinion about Type Token Ratio (TTR) for their writing. The descriptive qualitative method was implemented in this study. the sources of the data were taken from twenty students of first semester in English Educational Program of UNISDA Lamongan. The findings showed that types of token most used by the introverted students are: nouns appear 466 times, verbs appear 266 times, pronouns appear 266 times and prepositions appear 251 times. Whereas, they rarey used: adverbs appears 171 times, determiners appears 159 times, conjunctions appear 123 times, adjectives appear 94 times and interjections appear 7 times. Based on the result, it can be concluded that the introverted students most often use noun and most rarely use interjection in their writing. Almost all of students think that TTR is good and help them to measure their vocabulary variety.

Key words: *Self Assessment, Writing Skill, Introverted*

INTRODUCTION

Writing is the 4th language skill that learners need to work hard on to master. It's the mirror that reflects/ shows one's knowledge about a language (Faraj, 2015, p.12). Writing is considered as the most complicated and challenging language skill compared to the other three ones as it has to produce correct and appropriate text. Writing also needs the processes of planning, drafting, editing, revising, and evaluating. More efforts are required to produce meaning through writing than through the other skills. (Widosari, et all, 2017, p.280) There are many language components need to be included in writing such as vocabulary, grammar, punctuation and spelling.

Recount text is the genre that chosen by the researcher as this genre could engage students to write creatively and enrich their writing by many kinds of vocabularies. Asking students to write about their own lives and experiences become one of tips to encourage young learners to write (Widosari, et all, 2017, p.281). Furthermore, evaluating the vocabulary variety is necessary to measure how far students' understanding in mastering vocabulary. The lecturers should know the development of students' ability in mastering vocabulary. They need to do an evaluation to measure students' vocabulary. One of the measurement that can be used is Type Token Ratio (TTR). (Thomas, 2005: Knight, et al., 2016; Syarif, 2017; Tatiana, et al., 2017).

Some advantages that can be got from self assessment, those are: it reinforces the progress of the learning process of students, it can grow up self confidence and responsibility for students themselves, it can explore spiritual values, morals, attitudes and even motoric and cognitive aspects of students, and it builds honest character in students (wijayanti, 2017:6).

There are some relevant previous studies that deal with *Using Type Token Ratio (TTR) as Self-Assessment in*

Students' Recount Text Writing. The first previous study was done by Ahmad Syarif (2017) entitled *Kekayaan Leksikal pada Karya Tulis Akademis oleh Mahasiswa Pembelajar Bahasa Inggris Strata 1 lintas Gender.* This study addresses two main topics: lexical density and gender differences. The second previous study was conducted by Retno Yuliastuti (2010) entitled *A Study on the Students' Vocabulary Mastery at the Second Grade of MTSN Ngemplak Boyolali.* The research aims at measuring students' vocabulary mastery of the second grade students in MTSN Ngemplak Boyolali using two written test form. Those are word meaning test and the sentences construction test.

In this study, the type token ratio as self assessment is implemented in the introverted students. The researcher tries to boost the writing skill of introverted students. As based on some result studies showed that the introverted students are better in writing skill than the extroverted students.

The formulation of this study are: describing the types of token that most used by the introverted students, describing the types of token rarely used by the introverted students, and describing the introverted students' opinion about Type Token Ratio (TTR) for their writing.

METHOD

This study is conducted by using descriptive-qualitative method. The method is a way that put researcher to come to the end of the study. (Alwasilah, 2009: 85) The research method gives directions what and how research is conducted, the procedure adopted, the source of the data used, and how the data are collected and analyzed. As *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe, to a social or human problem. (Creswell, 2014:4). The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. Qualitative researcher focuses on context analysis, explores the deeply-rooted causes of phenomena, and highlights the explanations of what happened. (Alase, 2017:13) This study employs a descriptive qualitative method because it describes and analyses the using of Type Token Ratio (TTR) as self assessment in students recount text writing.

The data of this study are students' recount text writings and students' Type Token Ratio (TTR) score. In collecting the data, firstly the researcher asks the students to make a recount text writing based on their own experiences. Then, the researcher introduces about Type Token Ratio (TTR) formula and its function to the students, after the students understand about the steps and formula of TTR its self. The researcher then asks the students to count their TTR score based on the writings they make. As it is self-assessment, so the researcher only helps and guides them to evaluate their writings using TTR, the students count and evaluate their TTR by their selves. After counting TTR score, to collect their opinion about TTR, in the subsequent meeting the researcher gave the questionnaire to the students to describe their views about using Type Token Ratio (TTR) as self assessment in recount text writing. The kind of question used by the researcher are open ended question, closed ended question and multiple choice question. (Williamson, et al, 2003) The questionnaire contains of 8 questions.

The next step conducted by the researcher is analyzing the qualitative data. Firstly, after the students count their Type Token Ratio (TTR) score as self assessment, the researcher starts to analyze the result of their Type Token Ratio (TTR) score. Here are the steps in formulating Type Token Ratio (TTR) score: counting the total number of the words in the text or it's called by *Tokens,* counting the individual words or it's called by *Types*, finding the Type Token Ratio (TTR) score by dividing the total number of *Types* by the total number of *Tokens*.

In analyzing the data, the researcher found the average of Type Token Ratio (TTR) score of 20 students then analyze the score in each element of word classes or it's often called by Part of Speech. Those nine elements are: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections and determiner. (Hathorn, B., et al, 2015). This point is to answer the first formulation of the study. Secondly, after analyzing the Type Token Ratio (TTR) score, the researcher then analyzes the vocabularies used by the students in their recount text writings. The vocabulary is categorized as nine word classes or it's often called by Part of Speech. Those nine are: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections and determiner. The researcher then analyzes what kind of vocabulary most used by the students as the answer of second formulation of the study and kind of vocabulary rarely used by the students as the answer of third formulation of the study.

Thirdly, the researcher analyses the result of questionnaire given to the students. The questionnaires contain questions about how the students' opinion about using Type Token Ratio (TTR) as self assessment in their recount text writing are. The main points of the questionnaire are to describe their experience in using Type Token Ratio (TTR) Type Token Ratio (TTR) and to describe the role of Type Token Ratio (TTR) in helping them to measure their vocabulary variety. The researcher then takes a conclusion from it. This point is to answer the fourth formulation of the study.

$$Average = \frac{(266 + 293 + 446 + 94 + 171 + 123 + 7 + 159 + 251)}{9}$$
$$= \frac{1810}{9}$$
$$= 201$$

Based on the calculation, the researcher finds the average tokens number is 201. Then, the types which have total tokens 201 above are included in *most type of tokens used* and the types which have tokens less than 201 are included in *less type of tokens used*. The researcher finds there are four types of tokens which have total tokens 201 above. In order to know what types of tokens most used by the students are, consider the table below.

Table 1. Number of Tokens Most Used

No.	Name	Number of Tokens								
		PRON	VERB	N	ADJ	ADV	CONJ	INTER	DET	PREP
1.	CD	18	25	27	10	14	6	2	6	18
2.	BMDA	8	11	12	3	6	5	0	7	8
3.	RS	13	13	28	7	9	6	0	9	26
4.	GEF	25	25	28	5	15	9	0	8	20
5.	TDM	7	20	17	7	13	5	0	13	10

6.	DFK	6	5	18	3	2	6	0	6	5
7.	AMM	13	13	22	5	9	4	0	10	8
8.	MI	10	7	20	5	0	3	3	2	9
9.	IJ	29	19	27	5	17	8	0	7	17
10.	MRAT	9	10	20	2	5	2	0	5	12
11.	ASN	9	11	14	2	5	3	0	3	5
12	SU	10	13	25	7	14	7	2	9	11
13.	FA	15	9	20	3	9	4	0	4	9
14.	AIS	14	15	29	7	8	5	0	12	12
15.	NS	15	16	24	6	8	5	0	11	17
16.	VI	16	26	26	5	8	12	0	11	14
17.	EDS	19	22	25	4	9	16	0	9	16
18.	RAA	9	9	17	3	10	7	0	9	6
19.	PAA	9	8	22	2	5	7	0	6	7
20.	FAS	12	16	25	3	5	3	0	12	21
TOTAL		**266**	**293**	**446**	94	171	123	7	159	**251**

The researcher gives the yellow colour in each column of types which indicates the highest number of tokens used. Researcher takes four types of tokens which have the highest number of tokens. From the table above, it can be concluded that from four types part of speech which most used by the students, the researcher takes 10 samples of word which often appear in students' writings. In order to know some samples of types of tokens most used by the students, consider the table below.

Table 2. Sample Types of Tokens Most Used

No	Four Types of Tokens Most Used							
	Noun		Verb		Pronoun		Preposition	
	Words	Freq	Words	Freq	Words	Freq	Words	Freq
1.	Friends	16	Went	12	I	94	To	62
2.	School	15	Visited	7	My	60	In	33
3.	Experience	12	Want	7	We	58	At	28
4.	Time	11	Go	6	Me	7	Of	21
5.	Family	8	Arrived	6	It	7	For	1
6.	Name	7	Share	5	You	5	From	7
7.	Place	6	Study	4	Them	3	With	11
8.	Parents	6	lt	4	Our	3	Until	11
9.	Home	5	Cooked	3	They	3	On	10
10	Day	5	Forgot	3	Us	2	By	5

Table above provides some examples of types of tokens most used by the students. There are 10 sample tokens which have high frequency in students recount text writings.

After finding the four types of tokens most used by the students, on the contrary, in this point the researcher finds the types of tokens rarely used by the students. Based on the calculation in the previous point above, the types which have total tokens less than 201 are included in types of tokens rarely used. In order to know the number of tokens rarely used by the students, consider the table below.

Table 3. Number of Tokens Rarely Used

No.	Name	PRON	VERB	N	ADJ	ADV	CONJ	INTER	DET	PREP
1.	CD	18	25	27	10	14	6	2	6	18
2.	BMDA	8	11	12	3	6	5	0	7	8
3.	RS	13	13	28	7	9	6	0	9	26
4.	GEF	25	25	28	5	15	9	0	8	20
5.	TDM	7	20	17	7	13	5	0	13	10
6.	DFK	6	5	18	3	2	6	0	6	5
7.	AMM	13	13	22	5	9	4	0	10	8
8.	MI	10	7	20	5	0	3	3	2	9
9.	IJ	29	19	27	5	17	8	0	7	17
10.	MRAT	9	10	20	2	5	2	0	5	12
11.	ASN	9	11	14	2	5	3	0	3	5
12	SU	10	13	25	7	14	7	2	9	11
13.	FA	15	9	20	3	9	4	0	4	9
14.	AIS	14	15	29	7	8	5	0	12	12
15.	NS	15	16	24	6	8	5	0	11	17
16.	VI	16	26	26	5	8	12	0	11	14
17.	EDS	19	22	25	4	9	16	0	9	16
18.	RAA	9	9	17	3	10	7	0	9	6
19.	PAA	9	8	22	2	5	7	0	6	7
20.	FAS	12	16	25	3	5	3	0	12	21
TOTAL		**266**	**293**	**446**	**94**	**171**	**123**	**7**	**159**	**251**

As the result of the calculation, there are five types of tokens which have total tokens less than 201. Same as the previous point, the researcher gives the yellow colour for each column of types which rarely used. From the table above, it can be concluded from five types of tokens above, then researcher sums up the sample tokens that most appear in students' recount text writings in the table below.

Table 4. Sample Types of Tokens Rarely Used

No	Interjection		Adjective		Conjunction		Determiner		Adverb	
	Words	Freq	Words	Freq	Words	Freq	Words	Freq	Words	Freq
1.	Hmmm..	2	Happy	8	And	57	The	78	There	18
2.	Ouch..	2	Beautiful	6	Because	13	A	26	Very	17
3.	Ohh..	3	Close	5	But	8	That	2	So	9
4.			Good	4	Then	7	Many	14	Really	6
5.			Various	4	If	4	An		again	6
6.			Late	3	After	3	This	5	often	5
7.			Crowded	3	Although	2	More	3	Immediately	4
8.			Afraid	3	Besides	2	Several	1	Here	4
9.			Sad	2	Until	2			Happily	3
10.			Cool	1	Or	1			Precisely	2

Table above provides some examples of types of tokens rarely used by the students. There are 10 sample tokens which have high frequency in students recount text writings. But for interjection, the researcher only can find three samples because this type is the most not used by the students. For the determiner as well, researcher only can find 8 samples because those types are the only types used by the students in their writings. The table below is the students' answer for the third formulation of the study.

Table 5. Questionnaire Result

Respondent	Q8
Student 1	TTR itu mudah dipahami dan membuat saya menambah wawasan tentang vocab
Student 2	Saya suka TTR karena menurut saya TTR dapat mempermudahkan kita dalam mengukur penilaian diri
Student 3	TTR dapat mempermudah saya dalam mengukur kekayaan kosakata dan sangat mudah untuk diaplikasikan
Student 4	TTR bisa membantu saya dalam menggunakan dan mempelajari kosa kata
Student 5	TTR is motivate me to learn vocab and motivate me write more
Student 6	TTR bisa membantu saya untuk membantu dalam mengukur kekayaan kosakata baru
Student 7	Menurut saya, penggunaan TTR membantu saya dalam mengukur kosakata saya agar saya lebih mempelajari kosakata lebih banyak dan lebih baik lagi
Student 8	Saya sebelumnya belum mengerti tentang TTR. Dan saya setuju TTR sebagai tambahan skor karna TTR mudah diaplikasikan
Student 9	Saya suka sekali karena TTR itu sangat mudah untuk mendapatkan poin-poin
Student 10	Menurut saya TTR membantu dalam mengukur kekayaan kosakata dan mudah untuk diaplikasikan
Student 11	Bagus dan mudah diaplikasikan, sangat membantu proses belajar mengajar khususnya bahasa Inggris
Student 12	Menurut saya TTR itu bagus karena penggunaan TTR bisa menambah wawasan kosa kata
Student 13	Menurut saya penggunaan TTR sedikit membantu untuk saya lebih giat menulis
Student 14	Dengan adanya TTR kita jadi lebih mudah untuk menghitung nilai kita sendiri. Dan bagus jika diterapkan
Student 15	Dengan adanya TTR kita dapat memotivasi untuk mempelajari kosakata lebih lanjut
Student 16	TTR bisa membantu dan mempermudah saya dalam menghitung vocab
Student 17	TTR bisa membantu saya belajar kosakata
Student 18	Menurut saya, penggunaan TR mudah dipalikasikan sehingga membuat saya tahu seberapa skor TTR yang saya peroleh
Student 19	Menurut saya TTR itu senang dan menantang karena bisa membuat orang bingung kalau tidak faham
Student 20	Tidak sulit, menambah wawasan, bagus juga dilaksanakan ipelajaran tiap minggunya.

From the result of the questionnaire, most of the students like the using of Type Token Ratio and most of them think that TTR can help them to measure their vocabulary variety. Much further, TTR is also easy to be implemented, the formula is easy to be applied, so the students do not find much difficulties in applying that formula.

In summary, based on the result of the questionnaire, it can be concluded that: (1) all the students have never used the formula of Type Token Ratio before, so this study is the first time for them to know what is Type Token Ratio. (2) From the calculation of students' votes, most of the students think that the using of Type Token Ratio gives good feedback for them. (3) The using of Type Token Ratio really helps the students to measure their variety of vocabularies level. (4) From the result, the students voted the positive answer. It means the implementation of Type Token Ratio is easy and the students had no difficulties in apply that formula. (5) From 20 students, 14 students voted vote the positive answer (strongly agree or agree), it means their vocabulary variety level was good and 6 students voted negative answer (disagree or strongly disagree) it means they got the low level of vocabulary variety.

CONCLUSION

The researcher finds there are four types of tokens which have total

tokens 201 above. Those are (1) nouns, which appear 466 times (2) verbs, which appear 266 times (3) pronouns, which appear 266 times and (4) prepositions which appear 251 times. Each of them appear in students writing above the average number.

There are five types of tokens rarely used by the students. Those are (1) adverbs which appear 171 times (2) determiners, which appear 159 times (3) conjunctions, which appear 123 times (4) adjectives, which appears 94 times and (5) interjections which appear 7 times. Each of them appear in students writing below the average number

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The researcher suggests the teachers and lecturers to implement TTR as self assessment in the introverted students' writing skill and the other researchers to analyze similar studies to improve the analysis using of Type Token Ratio in measuring vocabulary variety.

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