

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The current Indonesian educational system received numerous changes as a result of the Emancipated curriculum, particularly in the area of assessment. The transition from assessment "of learning" to assessment "as learning" was additionally affected by this. Apart from assessment for learning and assessment of learning, the three primary forms of assessments in education are assessment as learning. The principle of assessment as learning centers on the idea that assessment procedures and activities can serve as beneficial educational opportunities for learners. Education and Culture Regulations number 81A of 2013, which specify that learning must employ student-centered principles—that is, that students must be more active in the learning process—also promoted the use of assessment as learning. Authentic assessment is defined in Minister of Education and Culture Regulation Number 23 of 2016, where it is one of the standards for assessment in Indonesia.

One of the methods that can be employed to evaluate teaching and learning skills is the self-assessment. Students who engage in self-assessment must act honestly and critically regarding their own work (Ratminingsih et al., 2018). In the process of reflection and evaluation, self-assessment is important since it helps students recognize their strengths and weaknesses. McMillan & Hearn (2008) state that students can identify and assess their learning progress, implement what they have learned to the learning process to produce learning

strategies, and experience a significant increase in motivation when they can decide which direction will help them improve their abilities.

Effective and appropriate use of involving students in the assessment practice can enhance the learning and teaching experiences. One way of increasing the efficiency of assessment is to ask students to work independently of the teacher (Boumediene et al., 2021). Therefore, self-assessment is suited for assessing certain skills, such as writing competence. According to a study conducted by Yan Xing (2020), he stated that through writing students can develop their ability to interact with society, to express their personal thoughts and emotions effectively, and to implement critical thinking in cross-cultural communication. Therefore, consistent practice is necessary to develop writing ability. Through self-assessment, student can improve their writing skills such spelling, text production, self-efficacy beliefs, demonstrating a deeper automatization of grammatical rules combined with an increase in perceived efficacy (Van Reybroeck et al., 2017) From there, students can use self-assessment to carry out continuous practice and indirect revision in the following assignment.

Several studies showed how self-assess benefits students' writing ability. First, a study by Ratminingsih et al. (2018) found that students' independence and writing proficiency are positively impacted by self-assessment, which is a strong and beneficial effect. There is an effect of self-evaluation on the students' writing skill, and the students treated with self-assessment outperformed those treated with conventional assessment in terms of learning independence. Dhanarattigannon et al. did the same research in 2022, and the findings showed

that students perceived self-assessment as a way to improve their writing skills, their attitudes about writing, and their self-confidence. According to a study by Restitiani et al. (2022), students believe that using self-assessment to evaluate their writing abilities while involved in online courses will enable them to identify and enhance their work. It is determined that during online learning, students can evaluate their writing skills more effectively by using self-assessment.

Nevertheless, despite the benefits and value of self-assessment for student writing competency that have already been discussed, some issues were discovered in Toni Makipaa's research in 2021. Teachers' and students' perceptions of the motivational aspects of feedback were found to be at contradiction with the information provided by the students. According to a study by Wayan et al. (2023), teachers believe that self-assessment can help students improve their writing skills and identify their strengths and weaknesses. However, students still struggle to comprehend the challenges that teachers face, such as the need for students to complete self-assessments. Some different from Takrouni & Assalahi (2022), who pointed out that while teachers generally believed that self-assessment could be a tool to help students develop their writing skills, they were also aware of the various challenges in implementing it. To summarize it briefly, teachers are more driven by their assessments than students are. Because of this, students may be at risk when teacher feedback lacks motivational components. Teachers will find it challenging to use feedback to enhance SRL if students don't view it as motivating. Oral feedback is less common in the classroom, since teachers prefer to rely more on written

comments. The teacher claimed to provide a lot of verbal feedback, while the students admitted that they did not receive any, leading to an inconsistency between the perspectives of the two groups of people. It was discovered by another study that self-evaluation is not as useful as previously stated.

Similar findings were discovered at SMA Negeri 2 Singaraja, where teachers used self-assessment as an innovative approach to evaluate their student's writing skills. The first observations conducted at SMA Negeri 2 Singaraja revealed that the tenth grade had adopted the self-assessment system. At the conclusion of each writing session, the teacher who introduced self-assessment to the class explained that they had done so by asking questions aloud in front of the class, most of which had to do with the work that the students had produced. Based on the questions, the instructor figured that by asking them to the students, they were appropriately engaged to do self-assessment; however, students are unclear that these types of inquiries are a component of the Self-Assessment process, which requires them to reflect on the day's lessons and ask themselves questions. Even so, the students argue that they felt self-assessment gave them impact after answering the Self-Assessment questions.

The researcher is interested in how self-assessment of writing competency depends on student perception based on how the research was conducted by looking at the order of teacher perceptions. The researcher intends to know this from the perspective of students at one of Singaraja's secondary schools, SMA Negeri 2 Singaraja. As a result, the researcher aims to learn how students evaluate how they use self-assessment on their writing skills through this study. In addition, this study discovers the challenges students have while using self-



evaluation as an assessment technique. As a result, it can be concluded that this study investigates student perceptions and the challenges that they face while using self-assessment on writing skills at SMA Negeri 2 Singaraja.

## **1.2. Problem Identification**

Curriculum Emancipated (Emancipated Curriculum) is a teaching approach that promotes learner independence and self-determination, giving learners more influence over their learning experience. Self-assessment correlates effectively with this concept since it allows students to take control of their learning and evaluate their own progress. Self-assessment allows students to focus on their own strengths, limitations, and learning objectives, which connects with the Curriculum Emancipated principles. Students can actively participate in the curriculum, make decisions about their learning methodologies, and observe their own growth by participating in self-assessment.

As previously stated, self-assessment has numerous positive effects on students' improvement skills. It will improve how students determine the use of self-assessment in general. Students have unique perspectives based on their previous self-assessment experiences. The perception could be either positive or negative. To give strong evidence that self-assessment can be used successfully and can enhance students' writing proficiency, we need to understand how students feel while applying self-assessment. In order to further find out challenge's students face when applying self-assessment and their perceptions of the use of self-assessment in the learning process, particularly in writing competency.

### 1.3 Limitation of Study

Based on the problem identification above, this study was focus on students' perceptions of the use of self-assessment in the learning process, especially in writing competency, and also this research was find out what challenge's students face when applying self-assessment to their writing competence. The observed school is only limited to Senior High School in Singaraja.

### 1.4 Research Questions

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

- 1.4.1 How do the students perceive the use of self-assessment in writing competence in SMA Negeri 2 Singaraja?
- 1.4.2 What challenges do the students face when implementing self-assessment in their writing class?

### 1.5 Purpose of the study

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

- 1.5.1 To investigate Student perception toward the implementation of self-assessment in their writing class.
- 1.5.2 To investigate the challenges faced by the students in implementing self-assessment in writing class.

## 1.6 Significance of the study

There are two kinds of significance of the study as follows.

### 1.6.1. Theoretical significance

The researcher hopes that this study could be able to broaden and deepen theories, data, and data concerning teachers' perceptions in the learning process, particularly on implementing self-assessment in writing competence. The present research is also designed to support the empirical evidence underlying previous expert and researcher studies.

### 1.6.2. Practical significance

#### a. For The Teacher

This study is also expected to be relied on by English teachers, in particular schools, to give an overview of perceptions and limitations when implementing self-assessment in their classrooms. As a result, students will be more able to deal with the same challenges as the outcome of our research.

#### b. For The Student

Perhaps such information can be employed as a tool for students to improve their writing skills and enhance their confidence to develop their ideas into written work.

#### c. For Other Researcher

The researcher expects that the results of this study will be used as a source of information in their research on the topic of perception of self-assessment, particularly in teaching writing. In addition, the findings of this study can be applied in further research on topics related to this study.