CHAPTER I

INTRODUCTION

1.1 Research Background

Self-assessment is the one of authentic assessments that can be used in education. Self-assessment is a form of assessment used in assessment standards in Indonesia that is used as an alternative to evaluating student learning. Self-assessment is used as an alternative in evaluating because of its characteristics that can encourage students to learn, increase students' awareness of learning, improve students' sense of their objective learning, and give some positive effect on the students and teachers (Osscarson, 1989). Trisno (2014) also argued that self-assessment can be used as a self-assessment that can be done by students so that they know the extent of their abilities in learning, which is also according to the characteristic of self-assessment. In addition, with self-assessment, students can also find out their weaknesses from the skills that have been learned, so that it can be used as a learning evaluation through four steps or processes such as determining the self-assessment, how to assess, providing feedback, and determine the strategies (McMillan & Hearn, 2008). But, to use self-assessment effectively, teachers must to know about the principle that must be contained in self-assessment such as the teacher need know what aspect of the assessment needs be assessed and must be clear, teachers need to know the effect of the assessment for the students in the future, the instruments and the instruction must be clear for the students, and teachers must to give some feedback from the self-assessment that has been done by the students. From that, self-assessment is relevant to diagnosing students' level

of skills and assessing students' knowledge (Mogonea, 2015). The students can achieve their learning goals and in which part they have difficulties or problems in learning, this is also supported by Ratminingsih et al. (2018), that this assessment can help the students to know about their progress in learning in which they identify their strengths and weaknesses. Therefore, self-assessment is needed because it has various reasons for its implementation.

As explained before, self-assessment can be used to assess competency in English Language learning, one of them is writing competency. Writing competency is an indispensable skill in the English Language that needs to be mastered. According to Graham, et al., (2012) writing is an activity to create text depending on the idea of the writer. Writing competency is used to gather and transmit information widely in four ways such as produce, collaboration, publish, and share it with others. Scrivener (2011) also stated that writing is an activity of mental processes. In writing, they need to have more time to think, feel, and do. It means that in the process of producing a text or paper, they need to think about what they want to write, understand what they will convey in their writing, and produce the idea in their writing. From that, they need to know and master the competency in the writing process such as ability and choose the appropriate language or structure to use in writing (Odell, 1981). Where from the ability and can choose the appropriate language structure, they can think, feel, and do what they want to write. Hence, the students need to be aware of their writing and develop their competency in the writing will process and self-assessment can be used as an alternative.

As explained earlier, to teach the competency that must be possessed in writing, teachers must be able to use learning methods that can awaken the

metacognitive abilities of students, so it can make the students know and easy to apply their knowledge in writing. Self-assessment can be the method appropriate to teach writing competency. Based on the regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 21 of 2022 concerning educational assessment standards in early childhood education, primary education levels, and secondary education levels. In Article 9, it is said that to assess the learning outcomes of students and their development in learning, the assessment used can be in the form of formative and summative assessments. This assessment is used as feedback for learners to monitor the learning process and as self-reflection in learning. For this reason, in monitoring and reflecting on learning by students, self-assessment can be used as one of the most suitable assessment methods.

Discuss the perception of self-assessment, many studies have argued and discussed the perception of self-assessment. Munoz and Alvarez (2007) argued that teachers and students have perceived the use of self-assessment in which they perceive that self-assessment is effective to implemented through consistent and systematic procedures. Besides that, they also argued that teachers need to study more about how to conduct the self-assessment and what kind of instruments can be used to deliver the self-assessment. To support this research, Wong (2016) also found the same thing about the students' and teachers' perceptions of self-assessment. This research also argued that students were not confident in assessing their work because they do not feel confident when they assess their work with high scores than the teachers' score. Before implementing the self-assessment, it is important to train the students and teachers how to use the self-assessment. So, to

implement the self-assessment, firstly, we need to know how to use it, how to give clear instructions, and what instruments that suitable for implementing the self-assessment.

Regardless of the explanation above, there have been many studies that prove that self-assessment is trusted and can improve students' abilities in writing. Firstly, it is from Purwanti (2015) argued that self-assessment helps students to know about their lack in learning writing and helps the students to know what needs to be improved in their writing skills, students argue that from self-assessment, they can know about their mistakes in learning writing. similarly, Liu & Brantmeier (2019), argued that self-assessment helps the students know about their skill in writing and reading and make the students more motivated in the learning process. Self-assessment can help students to overcome the problem that they found in the learning process (Taufiqulloh, Wardhani, et al., 2018). Besides that, self-assessment also influence by self-efficacy in students learning in which if the student had low self-efficacy, the self-assessment would not succeed to applied (Paramartha, 2015). It is also supported by Panadero, et al. (2017) argued that using self-assessment can increase students' self-efficacy in learning. So, self-assessment is effective to use in the learning process to be one of assessment.

According to the effectiveness of self-assessment, there must be factors that support the effectiveness of implementing self-assessment. Based on research Galbraith, Hawkins, & Holmboe (2008), stated that the factor that influences the effectiveness of self-assessment is a clear understanding of what will be assessed with self-assessment, self-assessment includes not only knowledge but also the abilities, the importance of feedback for students who conduct self-assessments,

and improvements made must be based on the results of self-assessment. Of the four factors from their research, it proves that the factor that influences the success of the self-assessment is a factor of the quality of the self-assessment given. Besides that, Colthart, et al (2008) also stated that the factor that influences the self-assessment is the feedback from the teacher. It makes the students more understanding about what they need to improve according to their self-assessment. From that, self-assessment is very effective if the quality of self-assessment is well-considered and is in following the target.

However, many researchers also stated that self-assessment still has challenges in their implementation, there are some studies also discussing it. According to Butler and Lee (2010) that self-assessment is not easily accepted and appeals to students in general. Students tend not to be too interested and confused to judge themselves by self-assessment so it is very difficult to ensure the reliability of the result of the self-assessment. Similar results were also found in the research by Kunandar (2013) that the data is difficult to ensure reliability because the students are sometimes confused in assessing themselves, and sometimes the students assess themselves with high score but in reality, there are still lacking, so it is difficult to ensure the reliability of the use of self-assessment. It is also supported by Carter and Dunning (2008) that students are still lacking when doing self-assessments. It is difficult to get accurate data from self-assessment because the students still lack and are confused about what needs to be assessed and what needs to improve in their learning. From that, self-assessment is not entirely useful for education and there are still many challenges face by teachers and students that must be corrected by implementing this self-assessment.

From the preliminary data that was found in Payangan District, especially in junior high schools, self-assessment is one of the learning methods used as an innovative learning methods by English teachers in teaching writing. The preliminary data showed that the English Teachers were found to implement self-assessment for writing. They implemented self-assessment by giving a questionnaire which was distributed to all students in the class regarding the competencies in writing. Some teachers provide provide self-assessment by asking students to self-reflect what they have written. The teacher applies self-assessment because according to them this self-assessment is good enough to enable students to assess their ability to write. However, not all teachers still apply self-assessment because according to some teachers, when students assess themselves, they sometimes experience confusion about what they should assess. The students are sometimes confused about what they should assess from their abilities, sometimes they do not know the advantages and disadvantages of their ability. Even though the teachers have a good perception of self-assessment, they still face some challenges when implementing it.

The research that was already conducted it only focuses on students' perceptions of using self-assessment to assess their writing competency. There is no evidence showing the perception of teachers when implementing self-assessment which means these research still lack because they just focus on students' perception. Based on the description above, an investigation of Junior high school teachers' perception of using self-assessment in writing competency applied at Junior High School in Payangan regency. Therefore, the research applied with the title is "Teachers' Perception on Self-assessment in Junior High School Students'

Writing Competency in Payangan District'.

1.2 Problem Identification

Based on the preliminary observation at Junior High School in Payangan District in SMP N 1 Payangan and SMP N 3 Payangan, by interviewing 5 English teachers, they argued that self-assessment is good enough to enable students to assess their ability to write. Some also argued that self-assessment can give the students a chance to assess what they have done in writing, so it depends on the teacher to give some feedback to the students. However, not all teachers still apply self-assessment because according to some teachers, when students assess themselves, they sometimes experience confusion about what they should assess. Even though it is only used a few times, it can be seen that the teacher already has a good perception and belief in this method. Even though self-assessment is very important to implement so the student also knows and can assess their abilities in competency, especially in writing competency. Because of that, this research wants to conduct research that focuses on investigating teachers' perceptions of self-assessment, especially in writing competency.

1.3 Limitation of Study

To create a focus discussion, the limitations are adjusted based on the researcher's availability. Firstly, the research was applied using a mixed-method explanatory design. The context of perception in this research is only limited to the teacher's perception. Besides that, the observed school is only limited to Junior High School in Payangan especially in SMP N 1 Payangan and SMP N 3 Payangan with 5 teachers only. It is because only the teachers in these schools implement self-assessment in writing competency.

1.4 Research Questions

The research formulates two questions based on the preliminary observation as follows:

1. How do the EFL secondary English teachers perceive the implementation of self-assessment in writing competency in Payangan district?

2. What challenges do the teachers face when implementing self-assessment in their writing class?

1.5 Research Objectives

There are two objectives of this research as follows:

1. To investigate an English teacher's perception toward the implementation of self-assessment in their writing class.

2. To investigate the challenges faced by the English teacher in implementing self-assessment in writing class.

1.6 Research Significance

1. **Theoretical Significance**

   The researcher hopes that this study is expected to be able to extend and enrich the theories, data, and information about the teachers' perception in the learning process, especially on the implementation of self-assessment in writing competency. This research is also expected to support the empiricism of the previous studies of experts and researchers.

2. **Practical Significance**

   a. **For English Teacher**

   This study is further expected to be used by the English teacher, especially in school, to provide an overview of the perception and the

obstacles when they implement self-assessment in their class. So, they will have the insight from this research to deal with if they face similar challenges.

b. For Educational Institutions

Hopefully, this research can be used as an emphasis to further encourage the use of self-assessment.

c. For Other Researchers

The researcher hopes that this study is expected to be continued by other researchers to get a better understanding of the perception on self-assessment.