

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The existence of the COVID-19 virus in many worlds, one of which is in Indonesia, has an impact on several fields such as economy, education, society, health, etc. Education is one area that needs to adapt to pandemic conditions. For the learning process to be carried out, many schools have implemented online learning. Online learning is learning that can be done through Smart phones, PCs, and other electronic devices connected to the network and it is flexible (Madya and Abdurahman, 2020). In line with Dhull and Sakshi (2017), students can get the learning materials in online learning from websites and other e-learning applications via smart phones or computers. In its implementation, online learning provides several advantages and disadvantages in the learning process. The advantages that online learning provides are flexible learning where students learn anytime freely, form independent students, know the concept of unlimited material, reduce the cost of learning needs, encourage students to make studies, develop the ability to use technology, students get the same opportunity in acquiring knowledge, flexible task creation, and knowing knowledge originating from different countries (Dhull and Sakshi, 2017). On the other hand, Maryati, Zubaidah, and Mustadi (2019) stated that one of the problems caused by online learning is the difficulty of implementing authentic assessments. On the other hand, assessment activities are essential in the learning process to determine student ability.

In learning English, the students learn about four essential competencies: listening, speaking, reading, and writing. As stated by Ximenes, Gutierrez, and Pereira (2019), writing is the most complex ability to learn because it requires thinking critically and creatively. The students need to learn writing skills properly due to its benefits in daily learning. Durga and Rao (2018) stated that a lot of information is available in written form which students need to understand to interact. Besides, writing activities are not only about determining the thoughts to be written, but the writer also considers which aspects of the writing are arranged which are suitable for reading (Setyowati, 2016). When the students write a written work, they need to follow the steps of writing well to produce good work. As stated by Meyers (2005, cited in Ariyanti, 2016), there are six stages one needs to follow when writing: looking for ideas, pre-writing, arranging, drafting, refining the concept, and writing the final result. By following these stages, students will produce good results, and their writing skills can develop because it will have many benefits in the future. Durga and Rao (2018) stated that having good skills in writing is necessary for several things such as research writing, getting a job, practicing speaking skills, and developing imagination. Apart from the role of the teacher in teaching students how to write well by providing material and exercises, it is also necessary to have an assessment during or at the end of writing activities to find out how well the work they have done.

Assessment is a necessary side of the learning process to improve the quality of education. Based on the function, there are three assessment types: assessment for learning, assessment as learning, and assessment of learning. One type of assessment that teachers can use in assessing students' abilities is self-

assessment. Self-assessment here means assessment as learning which is student-centred assessment and knowledge of one's thinking process (metacognition) (Earl & Katz, 2006). This assessment is believed to be able to form students who can think independently about the lessons learned and make adjustments that can change their mindset. Richard and Schmidt (2002 cited in Purwanti, 2015) say that self-assessment is carried out at the end of the learning process to know a person's ability about a lesson. According to Dickinson (1987 cited in Purwanti, 2015), self-assessment is a way to observe the development of student abilities by collecting data during the learning process. Besides, self-assessment is a process that a person organizes to construct work in the form of written works by self-reflection until the work made reaches the specified standards (Fahimi & Rahimi, 2014). Before conducting an assessment in the form of self-assessment, the teacher helps students determine the standard for achieving the values that students must achieve (Miller, 2003 cited in Fahimi & Rahimi, 2014).

Self-assessment provides several benefits in studying the language. According to Oscarson (1989 cited in Purwanti, 2015), self-assessment can form independent learners in determining how to study and develop critical thinking abilities. He also argues that students understand their quality of ability more without waiting for an educator's assessment. In addition, Blue (1994 cited in Purwanti, 2015) says that students can be more conscious through self-assessment and make students realize that they have different abilities from one another. Butler and Lee (2010) propose that self-assessment changes the learning center from teacher-centred to student-centred. Self-assessment also needs to be developed in writing skills, especially in this online learning system. According to

Taufiqulloh (2014), self-assessment in a writing class can help students observe their development in writing and develop learning goals independently. Moreover, Purwanti (2015) said that self-assessment could increase students' knowledge of the rules of writing in English. Therefore, self-assessment is required in assessing students' written works because it offers several positive impacts for students in improving writing skills.

Several studies prove that self-assessment has a good effect on developing writing skills. Research conducted by Javaherbakhsh (2010 cited in Naeni, 2011) stated that the writing capability of Iranian EFL students increases after self-assessment is applied. Furthermore, Manuputty (2000 cited in Purwanti, 2015) conducted a study at Pattimura University regarding self-assessment, which could form independent students and make it easier for them to develop written works. Purwanti (2015) stated that teachers play an essential role in assessing. This also helps develop writing skills in learning English because students cannot meet directly to get feedback from the teacher about their writing results. There is a need for an assessment that can be carried out independently by students with the help of the educator in setting standards. Self-assessment can be applied effectively to encourage students to increase their capability to write. According to the explanation above, the researcher wants to further identify students' perception of self-assessment in writing, especially during online learning.

Perception is a person's point of view about something they have been through or experienced (Yunita & Maisarah, 2020). Moreover, they also stated that perception is called perception if one expects something like a person,

federation, etc. We will express the views and feelings we feel after our five senses are stimulated. Thus, perception in the learning process is also necessary to achieve learning objectives. Student perceptions are students' points of view about the entire learning process, starting from appropriate methods, techniques, media, and learning assessments to encourage students to learn. When students give their views on aspects of learning in the form of criticism or suggestions, it will increase their enthusiasm in class because they contribute to it. Besides, it will help teachers apply learning aspects that are appropriate to students' conditions.

According to the preliminary study conducted in the English Language Education Department by having an interview with one of the lecturers, the researcher discovered that self-assessment was applied in writing class. The procedure lecturers apply in using self-assessment in the writing class is when students have finished writing their work. Then they are given directions to check their respective work, such as aspects of grammar, punctuation, etc. After they finished checking, the students presented their writing with the errors they found, and if there were still errors that had not been found, the lecturer helped to find them. This way is more effectively applied to online learning because it saves time and forms independent students. Besides, according to the admission of the students through an interview, she was still confused about how to assess their written work. Therefore, the researcher wants to investigate students' perception of self-assessment in assessing writing skills during online learning in 5<sup>th</sup> semester in the academic years 2021/2022 at the English Language Education Department, Undiksha.

## 1.2 Identification of the Problem

Based on the preliminary observations, the researcher found that the self-assessment is administered in writing class, specifically in essay writing. Moreover, the researcher conducted initial interviews with several students regarding the application of self-assessment in assessing writing skills. Some of them said that the implementation of self-assessment was less effective because they were confused about how to assess the writing they had made as best they could. On the other hand, some students also assumed that self-assessment was needed in a pandemic situation. Waiting for feedback from lecturers takes a long time, and they also need assessments to develop their writing skills. Thus, based on the results of this observation, the researcher decided to investigate further students' perception of self-assessment in writing skills during online learning.

## 1.3 Limitation of the Study

In this study, the researcher observes students' perception of self-assessment in assessing writing skills during online learning in ELE's students in 5<sup>th</sup> semester in Academic Years 2021/2022, Undiksha. The researcher only analyzes students' perceptions of self-assessment in assessing their written work, namely essay writing subjects in one class.

## 1.4 Statement of the Problem

Based on the explanation above, the researcher concludes the research question: "How are students' perceptions of self-assessment in assessing writing skills during online learning in ELE's students in 5<sup>th</sup> semester in Academic Years 2021/2022 Undiksha?"

### 1.5 Purpose of the Study

Following the research question above, this research aims to investigate the students' perception of self-assessment in assessing writing skills during online learning in ELE's students in 5<sup>th</sup> semester in Academic Years 2021/2022 Undiksha.

### 1.6 Significance of the Study

The results of this study are expected to contribute to readers regarding some ideas, especially for teachers or educators, students, and other researchers.

#### 1. For Teachers or Educators

Based on the explanation and the results of this study, it is hoped that it can help teachers or educators provide profound information about students' perceptions of self-assessment in assessing writing skills during online learning. It is also expected that it can help the teachers or educators consider the type of assessment appropriate for assessing students' writing skills.

#### 2. For Students

Through this research, the students will know their point of view and perceptions of self-assessment in assessing their writing skills during online learning. Besides, it can help them correct and improve their understanding of writing some texts.

#### 3. For Other Researchers

Apart from providing benefits to the researcher, the researcher can understand theories related to self-assessment in depth. It can also

informother researchers about student opinions on self-assessment in assessing writing skills during online learning. Furthermore, other researchers got a new idea to conduct more in-depth research on the application of self-assessment in assessing writing skills.

