# CHAPTER I

# BACKGROUND

## 1.1 Research Background

The Emancipated curriculum is an educational concept that gives students more autonomy in choosing the subjects and level of education they choose. It aims to accommodate individual interests, talents, and career goals so that education is smore relevant and meaningful for each student (Asrifan et al., 2023). Then, the Emancipated curriculum is an effort to give students freedom in learning, where they have greater control over their own learning process. The transition from the 2013 curriculum to the Emancipated curriculum is intricately linked to the new learning paradigm, and it entails several modifications that particularly impact schools, students, and teachers. The Emancipated curriculum promotes the development of curriculum in schools that are more aligned with local settings, cater to the needs of students, and reflect social realities. This approach has the potential to cultivate a curriculum that is more applicable and meaningful, by adopting a new learning paradigm that priorities context-driven learning. The Emancipated curriculum places a strong emphasis on the development of student competencies, including critical thinking, creative thinking, effective communication, collaborative skills, and adaptability. This aligns with a new learning paradigm that focuses on the developing of talents that are applicable to both personal and professional contexts (Fransiska Faberta Kencana Sari et al., 2023). The Emancipated curriculum offers teachers an

expanded opportunity to employ active, project-based, and collaborative learning approaches.

Emancipated curriculum and self-assessment promote student empowerment by allowing them to take a more active part in their education. Students have the option to pick learning activities and topics that interest them under an Emancipated curriculum framework (Pranajaya et al., 2022). Self-assessment, on the other hand, allows students to take responsibility for their learning by reflecting on their strengths and shortcomings and making decisions about their learning practices (Yan et al., 2023). Self-assessment is the process of reflecting on abilities, knowledge, strengths, and weaknesses. Self-assessment is important in the context of the emancipation curriculum since it empowers individuals and promotes their personal development. Students who engage in self-assessment can find areas for improvement and take control of their learning journey. This self-awareness is critical to the emancipated curriculum, which seeks to promote autonomy and personal agency. Self-assessment enables individuals to create goals, make educated decisions, and actively participate in their own education. Besides, self-assessment enables learners to actively engage with the curriculum and personalize their learning experiences according to their needs and interests. This process of self-reflection and assessment fosters a sense of responsibility and ownership in the learning process, so students may evaluate their own strengths and weaknesses and take appropriate actions to advance their development. Furthermore, self-assessment as part of the emancipated curriculum encourages students to take on a development mindset and see mistakes as chances for learning and advancement. Individuals who

engage in self-assessment gain a greater understanding of their own learning requirements and preferences, allowing the curriculum to be individualized and tailored to each students' particular strengths and problems (& Lee, 2013). Overall, the interaction between self-assessment and the emancipation curriculum is mutually beneficial. Self-assessment is incorporated into the emancipation curriculum, empowering individuals to take charge of their own learning and personal development. The emancipated curriculum and self-assessment in student writing competency both place a premium on student empowerment, individualized learning, metacognition, and student-centered approaches (Kemendikbudristek, 2021). The combination of these two ideas may lead to a more dynamic, engaging, and successful learning experience in which students actively create their learning path and take responsibility of their writing skill development.

Metacognitive skill relates to the capacity to engage in reflective thought regarding students' cognitive processes, containing the assessment of students' knowledge, strategies, and performance (Schraw & Graham, 1997). Meanwhile, self-assessment relates to the process by which individuals assess and consider their performance, capabilities, and areas of strength. Consequently, self-assessment and metacognitive ability have a complex relationship (Veenman & Verheij, 2003). A close relationship exists between metacognitive skills and self-assessment because metacognition entails the monitoring and evaluation of a student's thought processes, whereas self-assessment includes the formulation of assessments and evaluations regarding students' performance or capabilities. In addition, metacognitive abilities are of crucial importance in the process of self-

assessment as those possessing effective metacognitive abilities are more capable of accurately evaluating their capabilities and performance.

Self-assessment is an important part of learning a new paradigm. When students are taught to be more independent in their learning, they are also taught to measure their own progress. An emancipated curriculum that gives students more autonomy and develops their competencies can also enable better self-assessment. This is supported by changes in the assessment portion of the assessment pyramid (Kemendikbudristek, 2021). The assessment pyramid consists of assessment as learning, assessment for learning, assessment of learning. Previously, assessment for learning, namely assessment for evaluation at the end of the learning process and as a summative assessment, received the largest portion in the 2013 curriculum. Now in the emancipated curriculum, assessment as learning gets the largest portion in the assessment pyramid because this new learning paradigm expects students to be involved actively to be given the experience of being an assessor for himself and his friends. Self-assessment and peer-assessment are examples of assessment as learning (Kemdikbudristek, 2021). By implementing this independent curriculum, students can monitor their progress in developing certain skills, understand their strengths and weaknesses, and identify areas where they need to improve. This supports independent learning and self-awareness which is an important part of the new learning paradigm.

In an ever-changing educational environment, student self-assessment is critical to assessing the influence of the Emancipated curriculum on their development (Yatim et al., 2023). Understanding how students evaluate their own writing skills allows us to figure out how successful the curriculum is in

supporting the development of their writing skills (Randall et al., 2022). This study gained information about students' self-perceptions, which may impact their motivation and confidence when confronted with writing obstacles. Understanding how students view themselves in the context of writing allows teachers to change instructional and evaluation techniques to help students improve their writing competency more successfully.

Self-assessment is an authentic evaluation method that holds potential for application in educational settings. Self-assessment is a method of evaluation employed within the assessment standards of Indonesia, serving as an alternate approach to appraise student learning. Self-assessment is employed as a viable option for evaluation due to its inherent traits that foster student engagement, enhance students' metacognitive awareness, cultivate a more objective perception of their own learning, and yield beneficial outcomes for both students and educators (Osscarson, 1989). Trisno (2014) stated that self-assessment serves as a means for students to evaluate their own learning capacities, correlating with the fundamental characteristics of self-assessment. Furthermore, self-assessment allows students to identify their areas of weakness in the skills they have acquired, thereby enabling them to evaluate their learning progress using a four-step approach consisting of self-assessment determination, assessment methodology, feedback provision, and strategy determination (McMillan & Hearn, 2008).

As previously stated, self-assessment can be used to assess competency in English language learning, including writing competency. Writing competency is a necessary skill in the English language that must be learned. According to Graham et al. (2012), writing is the process of creating text based on the thoughts

of the writer. Writing competence is used to acquire and transfer information in four ways: generate, collaborate, publish, and share with others. Scrivener (2011) further stated that writing is a mental process activity. They require more time to think, feel, and act when writing. It implies that students must think about what they want to write, realize what they will transmit in their writing, and generate the concept in their writing while creating a text or paper. As a result, they must get to know the competency in the writing process, such as the capacity to select the proper language or structure to employ in writing (Odell, 1981). They can think, feel, and do what they want to write because they have the skill and can pick the proper structure for language. As a result, students must be conscious of their writing to improve their writing skill, and self-assessment can be utilized as an alternative.

However, writing competency is necessary for learning a language since it is regarded as one of the most important factors in language acquisition and academic accomplishment. Teachers frequently assign papers, essays, reports, and other writing projects to EFL students in Senior High School. With the advancement of digital technology, many individuals may now express themselves publicly in written as well as oral form, such as by creating articles and posting them on blogs, making status updates on social media, and so on. As a result, students must develop their writing skills in order to effectively explain their thoughts and attain their academic objectives.

This study mainly focusses on self-assessment. Self-assessment is a method of evaluation employed within the assessment criteria established in Indonesia. Self-assessment serves as an effective method to assess the learning

progress of students. Trisno (2014) asserts that self-assessment serves as an effective way for students to assess their learning abilities. Furthermore, through the process of self-assessment, students could identify their areas of weakness within the acquired abilities, enabling them to utilize this knowledge as a means of evaluating their own learning progress. In addition to facilitating the identification of strengths and limitations, self-assessment may additionally encourage greater accessibility among students in expressing their perceptions of their own talents. Khodadady & Khodabakhshzade (2012) contend that self-assessment serves as a beneficial method for evaluating students' strengths and weaknesses in the context of their learning. Self-assessment is a pertinent tool for diagnosing students' ability levels and evaluating their knowledge (Mogonea, 2015). Alias et al. (2015) assert that self-assessment enables students to effectively attain their learning objectives and identify areas in which they encounter challenges or obstacles in the learning process. Ratminingsih et al. (2018) propose that this evaluation can assist students in gauging their learning progress by enabling them to discover their areas of strength and weakness. Hence, the application of self-assessment is warranted due to its multifaceted rationale.

A similar thing was discovered at Karya Wisata High School, particularly in grades 10 and 11, where self-assessment is one of the learning techniques employed as an innovative learning approach by English teachers in teaching writing. The initial findings indicate that English teachers have been observed utilizing self-assessment techniques in the context of writing. The study's researchers said that they had implemented this approach on no less than ten

occasions in each instructional session when writing was taught. Self-assessment is conducted by the administration of questionnaires that are issued to all students in the class, with the aim of evaluating their writing proficiency. Additionally, several educators employ self-assessment techniques by prompting students to engage in self-reflection about their written work. Educators employ self-assessment as a pedagogical strategy since they perceive it to be a suitable method for enabling students to evaluate their own writing proficiency. However, prior studies have primarily focused on the perspectives of teachers. While these studies have explored teachers' perception regarding the use of self-assessment as a method of evaluating students' writing skills, it remains unclear whether students themselves concur with their perception that self-assessment can enhance and support their writing competency.

There have been many studies examining teachers' perceptions of self-assessment in writing ability which states that self-assessment is effectively applied to students in their writing competency such as, the study by (Takrouni & Assalahi, 2022) investigated EFL teachers' perceptions of integrating student self-assessment into the teaching of academic writing at a Saudi university. Findings reveal that although teachers have a positive view of self-assessment, they face challenges in its implementation due to lack of professional support, knowledge, skills, and contextual constraints. Then according to the study of (Adiguna et al., 2023),was to examine the perspectives of English teachers on the implementation of Self-Assessment as a means to enhance students' writing competency. The research was performed in three junior high schools located in Nusa Penida, Bali. The research employed a mixed-method explanatory design, including

questionnaires and semi-structured interviews as instruments for data collection. English as a Foreign Language (EFL) secondary school teachers believe that Self-Assessment approaches are beneficial in enhancing students' writing skills. Data from questionnaires demonstrated a consistent positive trend among teachers in terms of the quality of student self-assessment. Then, (Mäkipää, 2021) case study investigates the impact of self-assessment and teacher feedback in promoting self-regulated learning (SRL) in Finnish general upper secondary school. The research included nine students and 10 teachers from six different schools. According to the data, self-assessment is employed, but not widely, and most teachers do not educate their students to self-assess their learning. Teachers used different techniques of self-assessment, with some using open-ended questions and others using multiple-choice questions.

These research only focuses on teachers' perceptions regarding the use of self-assessment to assess students' writing competence. There is no evidence that shows students' perceptions when carrying out self-assessments so this research is still lacking because it only focuses on teacher perceptions. Based on the description above, this research aims to analyze high school students' perceptions of the use of self-assessment in writing competency at Karya Wisata High School. Therefore, this research was conducted with the title "Students' Perceptions on Self-Assessment of Students' Writing Competency at Karya Wisata High School".

**1.2 Problem Identification**

Based on observations made at Karya Wisata High School, by interviewing several students there, they argued that self-assessment is recognized as a useful technique for increasing learning autonomy and metacognitive

abilities, its efficacy in the domain of writing competence. Some of them also think that self-assessment helps them reflect in carrying out the learning process, especially on writing competency. This research wants to see to what extent self-assessment helps them assess their writing abilities and improve their writing abilities and to what extent they do so. And several students acknowledged the challenges faced by students when conducting self-assessments of their writing abilities. Students' self-perception of their writing abilities may not always match their actual abilities. This section identifies key problem areas that require research attention in the context of the proposed research. When students assess themselves, they sometimes experience confusion about what they should assess. Even though it has only been used a few times, it can be seen that students already have a good perception and confidence in this method. In fact, self-assessment is very important to carry out so that students also know and can assess their abilities in competencies, especially writing competencies. Therefore, this study wants to conduct research that focuses on investigating students' perceptions of self-assessment, especially on writing competency.

**1.3 Limitation of Study**

To create a focus discussion, the limitations are adjusted based on students' perceptions and challenges in using self-assessment, especially on writing competency. Firstly, the research was applied using a survey research design with qualitative approach. The context of perception in this research is only limited to student perception. Besides that, the schools observed were only students at Vocational School. From previous research, this school implements self-

assessment on students' writing competence and there are various challenges faced by students.

## 1.4 Research Questions

The research formulates two questions based on preliminary observation, which are as follows:

1. How do the EFL students at Karya Wisata High School perceive the use of self-assessment in their writing competence?

2. What are the challenges faced by the students at Karya Wisata High School in applying self-assessment in their writing competence?

## 1.5 Research Objectives

There are two objectives of this research, as follows:

1. To investigate the perception of the EFL students at Karya Wisata High School's perception of the use of self-assessment in their writing competence.

2. To find out the challenges EFL students at Karya Wisata High School' face in using self-assessment.

## 1.6 Research Significant

## 1. Theoretical Significance

The researcher hopes that this study is expected to be able to deepen and expand theories, data, and information regarding students' perceptions in the learning process, particularly on the implementation of self-assessment in writing competency. This study is also intended to corroborate the empiricism of previous expert and researcher studies.

2. **Practical Significance**

   a. **For English Teacher**

   The findings of this study aim to provide teachers with information regarding students' perspectives on using self-assessment in their writing classes. As a result, the teacher may develop acceptable self-assessment methods in their writing class.

   b. **For Students**

   This research can help students objectively assess their writing competency. Students can improve their abilities and improve their strengths by understanding themselves better. Additionally, this research can motivate students to learn because they feel in charge of their self-assessment and actively participate in the process.

   c. **For Future Researchers**

   The researcher expects that this study will be utilized as a reference in their research on the topic of self-assessment perspective, particularly in writing. Furthermore, the findings of this study can be utilized to perform further studies on themes related to this study.