CHAPTER I

INTRODUCTION

1.1 Research Background

One of the skills taught in English classes is writing. In fact, many students in the classroom have mastered all aspects of writing while still being able to write in accordance with its components. This is influenced by students' self-efficacy in creating ideas, doubts, and mistakes-related concerns. Making sentences and paragraphs can be confusing, and choosing the right terminology and syntax can also be confusing (vocabulary). Writing proficiency may be extremely difficult for some or many EFL students. Writing needs students to engage in various types of mental processes Scrivener (2011) as site in (Taufik & Cahyono, 2020). Learners must go through various types of mental processes in order to write. They need more time to consider what they write, ponder on it, plan it out, practice it, make mistakes, and come up with new ideas.

Writing proficiency affects the author's thoughts' clarity. Ratminingsih et al. define writing competency as the ability to express knowledge, thoughts, actions, and feelings through writing. Imsaard asserts writing expresses ideas, emotion, and opinion. They also claim that writing is a process and that genre limits often influence what people write; thus, instructional activities must integrate these variables. It additionally assists writers express their thoughts. The correct assessment approach can help teachers improve students' writing skills.

Due to the unique and complex language learning process, including first language interference and affective elements, ESL and EFL learners' self-assessments may play significant role. However, self-assessment in language learning motivates English learners to study and reflect. Adams & King (2006) as stated in (Mohamed Jamrus & Razali (2019) state that promotes critical thinking and reflective practice in learning English supports knowledge of English abilities (i.e., reading, writing, listening, speaking, grammar, and vocabulary).

For a long time, assessment has been the main goal in the learning process, including EFL. Assessment promises different things that can be achieved in the process and results(Lee et al., 2019). The results of the assessment lead to administrative interests which are also important in the teacher's accountability report. The process that occurs during the assessment is part of learning. The process that students go through in the assessment may give the teacher or student grades that enhance development in learning. While authentic assessment places a strong emphasis on tracking student progress as they learn, assessment must consider both students' final grades and their learning progress. According to Prasetyo (2017) when conducting authentic assessment, the emphasis is on student growth rather than achievement. One of one type of authentic assessment is self-assessment.

A self-assessment is a personal review performed to identify qualities that can be improved or utilized to achieve specific set goals (Andrade, 2019). In other words, the individual studies himself in order to extend his view of his own potential and competence. This method is considered to be a psychological

exercise that students in management positions should engage in on a regular basis in order to improve the quality of their work.

Looking deeper into self-assessment is a promising type of assessment to be applied in the classroom. Self-assessment provides an opportunity for involved students to see their own development (Qiong, 2017). In addition, students directly know something that needs to be improved in themselves more transparently. The process that occurs in this assessment takes precedence over the results. The things that support the use of self-assessment are that students are trained to evaluate themselves starting from the planning stage, they can continue to do it while supervising the implementation of tasks during the implementation stage. Self-assessment advised to provide students with the assessment criteria before the start of the activity in order to promote self-evaluation since when such criteria are provided, students can strategically organize their actions. In order to improve the outcome of self-assessment, this process must not only evaluate the learning's final product but also the learning process, as failing to do so can result in an incorrect result that suggests the student's effort was ineffective because he or she must repeat the learning process (Panadero & Alonso-Tapia, 2017).The point of sharing knowledge from teachers to students is improving the quality of student work. So it is necessary to develop awareness of the students themselves of these qualities. Students' awareness of the quality of their work can not only be achieved by the numbers listed by the teacher on student work. Self-assessment provides opportunities for students to assess their work, so that gradually awareness of the quality of their work develops (Brown & Harris, 2014).

According to the Curriculum Center BPPPN (Depdiknas, 2010: 40) self-assessment is an assessment technique in which students are asked to assess themselves with regard to the status, process, and level of achievement of the competencies they have learned in certain subjects based on criteria or references that have been prepared. The implementation of the 2013 curriculum, which is a competency and character-based curriculum, requires teachers to be creative in designing and creating learning activities. Teachers must realize that learning must involve pedagogical, psychological and didactic aspects simultaneously. In learning using the 2013 curriculum, it is highly recommended that teachers prioritize performance assessment. To overcome this, teachers can collaborate with students in assessment using peer and self-assessment.

Self-assessment has an influential role in students' foreign language learning. In a study conducted by Butler & Lee (2010), the study tested the implementation of self-assessment on young English learners. The results shown are students become more positive about their performance in learning English. This proves that self-assessment has great potential in foreign language learning.

Self-Assessment is essential for finishing difficult writing assignments. Pajares et al. (2007) discovered, as cited in (Chung et al., 2021), that students' judgments of the results of their previous writing performance, such as how effective they believed they were in accomplishing a writing task, may have a major impact on their sense of self-efficacy. Writing on demand, which is common in educational settings, increases the impact of self-efficacy in writing because students are under more pressure to complete cognitively demanding tasks quickly and may not reflect the more deliberate stage processes they

engage in as instructed during regular writing instructions, which include the pre-writing, drafting, revising, and editing stages. According to Paramartha (2012), it's crucial to take into account students' self-efficacy because it has an impact on their capacity to assess their own work and their competency. While it is common for teachers to require students to edit their papers before submitting them for review, they are also expected to improve their first draft by doing diligent reading and writing that has an impact on everyone. on their message or purpose for writing the paper. However, some students give themselves sufficient time to revise their writing during situations that are more intense than timed writing assessments.

Processing a phenomenon that exists in real life every day has a very significant role in convincing the subconscious that the phenomenon makes sense and does not harm us. By perceiving something using our 5 senses, a phenomenon can translate the phenomenon that occurs. Perception in philosophy, psychology, and cognitive science means comprehending sensory information. "Perception" means "to receive, to collect, to take possession of, and to fear with the mind or the senses" in Latin. In the process of perceiving something there are several sequences of stages that must be passed. The initial step in the perceptual process, where we turn environmental stimuli into rewarding experiences, is called selection. After selecting a stimulus, we must somehow manage it by identifying certain important patterns. Interpretation, the third stage of perception, is the process of assigning meaning to the selected stimulus (Qiong, 2017). By going through these 3 stages in a structured way, we can perceive something precisely.

From interviews conducted with 13 English teachers at junior high schools in Nusa Penida, they have a view on Self-Assessment. 3 teachers stated that they often use self-assessment as an assessment method in their learning. Another 10 teachers stated that they never used Self-assessment in assessing the work of their students for some reason. The first reason students find it difficult to assess their work is because English is a foreign language for students in Nusa Penida. Another reason teachers think students are often dishonest in assessing their work. The reasons above are considered quite reasonable, but still self-assessment must be applied because of the benefits provided.

Several researchers have studied this research. Sahragard & Mallahi (2014) research is first. This study found that proficient writer's rate themselves lower than they do during self-assessment, while less proficient writers rate themselves higher and assess themselves as taller. Furthermore, Hati et al. (2021) This research was designed to improve student learning and discover what works best in the classroom. This survey found that 30% of students are Very Independent and 70% are Independent. Mazloomi & Khabiri (2018) investigated. This research introduces self-assessment as a scaffolding exercise to detect gaps between students' knowledge and the teacher's writing criteria.

Although there have been several studies on the topic of the link between self-assessment and writing competency, there has been limited research that has discussed teachers' perceptions of self-assessment and the challenges faced when applying self-assessment to students' writing competency. Based on the explanation above, this study aims to determine the English teacher's perception of self-assessment. The teacher's perception is important in directing how the

self-assessment that has been carried out is implemented. In addition, this study also aims to find out what challenges teachers face in applying self-assessment to students' writing competency.

1.2 Problem Identification

The teacher must adapt to the needs when implementing learning in the classroom that uses varied and unique assessment methodologies. Varied assessment approaches result in varied impressions for each teacher. As stated in the research background, there are two phenomena that must be identified, as follows. The first is the teacher's perspective of the use of self-assessment in writing instruction, particularly in English instruction.

Students receive a greater understanding of the quality of their work or abilities as a result of engaging in self-assessment activities. When teaching writing, the instructor modified the self-assessment strategy by having students evaluate the abilities or work of other students directly. This allowed students to self-evaluate their own work, discover its weaknesses and make further improvements to it for the better.

Because the teacher needs to have the proper understanding in order to use this activity to teach students how to write in English, the perception that the instructor has of the implementation of this technique is very significant. The methods of self-assessment that are now utilized will be helped teachers to better. The second strategy is the utilization of the self-evaluation method in the English classroom. It is inevitable that some aspects of the application of

learning strategies in the context of the classroom will diverge from the intended course of study at some point.

Students gain from effective implementation because it allows them to maximize their learning potential. Implementation is critical in carrying out the appropriate self-assessment for students. In practice, teachers are still hesitant to use self-evaluation as an assessment method for their pupils. Observations of 13 instructors in Nusa Penida revealed that 9 of them admitted to using self-assessment either seldom or not at all, while knowing the importance of it and the benefits it provided. They each have their own reasons for doing so, thus researchers must understand how the implementation is carried out in the classroom. After reading numerous publications, I discovered that research on teachers' perspectives of self-assessment is really restricted. By this situation, the researcher wanted to investigate teacher's perceptions during English instruction using Self-assessment method.

1.3 Limitation of the research

This research can only serve as a reference when it comes to future research because of its one and only drawback. This study is limited to gaining an understanding of how teachers in junior high schools in Nusa Penida perceive the difficulties associated with conducting self-assessments. The credibility of this study is mostly going to be established by the collection of data and the sources that are associated to it.

1.4 Research Question

Based on the elaborated background above, the research questions were,

1. How do the EFL secondary English teachers perceive the implementation of self-assessment in writing competency in Nusa Penida subdistrict?

2. What challenges do the Nusa Penida Subdistrict EFL secondary teachers face when implementing self-assessment in students writing competency?

1.5 Research Objectives

The objective of this research were as follow

1. To investigate teacher's perception of Self-assessment method used in assessing student's writing competency.

2. To investigate challenges do the Nusa Penida Subdistrict teachers face when implementing self-assessment in assessing student's writing competency

1.6 Research Significances

In the course of this investigation, there were two aspects of significance that were anticipated to be utilized to the fullest feasible extent. Importance, both in a theoretical and a practical sense.

1. Theoretical significances

It is anticipated that the set of information pertaining to the topic of perception will expand and deepen as a result of these recent discoveries, in particular with regard to the utilization of written self-evaluations. This inquiry will almost certainly provide credence to the findings obtained from earlier investigations which were carried out by experts and researchers.

2. Practical significances

  a. For teacher

For teachers, it is hoped that they will know the essence of the Self-assessment technique to improve their students' writing skills. From their perceptions, they can refine their views on appropriate self-assessment techniques and processes to improve their students' English skills.

  b.   For other Researcher

The findings of this study on the impression of self-assessment in writing skills may serve as a source of knowledge and inspiration for other scholars looking into a related subject. Other studies on the same topic may also benefit from the extra findings.