

**STUDENTS' PERCEPTIONS ON THE USE OF SELF-ASSESSMENT IN
WRITING COMPETENCE AT SMPN 1 PAYANGAN**

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ABSTRACT

This study aimed to investigate students perception on the use of self-assessment in their writing competence and to identify the challenges they face. This study uses a survey design with a qualitative approach. 9th grade students at SMPN 1 Payangan was the participants of this study. Questionnaire and interview were used to collect the data. The findings show that students have positive perception towards self assessment, which are specifically categorized into four main themes. First, self-assessment helps students to reflect on their writing competence. Second, self-assessment encourages students to developed their quality of writing. Third, self-assessment helps student to achieve their expectation of writing competence. And finally, self-assessment helps students to assess their writing competence. Apart from that, the challenges found were also categorized into three themes, such as students feel underestimated regarding their writing competence, then students feel less objective in assessing their writing competence, and also students feel they lack time in assessing their writing competence.

Keywords: Students' Perception, Self-Assessment, Writing Competence, Challenges

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan penilaian diri dalam kompetensi menulis mereka dan untuk mengidentifikasi tantangan yang mereka hadapi. Penelitian ini menggunakan desain survei dengan pendekatan kualitatif. Siswa kelas 9 di SMPN 1 Payangan menjadi partisipan dalam penelitian ini. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penilaian diri, yang secara khusus dikategorikan ke dalam empat tema utama. Pertama, penilaian diri membantu siswa merefleksikan kompetensi menulis mereka. Kedua, penilaian diri mendorong siswa untuk mengembangkan kualitas menulis mereka. Ketiga, penilaian diri membantu siswa untuk mencapai harapan mereka kompetensi menulis. Dan yang terakhir, penilaian diri membantu siswa untuk menilai kompetensi menulis mereka. Selain itu, tantangan yang ditemukan juga dikategorikan ke dalam tiga tema, seperti siswa merasa diremehkan mengenai kompetensi menulis mereka, kemudian siswa merasa kurang objektif dalam menilai kompetensi menulis mereka, dan juga siswa merasa mereka kekurangan waktu dalam menilai kompetensi menulis mereka.

Kata kunci: Persepsi Siswa, Penilaian Diri, Kompetensi Menulis, Tantangan