

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Many students think that writing is hard competency to master. In writing, students not only determine the ideas and develop them into content, but they also have to pay attention to word choice, punctuation, grammar, and organization style (Sulistyo & Heriyawati, 2017). Furthermore, Rubiyah et al. (2018) also revealed some problems teachers face in writing. The teachers stated that many students do not understand how to make an idea and writing structure clearly. Furthermore, they also mention that students lack motivation to improve their writing. Therefore, it means writing activities are challenging both for teachers and students.

However, writing competency is essential in learning a language because it is considered one of the key successes in acquiring a language and academic achievement. Teachers often ask EFL students in Senior High School to make a paper, essay, report, et cetera, as a project requiring good writing competency. Nowadays, with the advance of digital technologies, many people can also share their opinion publicly in oral and written communication, such as by writing articles and publishing them on blogs, writing status on social media, and many more. Therefore, students need to improve their writing competency to express their ideas well and achieve their academic goals.

In this case, teachers have a duty to assess students' writing competency. Based on the regulation of the Minister of Education and Culture of the Republic

of Indonesia Number 23 of 2016 concerning Educational Assessment Standards Chapter 3 Article 4 Section 1 states that the aim of educators implementing assessment of students' learning outcome is to monitor and evaluate process, learning progress, and continuous improvement of student learning outcomes. To assess students' writing competency, an appropriate assessment that can be used is an authentic assessment. According to Frey (2013), authentic assessment is an assessment in which the task, the content, and the evaluation technique is related to the real world problem or situations.

It differs from traditional assessment, which focuses on students' ability to memorize something they have learned. Then, Earl & Katz (2006) mentioned three types of assessment that can be used in the classroom: assessment for learning, assessment as learning, and assessment for learning. These kinds of assessments have different purposes. Assessment for learning is utilized to know what students are capable of and to check their understanding of the material that has been taught. Then, assessment as learning is used to determine whether students have met the objectives of their individualized programs of curriculum or not. The result of this assessment will be used to make decisions about the students' future programs or placement. Meanwhile, the purpose of assessment as learning is to develop their understanding of their mental processes (metacognition skill), so students can monitor and solve problems in their learning process.

Understanding own self in own learning process can be done by applying self- assessment. Self-assessment is considered a form of authentic assessment whose purpose is assessment as learning. Over the last few years, self-assessment has been increasingly recognized in language learning (Duque Micán & Cuesta Medina,

2017; Oscarson, 2013; Sweet et al., 2019).`Self-assessment is a kind of assessment in which the ability to self-assess and comprehend what has been learned demands learning (Bourke, 2018). The evolution of student-centered language teaching approaches and autonomous learning in the 21st century has increased interest in this area. According to Mistar (2011), the main factor in using self-assessment is the need for learners to achieve full independence in learning, in which they are expected to be more competent in planning, implementing, monitoring, and assessing their own learning. Babaii et al. (2016) revealed in their research regarding speaking performance in language classrooms that self-assessment increased learners' levels of self-awareness. Therefore, self-assessment is considered an appropriate assessment as learning for students to improve their self-awareness and self-direct learning in developing their writing competency.

The same cases are also found in Buleleng Sub-district, where some English teachers have implemented self-assessment as an innovative learning method in learning writing. The preliminary data showed that English teachers implementing self-assessment aim to improve students' independence in improving their writing competency. They argued that they had implemented self-assessment one time or twice. Teachers implemented self-assessment after they finished their writing work. From how the teacher applies self-assessment, it seems that the teacher has confidence in the effect of the self-assessment given.

Some previous studies that have conducted research related to self-assessment and writing competency were published by Thongpai & Deerajviset (2017) and Ratminingsih et al. (2018). The findings of Ratminingsih et al. (2018) study showed that students had a positive perception toward the use of self-

assessment in the entire writing process. It helped them notice some errors they make in the writing process, such as mechanics, grammar and et cetera, because of the help of checklist criteria and rubric provided by the teacher. Then, it explained that students could improve the quality of their writing even with less guidance from the teacher. As a result, self-assessment is an assessment that can improve students' autonomy in learning writing competency. Meanwhile, Thongpai & Deerajiset (2017) research found that the majority of students considered the self-assessment checklist beneficial for editing their written work. Then, they noted that the most important self-assessment is organization in writing a checklist (introduction, body, and conclusion). Finally, the researchers suggest combining self-assessment and teacher feedback in assessing students' writing competency. These researches focus on students' perception of using self-assessment to improve writing competency.

If what happened in senior high schools in Buleleng Sub-district was the result of previous studies, it can be said that the English teachers have a positive attitude toward self-assessment. They believe that self-assessment can improve students' metacognitive ability, which is very important for students' development in learning. However, the teachers mention that implementing self-assessment in writing activities does not always run well. The teachers mentioned that they face several challenges in implementing self-assessment. Previous studies that were conducted by Duque Micán & Cuesta Medina (2017), Hati et al. (2021), Kenza (2021), Masruria & Anam (2021), Marzuki et al. (2020); Ratminingsih et al. (2018), Thienpermpool (2021), and Vasileiadou & Karadimitriou (2021). only include students' perceptions on the use of self-assessment in assessing students' writing

competency. Therefore, teachers' perception of the use of self-assessment in writing is needed. Considering a few studies investigating teachers' perceptions and the challenges in implementing self-assessment in assessing students' writing competency, it is necessary to conduct further studies to investigate the issue to cover the empirical gap. Therefore, this study is conducted to analyze teachers' perceptions and challenges in assessing writing competency with self-assessment. This study is conducted at several senior high schools in Buleleng Sub-district.

## **1.2 Problem Identification**

Based on the preliminary observations, it is found that self-assessments have been implemented in assessing writing competency by English teachers from Buleleng Sub-district. Teachers implemented self-assessment to assess students' writing competency because they want to improve students' metacognitive ability. If students have a good metacognitive ability, they can know the weakness in learning something and know how to solve the problem by themselves. It means that teachers have a positive attitude of the use of self-assessment in assessing writing competency. The previous study also mentions that students positively perceive the use of self-assessment in the entire writing process. However, even though teachers have a positive attitude toward the use of self-assessment in writing class, the use of self-assessment by English teachers in senior high school at Buleleng Sub-district also found several challenges during implementing self-assessment in writing competency. Furthermore, from the previous research, it is found that there needs to be more study that focuses on teachers' perceptions of self-assessment in writing competency. Because of that, this study focuses on teachers'

perception on the use of self-assessment in writing competency, and teachers' challenges in implementing self-assessment in writing competency.

### **1.3 Limitations of the Problems**

This study is limited in using a mixed-method explanatory design. The context of perception is restricted to the English teacher's Buleleng Sub-district perception in Senior High School. This study also focuses on the use of self-assessment in assessing students' writing competency. Then, only English teachers who already use self-assessment for writing competency are eligible to participate in this study.

### **1.4 Research Questions**

The research questions being formulated are as follows:

1. How do the EFL secondary English teachers perceive the implementation of self-assessment in writing competency in Buleleng Sub-district?
2. What challenges do the teachers face when implementing self-assessment to assess students' writing competency?

### **1.5 Research Objectives**

The research objectives for this proposed research are as follows,

1. To investigate teachers' perception on the use of self-assessment to assess students' writing competency.
2. To describe the challenges faced by the English teacher in implementing self-assessment to assess students' writing competency.

### **1.6 Research Significances**

There are two kinds of research significance that are expected to be achieved in this proposed research. There are theoretical significance and practical significance.

## 1. Theoretical significance

- a. The additional discoveries are expected to be able to extend and deepen the ideas and information around the perception topic, particularly on the perception of implementing self-assessment in writing activities.

## 2. Practical significance

- a. For teachers who implement self-assessment

This research is further expected to be used by the English teacher, especially in senior high school, to portray the circumstances and obstacles encountered in implementing self-assessment in writing activities. Therefore, they will have insight into the challenges in implementing self-assessment and find the solution to solve the challenges.

- b. For other researchers

The result of this research can be a source of information and inspiration for other researchers who want to improve the limitation or weakness of this reserach.

- c. For Educational Institution

The result of this research can be a source for lectures to discover new topics that can be used for tutoring or educating teachers.