

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Self-assessment is one of the assessments that can be carried out to measure learning and teaching abilities. Self-assessment requires students to behave honestly and think critically about themselves towards their own work (Ratminingsih et al., 2018). According to Khodadady and Khodabakhshzade (2012) argue that self-assessment is the best way to use to find out students' strengths and weaknesses in learning. With self-assessment student learning objectives will be easier to achieve and can analyze the learning difficulties or problems they face (Alias et al., 2015). At the same case Shatri & Zabeli, 2018 also stated that self-assessment has a purpose as a reflection of self-perception of their own self-assessment in learning. Brown & Harris, 2014 in the article “The future of self-assessment in classroom practice: Reframing self-assessment as a core competency”, describe that a student should be able to describe how they are in the learning process and how they think about themselves, predicting what they will do compared to their previous performance. This self-assessment is useful for focusing students on comparisons between their work against predetermined standards or with their previous work compared to having to compare with others. Self-assessment expectations between teachers and students can be seen clearly because through this assessment they can reflect on themselves in understanding and solving problems using inner thinking (Shatri & Zabeli, 2018). According to Hearn &

McMillan, 2008 when students are able to determine the direction that will help them improve their abilities then they can identify and evaluate their own learning progress, then implement what they have learned in the learning process so as to produce learning strategies and a meaningful increase in motivation. Self-assessment can be used as a learning evaluation through four steps or process such as determine the self-assessment, how to assess, feedback, and determine the strategies (McMillan & Hearn, 2008). Teachers can report the implementation of self-assessment related to the implementation in the classroom (Ford, 2018). Self-assessment in its role can be used to assess students' honesty in themselves related to the strengths and weaknesses they have in the context of the knowledge and skills they have, in short students can be more open to what they feel. So that self-assessment can be used as learning evaluation material.

Regulation of the Minister of Education and Culture Number 23 of 2016 which consists of 8 chapters and 15 articles explains that Indonesia has assessment standards in education in the form of guidelines used to assess student learning outcomes. Assessment is one of the important aspects that must be done in the learning and teaching process (Gaylard Baleni, 2015). There are 4 forms of assessment in Indonesia, including assessments from educators, education units and the government. Regulation of the Minister of Education and Culture Number 23 of 2016 describe about authentic assessment, where this assessment is one of the assessment standards in Indonesia. This explain that authentic assessment includes observation, field assignment, portfolio, project, product, journal, laboratory assignment, performance, and self-assessment that can be used to assess student competency. Based on the explanation above, self-assessment can be used to assess

four language skills that must be possessed by students, one of them is writing. Writing is an activity about the mind process. According to Scrivener (2011) people require more time to think, feel, and do when they are writing. It indicates that in order to write a text or a paper, a person must consider what to write, comprehend what to express, and then actually produce the idea in their writing, therefore writing activity are strongly influenced by the competency possessed by individual. According to Hoffman (1999) competency in the field of education is defined as the idea of work preparation and work professionals in the broad field of education. Strebler et al. (1997) also explains that competency is a behavior that should be shown by individuals. So to increase writing competency, it is necessary to use learning methods that are able to improve students' metacognitive and can be assessed based on the ability to think and apply the writing. Self-assessment is one way to measure student competency in writing, in the context of language learning self-assessment is one of the ways that teachers can develop students to be more metacognitive related to their writing process (Rezai et al., 2022). Self-assessment provides an opportunity for students to control their writing and also students' writing processes which support student-centered based learning and effective learning processes (Rezai et al., 2022). It can be said that indirectly self-assessment can make students more independent of the assignments and trust given by the teacher.

The same case was also found in Busungbiu District, especially in junior high schools, where self-assessment was used as an innovative assessment method by English teachers in assess writing competency. Preliminary data found shows that English teachers have used self-assessment to assess writing competency. They

argue that they have applied this assessment no less than 10 times in every class they teach to assess writing competency. They implemented self-assessment by giving questionnaires which were distributed to all students in the class regarding writing competency. There are also some teachers who provide self-assessment by asking students to reflect on what they have written. The teacher thinks that self-assessment is suitable to be applied at the junior high school level and hones students' morals about honesty towards themselves including their competency in writing. However, not all English teachers continue to apply self-assessment because according to some teachers, when students assess themselves they sometimes experience confusion about what to assess and it is often not in accordance with the actual situation. Even though it has only been used no more than 10 times, it appears that the teacher already has a good perception and belief in this assessment.

There are many studies that have proven the effectiveness of self-assessment in improving students' ability in writing. According to Sahragrad and Mallahi (2014) stated about the relationship between Iranian EFL Learners' Language Learning style, writing proficiency and self-assessment. In this study involving 30 EFL students in senior high school in Iranian at language institute. the results of this study using a questionnaire, self-assessment checklist, and rubric in data collection showed that the writing ability possessed by each student differed from one another and helped them know what level they should master such skills, knowledge, and their appearance. Study about self-assessment also studied in self-financing tertiary institution in Hong Kong by Jing (2017). Jing (2017) stated that the main focus of this study is academic writing. The participants of this study are

20 local students in Hong Kong. The result is self-assessment in writing is important to make the students more monitor their goals and the extent to which their goals in learning have been achieved. Meanwhile, the findings of Ratminingsih et al. (2018) showed that self-assessment has positive impact in writing process. It helped the students notice the grammar error, the structure, and the pronunciation in their writing. In this research also stated that the students can improve their ability in writing even though the guidance that provide by the teacher is still lacking, in where with using checklist and rubric. Same as before, Thongpai & Deerajviset (2017) found that by giving the students self-assessment using checklist, it very beneficial for editing students' written work. In assess students' competency, this research suggested to combine students' assess with students' feedback in writing process. Self-assessment can foster students' curiosity about learning in writing because it provides training that is important for evaluating students in carrying out independent learning. contextually, self-assessment directs individuals to be able to make reliable and valid judgments (Paramartha, 2012). self-assessment can foster individual evaluative attitudes that often arise the learning in writing so that they can control their own learning situation (Paramartha, 2012). Paramartha, (2015) also explained that self-assessment also affects students' self-efficacy, when students have low self-efficacy, self-assessment cannot be successfully applied. According to Andrade and Du (2007) self-assessment can help students in writing in terms of ideas and content, organization, and mechanics. self-assessment can change individual perceptions of writing competency. self-assessment can direct thoughts regarding what to do in learning through the rubric or checklist given. this

can give an idea of their work and be more confident in what they do (Jiwandani, Utami, and Wahyuni, 2021).

The basis of this research is a preliminary study at a junior high school in Busungbiu district. In this case, each teacher has a different perception of self-assessment and problems in its implementation of the assessment of students' writing competency in junior high schools. This problem occurs because teachers find it difficult to give self-assessments to students, where junior high school students are generally still lacking in assessing their own abilities. Teachers find it difficult to carry out this assessment also because of the lack of readiness of students in this self-assessment.

This study only focuses on students' perceptions of using self-assessment to assess their writing competency. Self-assessment can help the teachers to control and monitor the students progress in writing. There is no evidence showing teacher perceptions when applying self-assessment, which means that this research is still lacking because only focuses on student perceptions. The reason the writer investigates the teacher's perception of self-assessment in students' writing competency at junior high school in busungbiu district is because teachers in junior high schools in Busungbiu district have different perceptions related to self-assessment in students' writing competency. The implementation of self-assessment was still noticed by the teachers and the students not really aware of that, it can be assumed that in practice, the students' self-assessment is still under the teacher guidance that's way this study only focus on teacher' perception of self-assessment. And besides that, when implanting self-assessment the teachers found several problems and challenges in applying self-assessment, especially on writing

competency. So, according to the description above, a study will be carried out on the perceptions of junior high school teachers on the use of self-assessment of writing competency in junior high schools throughout BULELENG Regency. Therefore, this research will be conducted with the title "Teacher Perceptions of Self-Assessment in Junior High School Students' Writing Competency in Busungbiu District."

1.2 The Problem Identification of Research

In this globalization era, there are many ways that can be done to carry out an assessment, including self-assessment, and in this situation, including how teachers assess student performance using self-assessment on writing competency. Based on the information obtained through observation, it was found that English teachers in junior high schools in Busungbiu district had different problems and assumptions related to self-assessment, especially in writing competency. This is because students in junior high school still think difficult to assess their own abilities. Based on preliminary observation at Junior High School in Busungbiu District, there are SMP N 1 Busungbiu, SMP N 3 Busungbiu, and SMP N 4 Busungbiu, by interviewing 10 English teachers, it was found that only 4 English teachers had used self-assessment in assess writing competency in teaching and learning process. In addition, several other teachers did not carry out self-assessments because they faced several obstacles in their implementation, especially in the field of writing. Even though self-assessment is very important to apply so that students also know and can assess their abilities in competency, especially in writing competency. Therefore researchers want to conduct research

that focuses on investigating teacher perceptions of self-assessment, especially in writing competency.

1.3 Limitation

Since the topic of this research covers broad-coverage, the limitation must be done based on the researcher's availability. To create a focus discussion, this research further will implement several limitations. Firstly, this research will be conducted using mix method research design with explanatory sequential design to obtain the deep understanding toward the investigated topic, the context of the perception limited into teachers' perception, the school limited into Junior High School in Busungbiu District especially in SMP Negeri 1 Busungbiu, and the English teacher limited only 4 teacher in SMP Negeri 1 Busungbiu it is because only the teachers in these school who implement self-assessment in writing competency.

1.4 Research Questions

Based on the explanation above, the research questions of the study are:

- 1.4.1 How do the EFL secondary English teachers perceive the implementation of self-assessment in writing competence in Busungbiu district?
- 1.4.2 What challenges do the Junior High School in Busungbiu district teachers face when implementing self-assessment in writing class?

1.5 Research Objectives

Based on the research questions above, the purpose of the study are:

- 1.5.1 To analyze the EFL secondary English teachers perceive the implementation of self-assessment in writing competence in Busungbiu district.
- 1.5.2 To describe the challenges do the Junior High School in Busungbiu district teachers face when implementing self-assessment in writing class.

1.6 Significant of the Study

The result of this study is expected to give the significance of both theoretically and practically.

1.6.1 Theoretical

The theoretical significance of this study is expected to give information about the The English teachers' perception of self-assessment in students' writing competency at junior high school in busungbiu district and also the results of this study are expected to broaden and enrich theory, data, and information about teacher perceptions in the learning process, especially regarding the implementation of self-assessment in writing competency. This research is also expected to support the empirical research of experts and previous researchers.

1.6.2 Practical

- a) For Junior High School in Busungbiu. It is hoped that this research can be used as study material for SMP Negeri 1 Busungbiu to improve school quality regarding teacher perceptions in carrying out self-assessment of writing competency.
- b) For English Teacher who implement self-assessment. It is hoped that this research can then be used by English teachers, particularly in junior high

schools, to provide an overview of perceptions and barriers when they implement self-assessment in their classes. So, they will have new and broader insights from this research to deal with if they encounter similar problems.

- c) This research is expected to help other researchers as reference material and their data sources regarding the topic of self-assessment perceptions, especially in teaching writing. In addition, the results of this study can be used to conduct other studies using similar topic.

