CHAPTER I

INTRODUCTION

1.1 Research Background

Education continues to change, as well as education in Indonesia which has developed along with the progress of the times and technology. A clear example of efforts to develop education in Indonesia is the change and improvement of the curriculum. The curriculum itself is a plan that provides guidelines for the teaching and learning process (Sukmadinata, 2001). Mr. Nadien Anwar Makarim, B.A., M.B.A., as Minister of the Ministry of Education, Culture, Research, and Technology established a new education curriculum policy aimed at overcoming the learning crisis caused by the pandemic, as well as encouraging students to master scientific competencies in the field of Education. Therefore, an update was made to the curriculum concept which was previously the 2013 curriculum to become an independent learning curriculum. The independent learning curriculum is a curriculum related to new learning patterns, namely ensuring that learning is more student-focused so that each student can learn according to their needs and stages of development. This new learning pattern also provides flexibility for teachers to design learning that still adapts to the characteristics and needs of students. Therefore, in order for students to achieve competencies as expected, this new learning pattern will begin with mapping competency standards, planning the learning process, and implementing assessments. In addition, in this new learning pattern, the Pancasila Student Profile is one of the important roles in

education in Indonesia, namely playing a direct role in the learning and assessment process.

Basically, every curriculum policy imposed by the government, its implementation is determined and influenced by the preparation and ability of teachers. The influence of the independent learning curriculum or new learning patterns that have been implemented in this Indonesian Education unit, of course, has many pros and cons on the quality of student learning in schools. Both positive and negative impacts are felt by students. The positive impact felt by students includes changes in student learning. In the independent curriculum, students are given the opportunity to explore and express their interest in learning, this aims to form students with good competence and character. While the negative impact is that the quality of education can decrease and changes in curriculum development so that it quickly causes new problems such as decreased student achievement. This is because students cannot adjust to the learning system in the development of the applied curriculum or the new curriculum (Kurniawan, 2011).

In the new learning pattern or independent learning curriculum, it is still related to the use of assessment in learning. In this learning context, assessment is an activity that is separate from the learning process. Assessment for students is given as a learning process for students who have gone through various stages in learning, not just numbers. There are three approaches to assessment carried out during learning, namely learning assessment, assessment for learning, and

assessment as learning. Learning assessment is an assessment stage carried out after the learning process is complete, assessment for learning is an assessment carried out directly during the learning process as a basis for improving the teaching and learning process and the last assessment as learning is learning that involves students to be active in these activities and provides a lot of experience in order to learn to assess themselves.

The current situation, which has entered the digital era, has a close relationship with understanding character for a person. Self-assessment is an assessment process in which a person is asked to assess himself with regard to the status, process, and level of achievement of the competencies he has learned. This self-assessment technique can be used to measure cognitive, affective, and psychomotor competencies possessed. Self-assessment is one of the assessment strategies that can be done and is very necessary to describe the competencies possessed. Self-assessment is considered more useful than assessment by teachers or peers who only see the same thing, because self-assessment can be used to measure one's own attitudes and behavior which is a more authentic assessment. The implementation of reflection and self-assessment is the basis for encouraging students to be responsible for teaching and learning activities, and helping students be actively involved in the educational process. Self-assessment is currently used as an alternative form of self-understanding in evaluating because of its characteristics that can encourage students to learn, increase student awareness in learning, increase students' sense of their learning goals, and provide some positive effects to students and teachers (Osscarson, 1989). According to

Trisno (2014), the implementation of learning in the Independent Curriculum goes through three stages as follows: Teachers conduct initial assessments to identify potential, characteristics, needs, stages of development, and stages of student achievement. Assessment is generally carried out at the beginning of the learning year, so the results can be used to make further planning about the learning methods that should be used. The teacher organizes the learning process according to the results of the previous stage, namely diagnostic assessment, and groups students based on ability level. During the learning process, teachers will conduct formative assessments periodically, to find out student learning progress and make adjustments to learning methods if needed. At the end of the learning process, teachers can also conduct summative assessments as a process of evaluating the achievement of learning objectives.

Perception is a general or global view of an object seen from several aspects that can be understood by a person. Knowing the public perception of an educational institution is an effort to see the wishes or expectations of the community towards the institution. Perception is the process of a person's treatment of objects or information received through observation using their senses. This process is concerned with giving meaning and interpreting the observed object. Perception is a process initiated by sensing. Sensing is theprocess of receiving a stimulus by an individual through a receiver, that is, the senses. In general, the stimulus is passed by the nerves to the brain as the center of the nervous system and the next process is the perceptual process. The perception of a person or group can be much different from the perception of another person

or group even though the situation is the same. Differences in perception can be caused by individual differences, personality differences, differences in attitudes or differences in motivation. Basically, this process of perception formation occurs in a person, but perception is also influenced by experience, learning process, and knowledge.

Perception is not only used to judge an object, but perception can be used to know self-judgment. This self-assessment is used to find out the competencies or abilities that a person has. If someone already knows about their abilities, then their confidence will increase which simultaneously can also help improve creative writing skills (Himan Muttaqin and Rahmat Aziz, 2018). Writing is an active productive competency mastered by every individual after listening, reading, and speaking skills. Writing competence can be said to be the most complex competency. This is because in reality, writing is an orderly way of thinking and the ability to express ideas into written form. In other words, a writer has a large vocabulary, mastering sentences, paragraphs, spelling and punctuation. Writing involves various aspects of language, such as the use of punctuation, spelling, use of diction, sentence structuring, paragraph development, idea management, and essay model development. The writing competency assessment describes a person's writing ability.

Wahyuni and Ibrahim (2012) suggest that linguistic elements are an important aspect that needs to be considered in the written test. In addition, the content of the message expressed is core as a form of productive use of active

language. Nurgiyantoro (2010: 423) argues that writing tasks involve linguistic and extralinguistic elements, language elements and messages, providing opportunities for students not only to think using language appropriately, but also to think about the ideas posed. Writing competence can be defined as the quality or standard of a person in how to convey ideas, facts, and thoughts into a paper or writing (Hoffman, 1999). This focuses on observing a person's performance in writing, by examining whether it is up to standard or not. Thus, it is known that writing is not only about knowledge and about writing several papers, but can also improve behavior and attitudes in the writing process. Similar to what Shavelson (2014) said, writing competence is about a person's ability to meet standards through the performance process. The activity process contains communicative, productive, and expressive activities used to convey messages from the author to the reader (Megaiab, 2014). Therefore, in writing competence a writer needs to communicate with readers using their writing to express their feelings.

The task of writing not only considers elements of form (language) and content (message), but also pays attention to the variety of writing. Thus, the task of writing is felt to be more meaningful and authentic. The above expert views emphasize the magnitude of the meaning of the writing test that is tailored to various needs and focuses on the content or ideas conveyed in written form, which is also to consider linguistic aspects. However, assessments must still be carried out consistently, systematically, and programmatically using written and non-test tests, performance observation, attitude measurement, job appraisals in the form of tasks, projects and products, portfolios, and self-assessors. So it can be

concluded, writing is an activity that includes the process of creating something in writing to express the feelings or ideas of the writer. While perception is an impression obtained by individuals through the five senses and then analyzed. From the perception of self-assessment that affects a person's self-confidence, where the self-confidence variable can be a predictor for high and low creative writing ability by 6.1%.

From the teacher's perspective, self-assessment is believed to have a positive impact on students' writing abilities. However, the introduction of self-assessment is still relatively new so some students may find it difficult to use. Therefore, this research also aims to identify the problems students face in understanding implementation when using self-assessment. However, by providing insight into the challenges faced by students that may occur in the process of implementing the self-assessment. teachers help, guide and provide good direction to students when students feel confused in giving themselves assessment criteria.

1.2 Problem Identify

Based on the concept of an independent curriculum that has been implemented in several schools by providing many impacts to students to be more active and provide student learning experiences. The application of independent curriculum learning is still closely related to assessment where assessment plays a role and does not only provide formalities in the form of numbers such as self-assessment. Self-assessment is an alternative learning method that has begun to be applied by teachers to students in several schools that is able to improve the

quality of students in writing and provide self-evaluation of their learning progress. Based on the results of research observations by researchers at SMAN 1 SAWAN located on Jl Raya Abasan, Sangsit Village, Sawan District, Buleleng Regency, Bali Province. In the application of self-assessment-based learning in this school, there is one teacher who teaches in grade 11 and 10 and then has implemented self-assessment as a learning method as a goal to improve students' writing development skills and evaluate students' abilities. In general, self-assessment has many benefits, although there are still pros and cons when it comes to self-assessment from different people's points of view. In self-assessment, especially for students to know a process by which students can understand the character, interests, talents, strengths and weaknesses of students in order to overcome quickly and have goals to be achieved. In the implementation of self-assessment of perception, teachers and students each get positive benefits from this learning process. Thus, researchers are highly motivated to select and use research perceptions from students about the influence of self-assessment in the learning process in schools, especially in writing competence.

1.3 Research Limitations

Based on the identification of the above problems, this study will focus on students' perceptions in using self-assessment during the learning process, especially on writing competence and to find out the constraints or benefits of self-assessment. SMAN 1 SAWAN is a school that will be the location for

observation of research objectives related to the use of self-assessment in the learning process, especially writing competence in Buleleng Regency.

1.4 Research Questions

Based on the research background that has been stated previously, this study formulates two questions, namely as follows:

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

1.5 Research Objectives

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

1. To investigate EFL students' perceptions of the use of self-assessment ontheir writing competence.
2. To investigate what challenges EFL students face in applyingself-assessment to their writing competence.

1.6 Research Significance

1. **Theoretical Significance**

   The results of the study are expected to expand and multiply theories, data, and information about students' perceptions in the learning process directly, especially in the implementation of self-assessment of writing competence.

2. **Practical Significance**

   a) For English Teachers

   The results of this study can provide references and motivation to teachers about student perceptions in using self-assessment which plays an important role in the classroom through perception and writing competence.

   b) For Education

   Research results can provide information as a motivating factor for better use of self-assessment.

   c) For Others Researchers

   The results of the study can provide references and information to conduct research on students' perceptions of self-assessment, especially in writing competence. In addition, the findings in this study can apply this research further to the same topic.