Teacher's Perception of Self-Assessment in English Writing Competency for Junior High School Students

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A R T I C L E I N F O

A B S T R A K

Penilaian diri memberikan banyak manfaat dalam belajar bahasa Inggris, terutama dalam hal kemampuan menulis. Penelitian ini bertujuan untuk menganalisis persepsi guru dan tantangan yang ditemukan guru tentang penerapan selfassessment pada kompetensi menulis siswa di setiap SMP di Nusa Penida. Penelitian ini menggunakan mixed method explanatory design sebagai pendekatan penelitian. Subyek penelitian ini adalah guru sekolah menengah Bahasa Inggris Bahasa Inggris (EFL) di tiga sekolah menengah pertama. Data kuantitatif dalam penelitian ini menggunakan kuesioner untuk mendapatkan data akurat terkait persepsi guru. Data kualitatif menggunakan wawancara semi terstruktur. Pernyataan wawancara disesuaikan dengan teori dalam kuesioner. Pengumpulan data dari kuesioner dianalisis dengan menggunakan Excel untuk mengetahui median kuesioner. Dalam wawancara, data dianalisis dengan menggunakan analisis tematik. Hasil penelitian ini menunjukkan bahwa guru memiliki persepsi yang cenderung positif terhadap penerapan self assessment kompetensi menulis sebagai sarana bagi siswa untuk merefleksi diri, membantu siswa mendapatkan umpan balik, mengembangkan ide menulis agar lebih percaya diri dan mandiri. Guru juga mengalami kendala dalam melaksanakan self assessment yaitu tujuan dari self assessment masih belum dipahami dengan baik oleh siswa.

A B S T R A C T

Self-assessment provides many benefits in learning English, especially in terms of writing ability. This study aims to analyze teachers' perceptions and challenges that teachers find of the application of selfassessment in students' writing competencies at everal junior high school in Nusa Penida. This study used mixed method explanatory design as the research approach. The subjects of this study were EFL secondary teachers in three junior high school. Quantitative data in this study used a questionnaire to obtain accurate data related to teacher perceptions. Qualitative data used semistructured interviews. The interview statement was adjusted to the theory in the questionnaire. The data collection from questionnaire is analyzed by using Excel to find out the median of the questionnaire. In the interview, the data analyzed using thematic analysis. The result of this study shows that teachers have perceptions that tend to be positive towards the implementation of self-assessment in writing competency as a means for students to self-reflect, help students get feedback, develop writing ideas to be better confidently and independently. Teachers also experience obstacles in implementing self-assessment that the purpose of selfassessment is still not well understood by students.

1. INTRODUCTION

One of the skills taught in English classes is writing. In fact, many students in the classroom have mastered all aspects of writing while still being able to write in accordance with its components (Mallia, 2017; Yildirim, 2017). This is influenced by students' selfefficacy in creating ideas, doubts, and mistakes-related concerns. Making sentences and paragraphs can be confusing, and choosing the right terminology and syntax can also be confusing (vocabulary). Writing proficiency may be extremely difficult for some or many EFL students (Azarnoosh, 2013; Ramadani & Xhaferi, 2020). Writing needs students to engage in various types of mental processes. Learners must go through various types of mental processes in order to write. They need more time to consider what they write, ponder on it, plan it out, practice it, make mistakes, and come up with new ideas.

Writing competency determines the results of writing that can convey the author's ideas precisely. Writing competency is a writing ability that human possess that represents their knowledge and the thoughts, actions, and feelings they communicate in their writing (Baran et al., 2011; Nahari et al., 2020). Previous study claims that writing is a means of producing language and expressing thought, emotion, and opinion (Dewi & Huda, 2020).

Writing is a process and that the genre restrictions typically have a significant impact on what people write, which means that these factors must be included in teaching exercises. Additionally, it is a physical and cerebral action that aids writers in putting their ideas into meaningful language. Teacher awareness is needed in finding the right method to hone students' writing competency, one of which is with the right assessment method (Akdamar et al., 2021; Suryawirawati et al., 2018; Windy & Harus, 2022). One of one type of authentic assessment is self-assessment.

A self-assessment is a personal evaluation done to pinpoint aspects that can be enhanced or utilized to meet specific predetermined objectives (Huerta et al., 2018; Jawas, 2019; Wisnu & Pradana, 2020). In other words, the individual examines himself to broaden his perspective on his potential and ability. This procedure is thought to be a psychological exercise that student in management positions should regularly practice to find ways to better every work they are carrying out. Self-assessment has an influential role in students' foreign language learning (Cahyono & Rahayu, 2020; Klimova, 2012). In a study conducted by previous study tested the implementation of self-assessment on young English learners (Elkordy, 2016; Quinõnes & Rusu, 2017). The results shown 4 are students become more positive about their performance in learning English. This proves that self-assessment has great potential in foreign language learning.

Self-Assessment is crucial for completing challenging writing assignments. Students' perceptions of the outcomes of their past writing performance, such as how effective they thought they were in finishing a writing task, might have a significant impact on their sense of self-efficacy (Lastari & Silvana, 2020; Riddell, 2015). It is crucial to take into account students' self-efficacy because it has an impact on their capacity to assess their own work and their competency (Paramartha, 2016; Prijanto & Kock, 2021). While it is common for teachers to require students to edit their papers before submitting them for review also expected to improve their first draft by doing diligent reading and writing that has an impact on everyone. However, some students give themselves sufficient time to revise their writing during situations that are more intense than timed writing assessments.

From interviews conducted with 13 English teachers at junior high schools in Nusa Penida, they have a view on Self-Assessment. 3 teachers stated that they often use self-assessment as an assessment method in their learning. Another 10 teachers stated that they never used Self-assessment in assessing the work of their students for some reason. The first reason students find it difficult to assess their work is because English is a foreign language for students in Nusa Penida. Another reason teachers think students are often dishonest in assessing their work. The reasons above are considered quite reasonable, but still selfassessment must be applied because of the benefits provided.

Several studies related to this research have been carried out by several researchers. The research show the results of this study indicate that samples who are proficient in writing rate themselves lower than what they do during self-assessment, while samples who are less proficient in writing rate themselves higher and assess themselves they are taller (Sahragard & Mallahi, 2014). Furthermore other research conducted with the aim of enhancing student learning and finding out what is best in the classroom, research design is naturally an action (Hati et al., 2021). The results of this study indicate that 30% of the sample students are in the Very Independent category and the remaining 70% of students are in the Independent learner category. Then research with purpose of this research is to introduce self-assessment as a task for scaffolding because it can identify gaps between students' knowledge and the teacher's criteria for assessing their writing (Mazloomi & Khabiri, 2018).

Although there have been several studies on the topic of the link between self-assessment and writing competency, there has been limited research that has discussed teachers' perceptions of self-assessment and the challenges faced when applying self-assessment to students' writing competency. Based on the explanation above, this study aims to analyze the English teacher's perception of self-assessment. The teacher's perception is important in directing how the 6 self-assessment that has been carried out is implemented. In addition, this study also aims to analyze challenges that teachers face in applying self-assessment to students' writing competency.

2. METHOD

The design used in this research was mixed method explanatory design. The data collected in this research had two forms there were quantitative and qualitative. Mixed method as a method or design that uses both quantitative and qualitative methods (Creswell & Clark, 2018). The data will first be quantitatively counted, and then interpreted more deeply in qualitatively way. The steps of mix method design chart is show in Figure 1.

The research was conducted in 3 junior high schools in Nusa Penida, Klungkung, Bali, especially for English teachers in each school. The schools that were included as research sites were SMP N 2 Nusa Penida, SMP N 5 Nusa Penida, SMP N 6 Nusa Penida. This study are using questionares In this study, a closed-ended questionnaire with a four-point Likert scale was employed. and The researcher employed interviews to get more detailed information about teacher perceptions. The data collection from questionnaire is analyzed by using Excel to find out the median of the questionnaire. In the interview, the data analyzed using thematic analysis. Thematic

analysis is a method of analyzed the qualitative data to describe and interpreted the data interview (Braun & Clarke, 2019).
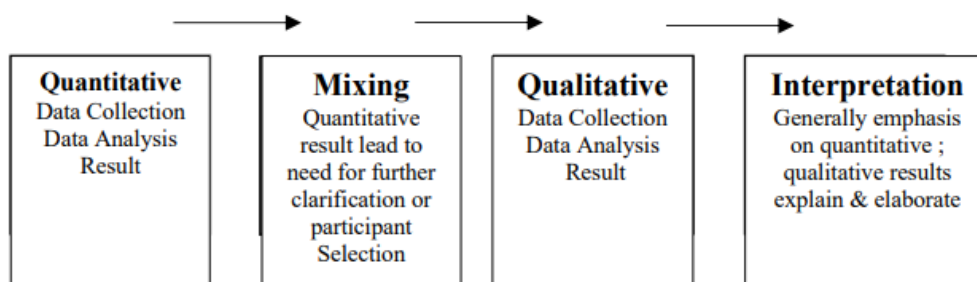

Figure 1. Steps of Mix Method Design

3. RESULT AND DISCUSSION

Result

The result of Questionare Related to Secondary Teacher's Perception About Self-Assessment

The purpose of this study was to analyze English teacher perceive about using Self-Assessment to develop student's Writing competency. 4 English teacher in 3 different junior high school in Nusa Penida were involved in this research. An observation sheet, a questionnaire, and a semi-structured interview were the three tools the researcher utilized to get the data. The results of the questionnaire administered to English teachers, depicting their perceptions regarding the use of self-assessment in writing competency is show in Figure 2.
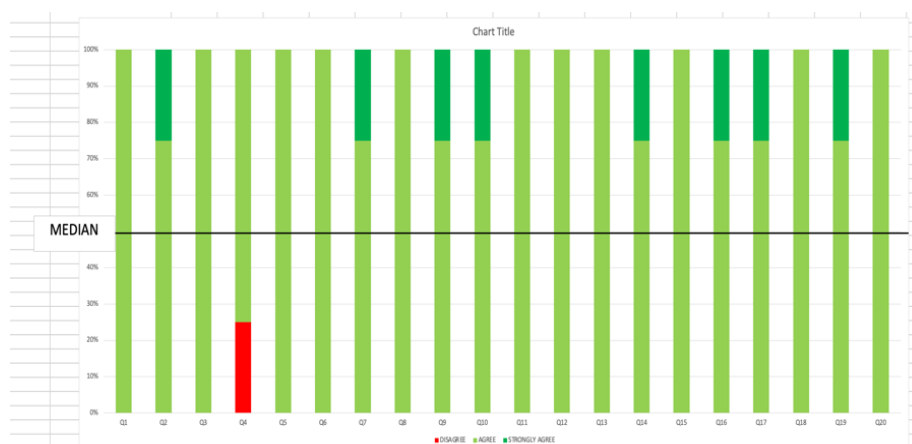

Figure 2. The Result of Survey Using Questionnaire

Base on Figure 2 show the result of quantitative data analysis from survey results using a questionnaire. From the 20 questions regarding the junior high school English teacher's perception of the application of self-assessment to students' writing competence, it can be concluded that all of the 4 respondent teachers have a positive tendency towards the application of self-assessment to students' writing competence. This is illustrated in the data chart where 20 bars cross the median line or above 50%. These all statement is supported by the results of interviews with teachers. They revealed that applying self-assessment helps students in learning, especially in improving students' writing competence. The following is the result of the interview that was conducted with the teacher.

Self-assessment serves as a valuable medium for self-reflection. It offers individuals an opportunity to pause, evaluate, and gain deeper insights into their own performance and progress. From the teacher's response to the interview, it can be seen that self-assessment is a good medium for students to get to know their own strengths and weaknesses by assessing their own work. Students are made easy to find out which parts they need to improve or revise from their work. By knowing their weaknesses, they can improve their writing competence. The teachers also argue that by knowing the strengths and weaknesses in themselves, especially writing competence, students are more motivated to improve writing competence.

The Result of Interview Related to EFL Secondary Teacher's Perception About Self-Assessment

According to the respondent, increasing motivation in writing is possible by utilizing self-assessment values that highlight students' obstacles and weaknesses. By identifying these areas for improvement, students can effectively increase their motivation to write. Other respondent took advantage of the benefits of self-assessment in increasing motivation. Students find greater comfort in evaluating their own work compared to relying solely on the teacher's assessment. This self-assessment approach allows them to measure their abilities and customize their writing, leading to increased motivation and work tailored to individual abilities.

The teachers also agree that self-assessment spurs students to be more creative in developing ideas. From the respondents' answers it can be seen that the level of students' writing ability has shown an increase, especially in the development of ideas. Initially, students have a limited understanding of common words, but through assessment, they gain the ability to learn more specific and complex vocabulary. This allows them to write in a more varied way and emphasize their ideas more. When their work doesn't fit the rubric, they actively seek new ideas to meet the given criteria. While an immediate and significant impact may not always be apparent, self-assessment can contribute to improving students' writing outcomes. Each student also engages in diverse and adequate information gathering, generating a strong set of ideas covering a topic of their choice creatively.

The teacher also stated that students became more independent by using self-assessment. Students often show an increased level of independence. They are able to work according to their own assessments without explicit instructions, although they may still need assistance. Since the students themselves are assessing their writing, there is no difficulty in understanding the revisions. This self-assessment process impacts students to own their work and make necessary improvements without depending on external feedback. By actively engaging in the revision process, students gain a deeper understanding of their writing and develop valuable skills in self-evaluation and improvement.

Students are expected to develop the ability to assess themselves through self-assessment. This important skill empowers students to take an active role in their own learning process. In the interview section teacher state by using self-assessment students are expected to have a basic understanding of their own abilities and be able to assess their learning completeness by identifying their strengths, weaknesses, and areas of development. Both teachers emphasized the importance of students identifying their strengths and weaknesses through self-assessment as a reference point for improving their learning. By capitalizing on their strengths, students can excel in a related subject or area of interest, while acknowledging their weaknesses provides valuable insights for targeted improvement. This process of self-reflection empowers students to take ownership of their learning, cultivating a growth mindset and commitment to continuous development.

Students are expected to harness their creativity in writing through the utilization of self-assessment. By engaging in self-assessment, students are encouraged to think critically, reflect on their work, and explore innovative ideas in their writing process. The interview reveals the teacher's expectations for the application of self-assessment. According to the teachers, the existence of self-assessment is expected to be a place for students to grow their creativity in writing and develop their own ideas and opinions. By engaging in self-assessment, students are encouraged to think critically, explore multiple perspectives, and express themselves through their writing.

Teachers have high expectations that students will develop increased independence through the use of self-assessment. By engaging in self-assessment, students are encouraged to take ownership of their learning and become more self-reliant in evaluating their progress. Teachers expect self-assessment and its direct impact on developing students' independence in solving problems and finding solutions. Through self-assessment, students are expected to own their learning journey, allowing them to overcome obstacles and challenges with a sense of autonomy. The teachers expressed the hope that students would gradually become more conscientious in assessing their own work and improve their writing skills within the framework provided. Furthermore, the teachers expressed their desire that students develop independence in evaluating their work, recognizing their mistakes, and distinguishing what is right. By becoming more independent in their assessments, especially in writing, students gain valuable skills for self-reflection and continuous improvement. Teachers really hope that self-assessment empowers students to take responsibility for their learning and become increasingly adept at assessing their own progress and work.Use of self-assessment for teachers

Furthermore, the teacher also revealed that self-assessment not only helps students but also helps them. Self-assessment makes it easier for them to provide values, makes it easier for them to find out the weaknesses and strengths of students so they can determine the right teaching strategies and methods. From the interview can be seen that the self-assessment process carried out by students has proven to be useful in facilitating the assessment of each student for teachers. By reviewing the results of the student's self-assessment, it is easier for teachers to evaluate their students performance. Rather than conducting a thorough review since beginning, teachers can compare their own assessments with student self-assessments, which streamlines the assessment process. This approach eliminates the need to re-evaluate the work as a whole, allowing teachers to focus on

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specific areas of concern and provide targeted feedback. Student self-assessments serve as a valuable reference point, enabling teachers to assess and guide their student effectively.

Challenges Faced by EFL Secondary Teachers in Implementing Self-Assessment

Implementing self-assessment in EFL secondary classes presents many challenges for teachers. To gain insight into these challenges, this study conducted interviews with four experienced English teachers at Junior High schools in Nusa Penida. Four teachers face almost the same problem. In this section aims to describe the main obstacles faced by EFL secondary school teachers when incorporating self-assessment into their teaching practice. The interviews conducted with these teachers identified several challenges.

One of the challenges for teachers in implementing self-assessment is that students' self-assessments are not always in accordance with the points assessed in their writing. Sometimes, students do not accurately evaluate their own performance against established criteria. This was conveyed by the teachers during the interview. From the response stated by the teacher in the interview, the students' corrections in their writing were not in accordance with the assessment values specified in the assessment given. This difference often causes problems when carrying out the assessment. In addition, it was observed that students often had difficulties in reading the self-assessment rubric and understanding the factors and points related to it.

Furthermore, there is a significant challenge faced by teachers in implementing self-assessment, namely the problem of students not being honest in assessing their own writing during self-assessment. Some students may have difficulty evaluating their own work accurately, leading to potential inaccuracies and bias in them. From the teacher's response to student honesty, it is known that not all students fill out the assessment honestly, because some still believe that poor results reflect an inability in their learning abilities. This perception causes a reluctance to critically assess oneself, resulting in less accurate and reliable self-assessment results. In addition, student honesty can be a problem when some students hold on to the belief that they are right, even though their writing is wrong. This is certainly a problem that must be immediately found the right solution.

The points above also show a lack of understanding among students regarding the stages and objectives of the process. Students not understanding the stages and objectives of self-assessment are a common obstacle faced by teachers. Many students struggle to understand the goals and steps involved in self-assessment, which hinders their ability to engage in meaningful self-assessment. Students lack understanding of the basic concepts and processes involved, such as setting goals, reflecting on their work, and evaluating their own progress. Without a clear understanding of the stages and goals, students may not fully understand the value and purpose of self-assessment, leading to less effective engagement in the process.

Discussion

The findings indicate that EFL secondary teachers at junior high schools in Nusa Penida hold a positive view regarding the effectiveness of the Self-assessment technique in enhancing students' writing proficiency. They concur that Self-assessment plays a crucial role in the development of English writing skills. These outcomes are evident in the questionnaire data, which indicates scores surpassing the median line. Furthermore, the findings are supported by insights gathered from semi-structured interviews, which were conducted to provide additional clarification and bolster the questionnaire data. The subsequent section will delve into a comprehensive discussion of the questionnaire results and interview findings within the context of relevant theories.

EFL Secondary Teacher's Perception about Self-Assessment

Analysis of the data obtained from the administered questionnaire revealed a prevalent positive trend among teachers regarding the quality of student self-assessment. The responses collected from educators consistently indicate that self-assessment is considered a valuable instrument for enriching students' learning experiences. This finding is in line with research conducted to examine the impact of teaching self-assessment techniques on the calibre of students' work, particularly in the context of making scientific posters (Navarro et al., 2022). Their research provides empirical evidence supporting the proposition that self-assessment plays a positive role in improving the quality of student work. In addition, their study showed that when students actively engage in the practice of self-assessment, they develop a deeper understanding of their own strengths and weaknesses, which in turn leads to increased learning outcomes and high academic achievement. These findings reinforce the positive perceptions expressed by the researchers. In addition, additional supporting statements can be put forward, taken from a separate study who underscores the advantages of self-assessment in encouraging students' critical thinking skills and fostering their sense of responsibility towards educational progress themselves (Al-Ahdal & Abduh, 2021).

The findings of this study also reveal that teachers believe in the power of self-assessment as a self-reflection tool to identify students' strengths and weaknesses in their writing competence. Through self-assessment, students gain valuable insight into their own writing abilities, enabling them to pinpoint areas requiring improvement (Castillo-Cuesta, 2022; Putri, 2018). This belief is supported by research emphasize that self-

assessment helps individuals gain a deeper understanding of themselves and their abilities, which can further lead to personal growth and improvement (Trujillo, 2009). In addition further empirical evidence about the positive effect of self-assessment on writing skills (Mazloomi & Khabiri, 2018). The research highlighted that self-assessment allows language learners to actively engage in evaluating their own writing, leading to increased self-awareness and better writing performance. Therefore, integrating self-assessment as a pedagogical practice can empower students to take ownership of their learning journey and develop their writing competence more effectively.

Teachers widely recognize the impact of self-assessment on students' motivation, particularly in encouraging independence in their writing endeavors. Previous study offers valuable insights into this field (Ratminingsih et al., 2018). Research shows that self-assessment contributes to the development of a heightened sense of responsibility among students, which leads to better work habits and greater independence in their writing process. This habit assists students in improving the quality of their work and gaining a deeper understanding of how to achieve it, requiring less guidance from the teacher. Additionally, other research highlights the developmental potential of self-assessment in promoting independence (Rezai et al., 2022). This research highlights how self-assessment reports engage students in reflective practice, enabling them to monitor their progress, set goals, and make autonomous decisions in their writing development.

Besides that, self-assessment also helps teachers monitor student progress and find out student strengths and weaknesses, Supported by study which explores teacher perspectives on self-assessment and its impact on monitoring student progress (Prasetya, 2021). This study reveals that teachers value self-assessment as a valuable tool for gaining insight into student understanding. Even previous research highlights that self-assessment tends to be in harmony with the teacher's direct assessment (Ross & Bruce, 2007). This is also in line with the results of other research which revealed that the results of student self-assessment are useful for teachers in knowing how students think (Brown & Harris, 2014). Self-assessment serves as a valuable tool for teachers to gain insight into the strengths and weaknesses of their students. This is in line with the opinion of of previous study who argue that through self-assessment, teachers can gain a comprehensive understanding of students' abilities and areas of expertise (Hati et al., 2021). By encouraging students to reflect on their own learning and assessing their performance, teachers can identify student strengths. In addition other study show that engaging in self-assessment allows teachers to recognize students' strengths and weaknesses (Baleghizadeh & Masoun, 2013). Teachers can utilize the results of self-assessments to gain a better understanding of student skills.

Challenges Faced by EFL Secondary Teachers in Implementing Self-Assessment

Although self-assessment is a valuable tool for teachers and students, in its application teachers must face several challenges. One such challenge is students' lack of understanding of the purpose of self-assessment. Students often perceive assessment as a mere test, with the final grade being the end result (Lastari & Silvana, 2020; Ross & Bruce, 2007). This limited perception can hinder the true potential of self-assessment as a tool for growth and improvement. When students view self-assessment as a test, they tend to prioritize achieving high scores rather than focusing on the process of self-reflection and self-improvement. This perception is supported by the statement of previous study which states that students' self-assessment is often influenced by socio-cultural factors and external pressure to achieve high ratings and scores (Arfiani et al., 2020). These influences can shape students' perceptions of self-assessment and impact the way they evaluate their own work. In many educational contexts, societal expectations and cultural norms place a strong emphasis on academic achievement and competition. Students may feel compelled to conform to these expectations, leading them to prioritize external validation through high ratings and scores.

Furthermore the challenges teachers face when it comes to controlling student behaviour during the self-assessment process. Excessive control exerted by teachers can actually have a detrimental effect on the outcomes of self-assessment (Huerta et al., 2018; Yilmaz, 2017). When students feel overly regulated or directed in their self-assessment practices, it can hinder their ability to take ownership of the process and fully engage in meaningful reflection. These challenges indicate that there may be a disconnect between the intended purpose of self-assessment and students' understanding and expectations of the assessment itself. Students often hold preconceived notions about the value of assessments, shaped by external pressures and societal expectations. These notions can hinder their ability to engage in authentic and meaningful self-assessment practices, particularly when it comes to developing their writing skills. Other study suggests that self-assessment is very effective for students who have high self-efficacy (Paramartha, 2016). Students with high self-efficacy tend to have strong beliefs about their abilities and are more confident in evaluating their own work. On the other hand, students with low self-efficacy may feel more challenged to use self-assessment effectively. These students may struggle with self-reflection and have difficulty accurately recognizing their own weaknesses in writing. The factors above can trigger student dishonesty in carrying out self-assessments which certainly reduces the accuracy of the results of self-assessment.

The findings of the research indicate that incorporating self-assessment has a positive impact on students' writing competency, and it offers numerous advantages during the learning process. Self-assessment assists

students in improving their English writing competency and boosts their creative thinking. Nonetheless, when put into practice, the teacher encounters certain challenges while implementing self-assessment, which can serve as valuable insights for enhancing its implementation in the classroom. Consequently, by implementing self-assessment effectively, students can gain greater opportunities and advantages in advancing their competence in English writing.

Even though student mentality are not yet to apply self-assessment with the right goals. The family should provide more education that emphasizes to children that the score is not the most important thing but the process. People cannot pressure children to focus on scores in learning. People should build a child's mentality that trusts the process more. The findings of this study serve as a fundamental guideline for implementing self-assessment strategies aimed at enhancing students' writing competency. The limitations identified within this research can be rectified to refine the self-assessment approach. Moreover, the teacher's perspective on incorporating self-assessment to encourage students' writing competence can be utilized to adapt the method for classroom learning. Additionally, educators can utilize the insights gained from this study to improve the implementation of the self-assessment method, while students can apply the knowledge acquired from this research to adapt the self-assessment technique for other learning abilities..

4. CONCLUSION

Based on the research findings self-assessment enables students to engage in self-reflection and identify areas for improvement, thereby increasing their motivation to enhance the quality of their writing. Additionally, self-assessment supports teachers in assessing and monitoring student progress and aids in determining appropriate teaching methods. The results of the teacher interviews further reinforce the notion that self-assessment facilitates writing improvement by enabling students to assess their strengths and weaknesses. However, the research also highlights areas that require improvement in the application of self-assessment. Students often experience pressure and confusion during the self-assessment process, and their lack of understanding about what aspects to assess may lead to dishonesty in their self-assessments. Moreover, the challenges associated with limited knowledge about self-assessment indicate the need for further support to help students grasp the concept and optimize their self-assessment skills. Overall, the research supports the positive impact of self-assessment on writing competency, while acknowledging the challenges that need to be addressed to enhance its effectiveness.

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