

CHAPTER I

INTRODUCTION

1.1 Research Background

The world of education in Indonesia cannot be separated from curriculum changes to date. One example is the change in the curriculum previously known as K-13 to the Emancipated Curriculum. This change in the curriculum is also marked by changes in many things, such as changes in learning design, changes in the use of media and learning models, and influencing the assessment strategies and evaluation of student learning outcomes. This is a change in line with the implementation of the Emancipated Curriculum which emphasizes student activity in every learning process, including the assessment process. The new curriculum seeks individual needs and student diversity, increasing student creativity and activeness in the classroom, so that assessment is one aspect that has experienced many changes in the Emancipated Curriculum. This change in assessment was also proposed by Inayah, Komariah, & Nasir (2019), where the previous assessment format could not cover all student learning outcomes because it tended to sort students based on the grades they obtained. So alternative methods were explored to develop assessment formats that could demonstrate and provide clarity on learning activities in the classroom (Abosalem, 2015).

Changes in the assessment system that occur as a result of curriculum changes cannot be avoided, considering that this is very closely related to the learning objectives of the curriculum itself. The definition of assessment was also put forward by Adisel, Sartika, Kurniasih, Fajar, Arianda, & Saleh (2022), where

assessment is a process by educators in teaching by preparing assessment steps and requirements, collecting and processing results or evidence that can show student achievement so that teachers can help and support students in solving study challenges. Based on the existence of a new paradigm, the function of assessment can be divided into 1) assessment as learning (assessment as a learning process), 2) assessment for learning (assessment for the learning process), and 3) assessment of learning (assessment at the end of the learning process). The difference that can be seen from the implementation of the previous curriculum and the Emancipated Curriculum is the portion of the implementation of these types of assessments. In the previous curriculum, assessment at the end of the learning process was mostly applied to students and there was a lack of implementation of assessment in the learning process. This is different from the Emancipated Curriculum which emphasizes the application of assessments in the learning process rather than the application of assessments at the end of learning. Thus, currently the assessment as learning approach is often found in schools, one example is the application of self-assessment.

Self-assessment is one of the assessment techniques that is often applied by teachers in schools. This assessment is a form of students' independent evaluation of their learning products and processes, and to find out whether students are able to make decisions accurately and realistically in assessing the quality of their own work (Brown & Harris, 2014). Meanwhile, according to Andrade & Du (2007), self-assessment is a process that guides students to collect information about their performance and analyze whether it is in accordance with the goals and criteria of their work or not. Lesmana & Rokhyati (2020) argue that self-assessment plays a role

in setting learning goals, recognizing and including assessment sources, and being able to provide space and time for students to reflect on themselves. In other words, self-assessment helps students to build honesty and confidence in their own performance.

This assessment is not only used for students' self-reflection, because basically this assessment is very beneficial for students if used properly and seriously. Self-assessment can help students get constructive input from their teachers, realize independent learning, and can increase students' awareness of the importance of the assessment process in class because it provides real evidence regarding their performance and learning outcomes. As stated by Andrade (2019), self-assessment can provide great benefits for students if it is used in a formative manner and accompanied by training, both for student achievement and student independence in learning. Apart from that, Fahimi & Rahimi (2015) through their research also stated that self-assessment is able to develop students' critical thinking and help foster positive attitudes towards learning in the classroom. However, it cannot be denied that self-assessment has weaknesses in its application. The important thing that students must pay attention to when carrying out a self-assessment is honesty. This assessment will be very useful if students do it honestly, but it will have a negative impact in the future if students cannot maintain their own integrity and honesty. Additionally, Belachew, Getinet, & Gashaye (2015) in their study stated that self-assessment can make students feel pressured in the assessment process because they do not understand the aspects that must be assessed. The implementation of self-assessment in the classroom aims to assess students' abilities in learning English, one of which is writing competency.

Writing is one of the four language learning skills that many people are interested in these days because of the need to communicate (Fahimi & Rahimi, 2015). However, it cannot be denied that writing is one of the difficult things for students of the four skills in question, namely reading, speaking, listening and writing. Jelantik (2017) revealed that writing is a complex thing to teach compared to the other three skills. When writing, students must involve their thoughts and feelings and need to read and write so that the writing they write is able to convey its meaning to readers. It can be seen from the statement by Wahyuni (2018), where it is stated that there are five components in writing, namely content, form, grammar, vocabulary, and also mechanics. The difficulty of writing for students can certainly be seen from how they have to combine and unite these five components into one complete piece of writing.

However, despite the difficulties in writing, students can also experience the benefits themselves, both directly and indirectly. Through writing activities, students can practice their communication skills and be able to express their feelings through writing. Students are also able to increase their creativity through writing, such as writing poetry, articles or essays that can accommodate their creative ideas. Through their research, Widayanti, Rustyana, & Haryudin (2019) stated that writing can help students express their feelings, opinions, thoughts and ideas, and also help them understand information in depth. More specifically, by writing students can increase their knowledge, because often writing also requires a lot of valid information so students have to look for information related to the context of their writing.

Students' writing skills can improve well if accompanied by guidance from

their teacher, such as constructive feedback. One method that is currently widely used by teachers is to apply self-assessment to their students to assess their writing competence. Albayram (2017) concluded that self-assessment in the writing process has many benefits, for example helping the learning process to be more student-centered, students being able to write more wisely, it can stimulate student independence, increase student motivation and learning skills, and so on. As stated by CÖMERT & KUTLU (2018), 13 out of 15 students stated that the application of self-assessment was able to have a positive impact on their writing abilities.

However, based on other research, the application of self-assessment cannot be said to be as effective as the research mentioned previously. Research conducted by Mäkipää (2021) states that the implementation of self-assessment in foreign language learning in Finland is not as effective as it should be due to differences in the use of self-assessment by each teacher, and it is also said that students still need to be given more training in the use of self-assessment. Thus, it can be seen how the results of previous studies show that there is a difference between whether the use of self-assessment is effective or not on students' writing competence. It can happen because there are differences in thoughts, opinions, experiences and so on which can influence each person's perception of this self-assessment itself.

Each individual's perception of the use of self-assessment on writing competency is clearly different according to what they see and believe. One of the studies conducted by Adiguna, Dewi, Paramartha, & Wahyuni (2023) revealed how teachers' perceptions of self-assessment are considered capable of developing students' writing competence and able to help students assess their strengths and weaknesses, and also stated how challenges teachers face, such as the purpose of

carrying out self-assessments, are still not fully understood by students. Slightly different from Takrouni & Assalahi (2022), who highlighted how teachers' awareness of various challenges in implementing self-assessment was previously seen as very optimistic, although in general the teachers said that self-assessment could be a tool to help students develop their writing skills.

Based on a preliminary study conducted in secondary schools in Singaraja which have implemented the Emancipated Curriculum and used self-assessment on students' writing competency, it is said that the perceptions of teachers generally show a positive impression. This is because teachers believe that self-assessment can help students improve and develop their writing competence for the better. Judging from several previous studies conducted to look at the order of teachers' perceptions, it shows that only a few studies have discussed how to use self-assessment on writing competence based on students' perceptions. Therefore, this research was conducted to find out how students perceive the use of self-assessment on their writing competency, and at the same time to explore information related to the challenges students face when applying self-assessment to their writing competency.

This school was chosen as the research setting because it was based on a preliminary study and observation results showed that there was the use of self-assessment on students' writing competence and the learning process was based on the Emancipated Curriculum. Thus, it can be seen how gaps exist in this research regarding the perceptions and challenges faced by students in using self-assessment of their writing competence. The novelty of this research lies in the selection of a very specific research setting and the use of survey methods combined with an in-

depth qualitative approach, which will be explained further in the research methods section.

1.2 Problem identification

The development of the educational process in the current era is marked by many changes, such as changes that occur in the use of the curriculum to become the Emancipated Curriculum. The change in the curriculum has an impact on various aspects, one of which is the assessment system, one of which is the assessment carried out during the learning process (assessment as learning). So, assessment techniques are applied that can help make this happen, one of which is self-assessment. This assessment technique is an assessment process that requires students to be able to assess themselves or evaluate the results of their work or learning process. Based on several previous studies, self-assessment is said to be able to help students improve their skills in certain areas, one of which is writing. Each student's experience in using self-assessment in class certainly leaves a variety of different perceptions. Therefore, this research wants to focus on how students perceive self-assessment regarding their writing skills in class, and also what challenges they face while using self-assessment on their writing competence.

1.3 Limitation of Study

Based on previous problem identification, the focus of this research is students' perceptions regarding the use of self-assessment of writing competence, and what challenges students face when they apply self-assessment to their writing competence. This research is limited to information regarding additional theories in further research. The school observed in this research was SMK Negeri 2 Singaraja.

1.4 Research Questions

Based on the explanation above, two questions were formulated to be

discussed in this research:

1. How do EFL students at SMK Negeri 2 Singaraja perceive the use of self-assessment in their writing competency?
2. What are the challenges faced by students at SMK Negeri 2 Singaraja when implementing self-assessment in their writing competency?

1.5 Research Objectives

The research objective of this study can be determined based on the problems that have been formulated previously, as follows:

1. To investigate EFL students' perceptions at SMK Negeri 2 Singaraja of the use of self-assessment on their writing competence.
2. To investigate what challenges EFL students at SMK Negeri 2 Singaraja face in applying self-assessment to their writing competence.

1.6 Research Significance

It is hoped that this research can help provide theoretical and practical studies for students, school teachers and other researchers in the future.

1. Theoretical Significance

The results of this study are expected to provide theory and information in the form of data about how students perceive and challenges in the use of self-assessment in their writing competency.

2. Practical Significance

a. For English Teacher

It is hoped that this research can help English teachers in schools to describe their perceptions and understand the various challenges their students face when carrying out self-assessments on their writing

competency. So that through this research teachers have the insight to be able to deal with similar situations in their classes.

b. For Students

It is hoped that this research will be able to provide students with a clearer picture regarding self-assessment, whether in writing competency or other competencies. Therefore, through this research students are able to improve and prepare themselves for the next application of self-assessment.

c. For Other Researchers

Through this research, it is hoped that other researchers in the future can use this study as a reference regarding the topic of students' perceptions on using self-assessment to assess their writing competency. This research can be used as a reference for researching topics that are similar or still related to the topic of this research.

