



Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning

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ABSTRAK

Pembelajaran jarak jauh mengakibatkan proses penilaian di dalam kelas menjadi kurang efektif, khususnya untuk menilai kemampuan menulis. Oleh karena itu, penilaian diri diimplementasikan untuk membentuk peserta didik yang mandiri dan kompeten di bidang menulis. Hasil observasi awal menunjukkan bahwa peserta didik memiliki persepsi yang berbeda mengenai penerapan penilaian diri dalam menilai kemampuan menulis selama pembelajaran daring. Penelitian ini bertujuan untuk menganalisis persepsi siswa Pendidikan Bahasa Inggris semester 5 mengenai penilaian diri untuk menilai kemampuan menulis selama pembelajaran daring. Untuk mencapai tujuan tersebut, peneliti menggunakan metode campuran dengan kuisioner dan wawancara sebagai instrumen penelitian. Hasil analisis kuisioner menunjukkan bahwa rata-rata setiap dimensi yaitu, 45.38 untuk dimensi memori; 53.35 untuk dimensi evaluasi, dan 35.74 untuk dimensi kesan. Dari hasil analisa tersebut dapat diketahui bahwa siswa siswa memiliki persepsi positif pada dimensi memori dan kesan, dan persepsi negatif pada dimensi evaluasi. Berdasarkan hasil tersebut disimpulkan bahwa penilaian diri memberikan keuntungan dan kerugian untuk siswa dalam menilai kemampuan menulis selama pembelajaran daring.

ABSTRACT

Distance learning makes the assessment process in the classroom less effective, especially for assessing writing skills. Therefore, self-assessment is implemented to form independent and competent students in the field of writing. The results of initial observations showed that students had different perceptions regarding the application of self-assessment in assessing writing skills during online learning. This study aims to analyse the perceptions of 5th semester students majoring English Language Education regarding self-assessment in assessing writing skill during online learning. To achieve this objective, the researcher used a mixed method with questionnaire and interview as research instruments. The results of the questionnaire analysis showed that the average of each dimension was 45.38 for the memory dimension; 53.35 for the evaluation dimension, and 35.74 for the impression dimension. From the results of the analysis, it can be seen that students have positive perceptions on the memory and impression dimensions, and negative perceptions on the evaluation dimensions. Based on these results, it is concluded that self-assessment provides advantages and disadvantages for students in assessing writing skills during online learning.

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1. INTRODUCTION

During the Covid-19 pandemic, face-to-face learning in class was replaced with online learning using internet access as a form of preventing the spread of the virus. Online learning is learning that can be done through Smart phones, PCs, and other electronic devices that are connected to the network and it is flexible (Astalini et al., 2019; Madya & Abdurahman, 2021; Shahroom & Hussin, 2018). The benefits that online learning provides are flexible learning where students learn anytime freely, form independent students, know the concept of unlimited material, reduce the cost of learning needs, encourage students to make studies, develop the ability to use technology, students get the same opportunity in acquiring knowledge, flexible task creation, and gaining knowledge originating from different countries (Fatimah & Santiana, 2017; Gilbert, 2015; Noguera et al., 2018). On the other hand, previous study stated that one of the problems caused by online learning is the difficulty of doing authentic assessments (Maryati et al., 2019).

In learning English, the students learn about four basic competences, namely listening, speaking, reading, and writing. Writing is the hardest ability to learn because requires abilities to think critically and creatively. Previous studies mentioned several definition of writing, such as writing is related to physical and mental activity (Mak & Lee, 2014; Pereira Ximenes et al., 2019; Sadiku, 2015). Then, writing is defined as state and impress which means every written work that the author creates in various forms contains certain ideas or

meanings with their respective goals. The students need to learn about writing skills properly due to its benefits in daily learning. Previous study stated that a lot of information is available in written form which students need to understand in order to interact (Durga, Satya Sri & Rao, 2018). There are four purposes of writing namely to inform, to persuade, to declare yourself, and to amuse (Reinking, James A., Osten, 2017; Wulandari, 2022). Therefore, writing competence is important to be assessed properly to form competent students.

Assessment is an aspect of learning that is conducted by teachers and students throughout the learning process which aims to serve data as a guide for changing learning methods. Based on the objective, the assessment is divided into three types, namely assessment for learning, assessment as learning, and assessment of learning (Kamara & Dadhabai, 2022; Nasab, 2015). One type of assessment that teachers can use in assessing students' abilities is self-assessment. Self-assessment here means assessment as learning which is student-centered assessment and knowledge of one's thinking process (metacognition) (Maba, 2017; Masruria, 2021). Previous study state that self-assessment is an activity that students do in accumulating students' own data about learning and improving it to make it better (Shatri & Zabeli, 2018). Self-assessment is an important learning tool by which students assess their work through grading rubrics. Self-assessment has a good effect on developing writing skills as proven by several studies. Several benefits of self-assessment in the learning process such as: learning can increase, intimate and permanent learning, organize the students for their involvement in social life, assessment can be controlled by students, increase independence, encourage better understanding and lead to higher quality of work (Papanthymou & Darra, 2019; Upa et al., 2018).

According to the preliminary study that the researcher conducted in English Language Education Department by having an interview with one of the lecturers, the researcher discovered that self-assessment applied in writing class. The procedure that lecturers apply in using self-assessment in the writing class is when students have finished writing their work, and then they are given directions to check their respective work such as aspects of grammar, punctuation, etc. After they finished checking, the students presented their writing with the errors they found and if there were still errors that had not been found, the lecturer helped to find them. This way is more effectively applied to online learning because it saves time and forms independent students. Besides, according to the admission of the students through an interview that she was still confused about how to assess their written work. Therefore, the researcher wants to investigate further about students' perception of self-assessment in assessing writing skill during online learning.

Several studies have been conducted related to the self-assessment in assessing writing skills. Previous study have a research about the impact of self-assessment on students' self-efficacy and writing competency (Jiwandani et al., 2021; Purwanti, 2015). That found the self-assessment is less effective to be implemented in the online learning to increase the writing competence and self-efficacy of the students. It is because communication is the important aspect if the teacher applied the self-assessment. There are also a study entitled "Exploring the Role of Self-Efficacy in the Implementation of Self-Assessment for English Writing" (Paramartha, 2016). This study summarized that self-assessment will be optimal if the students have high self-efficacy in writing. Base on those problem, the researcher decided to conduct a research about students' perception of self-assessment in assessing writing skill during online learning. Moreover, the present study gives two novelties. The first novelty is in the terms of skill focused, which is writing skill during online learning. The second novelty is in the terms of subject used, which is one class of ELE's students at 5th semester. The purpose of this study is to analyse the application of self-assessment in assessing writing skills.

2. METHOD

The research design of the study is mixed method research through questionnaire and interview. Mixed method research is research that combines both quantitative and qualitative methods in one study, especially sequential explanatory approach (Creswell, 2018). The subject of the study is students of English Language Education Department, Undiksha at 5th semester in academic year 2019/2020. The researcher will take one class as the subject of this study because they have implemented self-assessment in writing class. The number of the students in this class is 31 students and it was chosen by using purposive sampling.

The objective of the mixed method in this study is to gather more valid and reliable data. In the first step, data will be collected through questionnaire and analysed using a quantitative approach. Then, to confirm the outcomes of the study in the first step, the researcher collected the data and analysed it through interviews. In this case, the researcher makes an online questionnaire in the form of a Google Form and will send it via the WhatsApp or e-mail. Besides, the interview will be carried out through WhatsApp or e-mail until the researcher gets the same response from the respondents.

3. RESULT AND DISCUSSION

Result

The questionnaire consists of three dimensions adapted from the theory of perception, namely the dimensions of evaluation, memories, and impression (Bodenhausen & Macrae, 2001). The three dimensions cover seven indicators which in total the questionnaire consists of thirty-nine statements. The questionnaire was made in the form of a Google Form and distributed online via WhatsApp to 31 respondents. The results of the questionnaire analysis using SPSS version 25 which are described in each dimension.

Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning on Memories Dimension

Table 1. The Result of Students' Perception on Memories Dimension

Dimension	Total Score	Mean
Memories	1407	45.38

Base on Table 1, show the result of students' perception that gain total score 1407. Meanwhile the mean is up to 45.38. For the frequency of memories dimension is show in Figure 1.

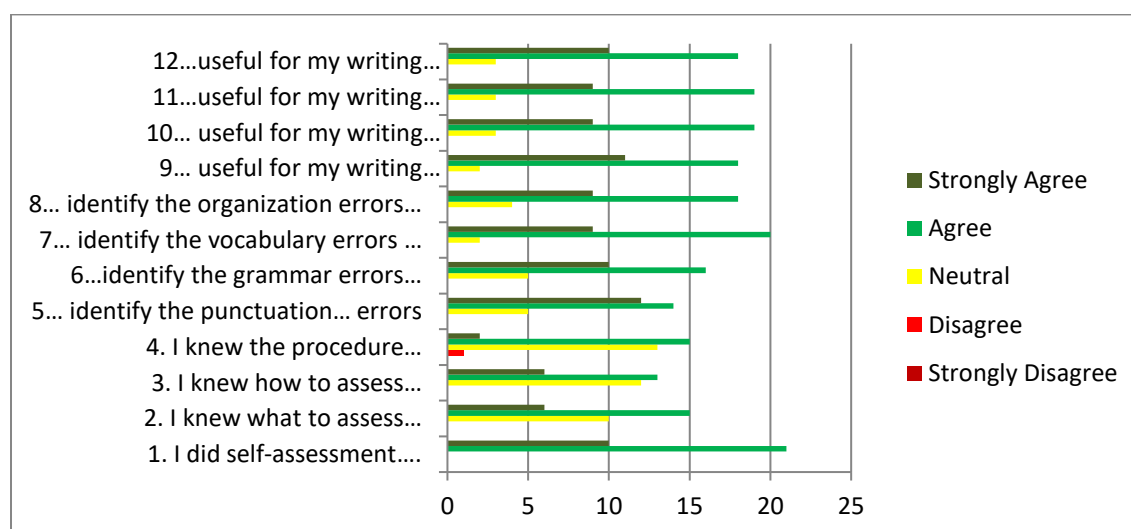


Figure 1. Frequency of Memories Dimension

Base on Figure 1, the result found that in memories dimension most of students state agree, followed by strongly agree, there are also students state neutral, one disagree and no one state strongly disagree. Scale interval categories are show in Table 2.

Table 2. Scale Interval Categories of Memories Dimension

No.	Criteria	Interval Limit	Classification
1.	$\sum > Mi + 1,5 Sdi$	$\sum > 48$	Very Positive
2.	$Mi + 0,5 SDi < \sum \leq Mi + 1,5 Sdi$	$40 < \sum \leq 48$	Positive
3.	$Mi - 0,5 SDi < \sum \leq Mi + 0,5 Sdi$	$32 < \sum \leq 40$	Moderate
4.	$Mi - 1,5 SDi < \sum \leq Mi - 0,5 Sdi$	$24 < \sum \leq 32$	Negative
5.	$\sum \leq Mi - 1,5 Sdi$	$\sum \leq 24$	Very Negative

After analysed using SPSS version 25, the mean of memories dimension is 45.38. Based on Table 2, the scale interval categories of memories dimension above, the value is on interval $40 < \sum \leq 48$. If it is matched with the interval scale formula table, the score belongs to the positive category which means that the 5th semester English Language Education students have positive perception on memory dimension about self-assessment in assessing writing skills during online learning. Then, it also means that the application of self-assessment in assessing writing skills during online learning provides an impressive memory to the students. This statement is

also supported by statements from several respondents regarding the benefits they got during the implementation of self-assessment in assessing writing skills during online learning through online interviews via WhatsApp. Some students stated that self-assessment helped him identify errors in his writing besides relying on feedback from the lecturer and his partner. Self-assessment also provides an opportunity for introvert students to correct their mistakes without waiting for feedback from their lecturers or friends. Self-assessment also provides benefits for students in identifying errors in their work, such as punctuation, grammar, vocabulary, and organization.

Beside got the benefits of the self-assessment, the respondents also stated the problems they faced while the self-assessment was applied in assessing writing skills during online learning. The results of the interview revealed that the problem they faced when using self-assessment in assessing writing skills during online learning was the unclear assessment stages which made it difficult to find errors in their written work. Students added that feedback from lecturers or partners is still needed to get maximum results. That is because self-assessment causes students to justify their mistakes in writing to get a big score.

Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning on Evaluation Dimension

Table 3. The Result of Students' Perception on Evaluation Dimension

Dimension	Total Score	Mean
Evaluation	1654	53.35

Base on [Table 3](#), show the result of students' perception that gain total score 1654. Meanwhile the mean is up to 53.35. For the frequency of memories dimension is show in [Figure 2](#).

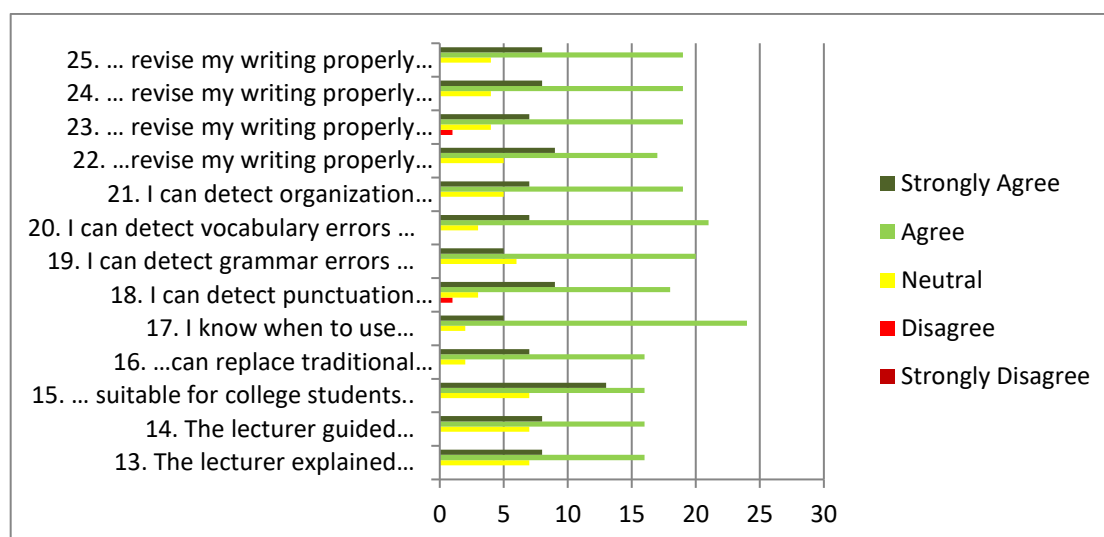


Figure 2. Frequency of Evaluation Dimension

Base on [Figure 2](#), the result found that in evaluation dimension most of students state agree, followed by strongly agree, there are also students state neutral, two students disagree and no one state strongly disagree. Scale interval categories are show in [Table 4](#).

Table 4. Scale Interval Categories of Evaluation Dimension

No.	Criteria	Interval Limit	Classification
1.	$\sum > Mi + 1,5 Sdi$	$\sum > 78.05$	Very Positive
2.	$Mi + 0,5 SDi < \sum \leq Mi + 1,5 Sdi$	$69.35 < \sum \leq 78.05$	Positive
3.	$Mi - 0,5 SDi < \sum \leq Mi + 0,5 Sdi$	$60.65 < \sum \leq 69.35$	Moderate
4.	$Mi - 1,5 SDi < \sum \leq Mi - 0,5 Sdi$	$51.95 < \sum \leq 60.65$	Negative
5.	$\sum \leq Mi - 1,5 Sdi$	$\sum \leq 51.95$	Very Negative

Based on the result of the questionnaire, the mean of evaluation dimension is 53.35. If the results are seen in the interval scale formula table as show in [Table 4](#) the score is $51.95 < \sum \leq 60.65$ which means 5th semester students in English Language Education have negative perception on their evaluation regarding self-

assessment in assessing writing skill during online learning. Some students had a neutral perception of the statement regarding the lecturer's participation in explaining the procedure and guiding during the self-assessment was applied. This statement is evidenced by the opinions expressed by respondents regarding the disadvantages of self-assessment.

From the two statements above, it can be seen that the application of self-assessment in assessing writing ability during online learning is not always good. Students said that it was a little difficult to find their own mistakes in their own writing because in the preparation each student had to put out their best effort. Student also added that this type of assessment was burdensome for students who had to work twice to make and proofread their work at once. Furthermore, one of student revealed that students cannot rely on a check list alone, it cannot save time in detecting small errors. Therefore, the respondent combined the check list with several applications to find out small errors. The disadvantages of self-assessment do not only come from the self-assessment itself. The educators not provide directions regarding the steps for self-assessment properly. This was conveyed by one respondent regarding the disadvantages of self-assessment in the aspect of lecturer participation. Some students added that the participation of lecturers in providing guidance was needed to facilitate the course of the assessment. Based on the respondent's statement above, it can be concluded that the roles of educators and students in the assessment process have the same position, which is equally important. In contrast, many students also have the perception that the implementation of self-assessment in assessing writing skill during online learning can help them detect and improve their work. The results of the questionnaire are also supported by several statements made by respondents in interviews via WhatsApp.

The use of technology in online learning is also used by students to support the assessment process using self-assessment. In addition to the check list provided by the lecturer, student also uses an instrument that supports writing that is obtained from the internet. Furthermore, apart from providing opinions regarding the strengths, weaknesses, and participation of lecturer in the self-assessment process, one respondent gave evaluations for the effective type of assessment to assess writing skills during online learning. From the statements of the two students, it can be seen that traditional assessment is still needed during learning as well as self-assessment. Then, for them, e-portfolio is an effective type of assessment because students can know the progress of their work.

Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning on Impression Dimension

Table 5. The Result of Students' Perception on Impression Dimension

Dimension	Total Score	Mean
Impression	1108	35.74

Base on [Table 5](#), show the result of students' perception that gain total score 1108. Meanwhile the mean is up to 35.74. For the frequency of memories dimension is show in [Figure 3](#).

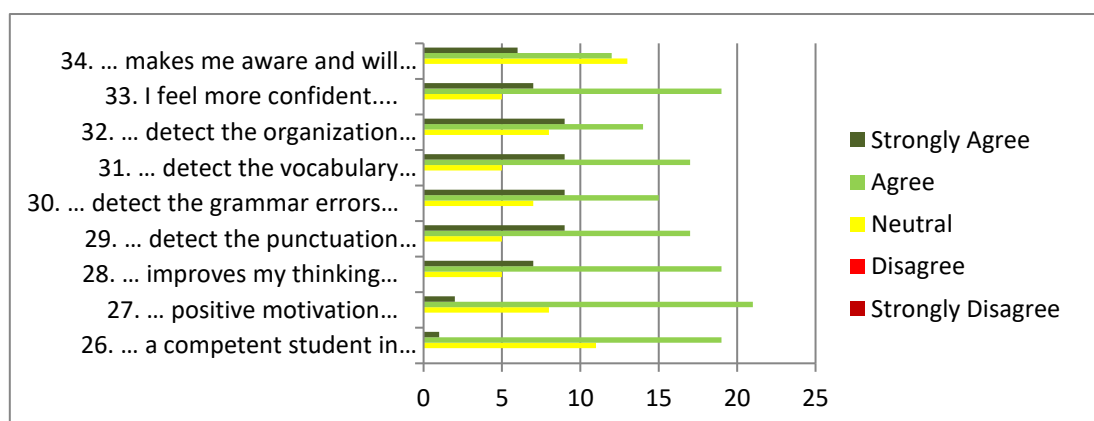


Figure 3. Frequency of Impression Dimension

Base on [Figure 3](#), the result found that in evaluation dimension most of students state agree, followed by strongly agree, there are also students state neutral, no one state disagree and strongly disagree. Scale interval categories are show in [Table 6](#).

Table 6. Scale Interval Categories of Impression Dimension

No.	Criteria	Interval Limit	Classification
1.	$\sum > Mi + 1,5 Sdi$	$\sum > 36$	Very Positive
2.	$Mi + 0,5 SDi < \sum \leq Mi + 1,5 SDi$	$30 < \sum \leq 36$	Positive
3.	$Mi - 0,5 SDi < \sum \leq Mi + 0,5 SDi$	$24 < \sum \leq 30$	Moderate
4.	$Mi - 1,5 SDi < \sum \leq Mi - 0,5 SDi$	$18 < \sum \leq 24$	Negative
5.	$\sum \leq Mi - 1,5 Sdi$	$\sum \leq 18$	Very Negative

Base on Table 6, the mean of impression dimension is 35.74 and it is on interval $30 < \sum \leq 36$, it can be concluded that respondents have positive perception of self-assessment in assessing writing skill during online learning on impression dimension. This dimension includes the impression felt by students during the self-assessment applied in assessing writing ability during online learning, it means that the self-assessment gives a positive impression to the students. This result is also supported by the statement below which was conveyed by the 5th semester students of English Language Education through interview activities. The three respondents gave positive responses regarding their opinion and impression of self-assessment in assessing writing skills during online learning. From student responses, it can be seen that as long as self-assessment is used, it gives encouragement to students to evaluate their work to be better in the future.

Discussion

The use of self-assessment helps the students find the weaknesses and strengths in aspects of punctuation, grammar, vocabulary, and organization. They can identify the errors, such as punctuation, grammar, vocabulary, and organization of their written works (Hasanah, 2015; Purwanti, 2015). Therefore, 5th semester students of English Language Education thought that self-assessment is a good type of assessment in online learning conditions. In line with previous study entitled "The Use of Self-Assessment in Improving Students' Ability in Writing English Skill" (Hasanah, 2015). This study reveal self-assessment have a good impact on students to find their strengths and weaknesses in learning which is the basis for improving their skill in the future and encouraging autonomous learners. Moreover, in her research, she found that self-assessment was better than traditional types of assessment in developing writing competence. The same thing was also found in previous study conducted by that after implementing self-assessment and following the procedure well the students could replace old vocabulary with better vocabulary and more systematic sentence organization (Inayah, 2018). As a facilitator, the teacher is obliged to select and apply the assessment needed by students according to the conditions, student needs, and abilities that will be evaluated to provide positive encouragement to students.

In the evaluation dimension, students perceive that they feel the ease and difficulty of applying self-assessment in assessing writing skills during online learning. As said by previous study the assessment results are objective, educators need to use rubrics on self-assessment and peer assessment (Gurbanov, 2016). However, in this study, one of the weaknesses of self-assessment felt by students was a check list or rubric whose meaning was not comprehensible or caused misunderstandings. The difficulty or problem felt by students is the lack of clarity in the assessment stages which have an impact on evaluation activities that are not optimal (Dewi & Huda, 2020; Zhang, 2020). Thus, the lecturer as the facilitator should providing feedback students feel confused during the learning and assessment process. According to previous study feedback has the aim of guiding students in applying self-assessment in writing for EFL (Taufiqulloh et al., 2018). Therefore, the role of the teacher in the evaluation process is very important to motivate students to think critically.

Based on the results of student evaluations, students have negative perceptions of self-assessment in assessing writing skills during online learning. This statement is supported by previous research which found that students still felt unmotivated, teachers still dominated the assessment, and students did not follow instructions well when self-assessment was used in assessing writing skills (Wisnu & Pradana, 2020). Despite of the disadvantages, students still felt the advantages of self-assessment which can improve the quality of their writing for the better. Other research entitled "Self-Assessment to Assist Students in Writing Descriptive Texts" said that after self-assessment was applied several times with different writing topics, students' writings experienced a progress in the next assignment (Miqawati, 2019). Moreover, some of the students perceive that e-portfolio is the appropriate assessment in assessing writing skills during online learning. Previous research results revealed that the experimental group had better writing skills than the control group after using e-portfolio (Mukhsinah, 2020). Therefore, the students believe that through e-portfolios they can reflect on their learning from time to time. The results of this study show that with self-assessment students can be responsible for improving their writing based on the weaknesses they found. By applying self-assessment in assessing

writing skills during online learning, students can find out the weaknesses and strengths of their written work (Windy & Harus, 2022; Wisnu & Pradana, 2020).

The implication of this study providing students perception related to self-assessment in writing. The students have different perceptions in each dimension. Students have positive perceptions on the dimensions of memories and impressions, while on the evaluation dimensions students have negative perceptions. Students said that self-assessment could help them find punctuation, vocabulary, grammar, and organization errors in their written work. This causes the 5th semester students of English Language Education to have a positive memory and impression of self-assessment in assessing writing skills during online learning. In addition to getting the advantages of self-assessment, students also experience problems related to the teacher's role and the unclear assessment stages. That's because self-assessment is still rarely used, especially in online learning and students need to adapt to these conditions. Therefore, to get effective and efficient results on self-assessment, teachers and students have their respective important roles. Moreover, the researcher offers some suggestion for educators, government and stakeholders, and other researchers. Since there are some students who still do not understand the self-assessment procedure in the classroom during online learning, the educators are expected to contribute in the assessment to guide students to form competent students. Then, teachers are also expected to be able to apply the type of assessment that is in accordance with students abilities in the current technological era. The government and stakeholders are expected to facilitate teachers by creating programs to inform about the use of appropriate assessments in online learning combined with the application of technology, especially self-assessments which are rarely implemented. This study only focuses on investigating student perceptions. Therefore, other researchers need to conduct research on the implementation of self-assessment from various levels of education, such as elementary, junior high, high school, and university in assessing writing skills during online learning.

4. CONCLUSION

The results of the questionnaire and interview revealed that the students have positive perceptions toward self-assessment in assessing writing skill during online learning on memories and impression dimensions. The researcher also found additional information from the interview activity that the students still need to implement traditional assessments because each assessment has different purposes. Furthermore, several students said that an e-portfolio is the best assessment to be implemented during online learning in assessing writing skills.

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