

CHAPTER I

INTRODUCTION

1.1 Research Background

Since the establishment of new paradigm of learning, the teaching and learning process has become designed on student-centered learning. The new paradigm of learning or known as Emancipated Curriculum is expected to provide as much space as possible for students to be creative and develop themselves. In other words, it enables students to learn independently, actively participate in the learning activities and students are going to gain in-depth knowledge and can expect to be able to increase the quality of their learning. As previously stated, students must involved in every learning activities, including assessment.

According to Brown (1990), assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. Assessment serves to determine the learning needs, development and achievement of student learning outcomes. Based on its function, assessment consists of three types; there are assessment as learning, assessment for learning, and assessment of learning. The three types of assessment above, assessment as learning is one of the assessment activities that can involve students to be more active. Assessment as learning puts students at the center of learning and is considered a powerful alternative assessment approach that can maximize students' learning (Lee, Mak & Yuan, 2019). It emphasizes learner active participation in evaluating and accordingly reconstructing knowledge of a

particular discipline with or without teacher guidance (Ricky Lam, 2018). In the process of assessment as learning, the use of self-assessment is becoming a trend.

Self- assessment is a form of assessment in which learners are asked to assess themselves. Self-assessment is the process of students making judgments about their own work, in terms of their progress and the quality of their work (McMillan & Hearn (2008). Through self-assessment, students are more responsible for the process and achievement of their learning goals. According to Regulation of Ministry of Education and Culture Number 23 from 2016, encouraging students to evaluate their work while they are studying can help them become more self-aware. During the learning process, self-assessment involves students assessing their own work and providing self-questions to themselves. By giving self-assessment to students, they can develop a more active and responsible role in their own learning.

In the English teaching-learning process, writing seems to be the most difficult to be mastered among the four language skills. This is due to the fact that, writing as a productive skill requires command of several aspects, including content and grammar. Consequently, the substance of the writing, which is the concept or message, should be conveyed in the clearest way possible. Learning to write well takes time and effort; it is not a talent that can be suddenly acquired. In order to help students develop their capacity for acceptable expression, writing exercises in the classroom are necessary. Since students are able to make revisions after the teacher checks their work, they have an opportunity to enhance their writing skills.

Writing, like all the other skills, is taught and practiced from the very beginning levels and it must be rated and assessed. To be performed skillfully, to bring pleasure to both student and teacher, it requires practice. The writing practice is given in the form of various exercises, done hierarchically from the easiest to the more difficult tasks. More practice in writing will help the writer learn more and become better at expressing themselves in writing. In addition to providing students with more opportunities to practice building their writing texts, teachers may also help students with conducting their own assessments.

Self-assessment in writing indicates any method or incorporation of any activity that causes students to think about, evaluate and revise their writing. The use of the self-assessment technique is effective in students' achievement in writing (Alkhowarizmi & Hamdani (2022)). Students need to know what their abilities are, how much progress they are making and what they can (or cannot yet) do with the skills they have acquired. Without such knowledge, it would not be easy for them to learn efficiently. In the process of learning writing, the students are able to assess the strength or the weakness of their writing through self-assessment. By doing so, students both improve the piece of writing in hand and get the skills for later use. This process includes all the exercises one can do to encourage reflection for further improvement.

Students' writing competence may be enhanced by using self-assessment, which helps them realize their own abilities (Devi, Marhaeni & Artini, 2014). There are many benefits to incorporating self-assessment into the writing process, including putting students at the center of the learning process, encouraging more

reflective writing, raising students' motivation, enhancing their learning abilities, and helping them set goals for learning mastery. Research has shown that having students evaluate themselves helps them become more self-reliant and improves their writing skills (Ratminingsih, Marhaeni & Vigayanti, 2018). Given these advantages, it's safe to say that using this kind of assessment in the classroom may help students become more self-reflective and capable learners.

However, other studies have shown that self-assessment is ineffective. According to Makipaa (2021), self-assessment in Finnish language classes is not as effective as it may be. Students often feel struggle with self-assessment because their teacher do not adequately guide or encourage them. Students need to be provided with help on the use of self assessment as a means to identify cognitive and metacognitive learning strategies (Munoz and Alvarez (2007). Although students conduct their own self-assessment, the teacher also plays a crucial part. Teachers need to give consistent and detailed instructions on the self-assessment procedures so that learners are able to internalize the concepts involved. By doing so, the expectation that self-assessment has a good impact will be realized.

Preliminary research indicates that students are using self-assessment as a tool in their writing lessons. From the standpoint of the teacher, self-assessment plays a significant role in enhancing students' writing proficiency. In order to delve more into students' perception on the use of self-assessment in writing competence, this research was carried out. It is important to know student perceptions as strong evidence that self-assessment can be used effectively and can improve students' writing competence. However, due to self-assessment has been implemented just

a little while ago, it is still something new for students. As a result, this is a common thing that happens to students who still experience several problems while using self-assessment. So, this study also conducted to identify what are challenges that students face while using self-assessment.

1.2 Problem Identification

Since the establishment of new paradigm learning or known as Emancipated Curriculum, students are required to be more active in the teaching-learning process. In line with that, the use of self-assessment become a trend that can support the implementation of Emancipated Curriculum. Self-assessment can be interpreted as a way to look inside oneself. Self-assessment is an assessment technique where learners are asked to assess themselves. Through self-assessment, students can see their strengths and weaknesses, to subsequently become an improvement goal. Thus, students are more responsible for the process and achievement of their learning goals.

As previously explained, the use of self-assessment has many good impacts in English learning, especially in writing competence. However, some researchers have found that the use of self-assessment is less effective. It means not all students have the same experiences while using self-assessment. Based on students prior experience with self-assessment, they have formed their own perception. It is important to know student perceptions as strong evidence that self-assessment can be used effectively and can improve students' writing competence. As a result, an in-depth study was conducted on student perceptions regarding the use of self-

assessment in writing competence as well as the challenges students face when using self-assessment.

1.3 Research Limitation

Based on the problem identification above, this study focused on investigating students' perception on the use of self-assessment in the learning process, especially in writing competence, and identifying challenges faced by students while using self-assessment. This research applied a survey research design with a qualitative approach. The context of perception in this research is only limited to student perception with several aspects, such as usefulness, encouragement, and expectations. The observed school was only limited to Junior High School. According to preliminary study, this school implements self-assessment on students' writing competence and there are various challenges faced by students.

1.4 Research Question

Based on the background of the study that has been stated before, this study formulates two questions, which are as follows:

1. How do the EFL students perceptions about the use of self-assessment in writing competence at SMPN 1 Payangan?
2. What are the challenges that faces by EFL students while using self-assessment in writing competence at SMPN 1 Payangan?

1.5 Research Objectives

Based on the research question above, the objectives of this study can be seen as follows:

1. To investigate the EFL students perceptions about the use of self-assessment in writing competence at SMPN 1 Payangan.
2. To investigate the challenges that faces by EFL students while using self-assessment in writing competence at SMPN 1 Payangan.

1.6 Research Significance

1. Theoretical Significance

The results of this study are expected to be able to extend and enrich the theories, data and information about the students' perception in the learning process, especially on the implementation of self-assessment in writing competence. This study also expected can support the empiricism of the previous researches of experts and researchers.

2. Practical Significance

a. For English Teacher

The results of this study are expected to give reference to teachers about the students' perceptions in using self-assessment in their writing class. So, the teacher can build appropriate strategies during the use of self-assessment in their writing class.

b. For Students

The results of this study are expected to give informations for students about how to improve their writing competence. Furthermore, it also can motivate students to learn and help them objectively assess their writing competence because they feel in charge of their self-assessment and actively participate in the process.

c. For Future Researchers

The results of this study are expected to give references for future researchers in their research about the topic of perception on self-assessment especially in writing. Additionally, the results of this study can be used to conduct other researches that have similar topics with this study.

