



Students' Perceptions on the Use of Self-Assessment in Writing Competence

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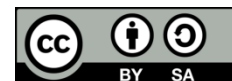
ABSTRAK

Penggunaan self-assessment kurang efektif, hal ini diakibatkan oleh kurangnya bimbingan atau dukungan yang diberikan oleh guru pada saat self-assessment yang merupakan alasan umum. Meskipun siswa melakukan penilaian diri sendiri, guru juga memegang peranan penting. Guru perlu memberikan petunjuk yang konsisten dan rinci mengenai prosedur penilaian diri sehingga siswa mampu menginternalisasikan konsep-konsep yang terlibat. Penelitian ini bertujuan untuk menganalisis persepsi siswa tentang penggunaan penilaian diri dalam kompetensi menulis mereka dan untuk mengidentifikasi tantangan yang mereka hadapi. Penelitian ini menggunakan desain survei dengan pendekatan kualitatif. Siswa kelas 9 sebagai peserta penelitian ini. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Analisis tematik merupakan metode analisis data kualitatif untuk mendeskripsikan dan menginterpretasikan data wawancara. Temuan menunjukkan bahwa siswa memiliki persepsi positif terhadap penilaian diri, yang secara khusus dikategorikan ke dalam empat tema utama. Pertama, self-assessment bermanfaat bagi siswa untuk meningkatkan kompetensi menulisnya, self-assessment mendorong siswa untuk mengembangkan kualitas tulisannya, self-assessment membantu siswa mencapai harapannya terhadap kompetensi menulis, dan self-assessment membantu siswa menilai tulisannya. kompetensi. Selain itu, tantangan yang ditemukan juga dikategorikan ke dalam tiga tema, seperti siswa merasa diremehkan dalam hal kompetensi menulis, siswa merasa kurang obyektif dalam menilai kompetensi menulis, dan siswa merasa kekurangan waktu dalam menilai kompetensi menulis

ABSTRACT

The use of self-assessment is not effective, this is the result of a lack of guidance or support provided by teachers during self-assessment which is a common reason. Although students carry out their own self-assessment, teachers also play an important role. Teachers need to provide consistent and detailed instructions regarding self-assessment procedures so that students are able to internalize the concepts involved. This study aimed to analyze students perception on the use of self-assessment in their writing competence and to identify the challenges they face. This study uses a survey design with a qualitative approach. 9th grade students as the participants of this study. Questionnaire and interview were used to collect the data. Thematic analysis is a method of analyzing qualitative data to describe and interpret the data interview. The findings show that students have positive perception towards self assessment, which are specifically categorized into four main themes. Firstly, self-assessment is useful for students to improve their writing competence, self-assessment encourages students to developed their quality of writing, self-assessment helps student to achieve their expectation of writing competence, and self-assessment helps students to assess their writing competence. Additionally, the challenges found also categorized into three themes, such as students feel underestimated regarding their writing competence, students feel less objective in assessing their writing competence, and students feel they lack time in assessing their writing competence.

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1. INTRODUCTION

Since the establishment of new paradigm of learning, the teaching and learning process has become designed on student-centered learning. The new paradigm of learning or known as Emancipated Curriculum is expected to provide as much space as possible for students to be creative and develop themselves (Kaminskiené & Khetsuriani, 2019; Ramadita et al., 2021). In other words, it enables students to learn independently, actively participate in the learning activities and students are going to gain in-depth knowledge and can expect to be able to increase the quality of their learning (Muharto et al., 2019; Silalahi & Hutauruk, 2020). As previously stated, students must involved in every learning activities, including assessment. According to previous study assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals (Child & Shaw, 2016). Assessment serves to determine the learning needs, development and

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achievement of student learning outcomes. Based on its function, assessment consists of three types; there are assessment as learning, assessment for learning, and assessment of learning. The three types of assessment above, assessment as learning is one of the assessment activities that can involve students to be more active. Assessment as learning puts students at the center of learning and is considered a powerful alternative assessment approach that can maximize students' learning (Aji et al., 2018; Onodipe et al., 2020). It emphasizes learner active participation in evaluating and accordingly reconstructing knowledge of a particular discipline with or without teacher guidance (Halomoan, 2022; Kernagaran & Abdullah, 2022). In the process of assessment as learning, the use of self-assessment is becoming a trend.

Self-assessment is a form of assessment in which learners are asked to assess themselves. Self-assessment is the process of students making judgments about their own work, in terms of their progress and the quality of their work (Papanthymou & Darra, 2019; Zheng et al., 2017). Through self-assessment, students are more responsible for the process and achievement of their learning goals. According to Regulation of Ministry of Education and Culture Number 23 from 2016, encouraging students to evaluate their work while they are studying can help them become more self-aware. During the learning process, self-assessment involves students assessing their own work and providing self-questions to themselves (Dishon & Gilead, 2020; R. Ibrahim et al., 2018; Sandri et al., 2016). By giving self-assessment to students, they can develop a more active and responsible role in their own learning. In the English teaching-learning process, writing seems to be the most difficult to be mastered among the four language skills. This is due to the fact that, as a productive skill, writing requires mastery for several components, such as grammar and content. Therefore, the idea or the message as the content of the writing should be presented as clear as possible. As a skill, writing cannot be mastered at once but it needs a lot of practice (N. Ibrahim et al., 2015; Sepulveda-Escobar & Morrison, 2020). Writing practices in the classroom are required to give opportunities to the students to develop their ability in expressing themselves in an appropriate way. They have the chance to improve their writing since they can correct their work after being checked by the teacher.

Writing, like all the other skills, is taught and practiced from the very beginning levels and it must be rated and assessed. To be performed skillfully, to bring pleasure to both student and teacher, it requires practice. The writing practice is given in the form of various exercises, done hierarchically from the easiest to the more difficult tasks (Håland et al., 2019; Lee & Coniam, 2013). More practice will enrich the writer's knowledge and improve their skill in using English in its written form. Beside doing more practice in developing the writing text, the teacher can facilitate the students in doing their own assessment (Mufarola & Murbowo, 2019; Putra et al., 2021). Self-assessment in writing indicates any method or incorporation of any activity that causes students to think about, evaluate and revise their writing. The use of the self-assessment technique is effective in students' achievement in writing (Barth et al., 2019; Sulo et al., 2012). Students need to know what their abilities are, how much progress they are making and what they can (or cannot yet) do with the skills they have acquired. Without such knowledge, it would not be easy for them to learn efficiently. In the process of learning writing, the students are able to assess the strength or the weakness of their writing through self-assessment. By doing so, students both improve the piece of writing in hand and get the skills for later use (Setyowati & Hastuti, 2021; Shin et al., 2020). This process includes all the exercises one can do to encourage reflection for further improvement.

Self-assessment is considered a good way to improve the students' writing competence since it will lead the students to become aware of their own ability. The use of self-assessment in the process of writing has enough benefits, such as making the learning process more student-centered, taking individual students' thinking and full of consideration, more thoughtful writing, enhancing students' motivation, improving learning skills, and development of mastery goals in learning (Masruria, 2021; Sandri et al., 2016). Self-assessment was found to be beneficial in promoting students' independence and enhancing their writing competence. From those benefits, it can be concluded that this kind of assessment as a tool for learning can have a considerable impact on students' learning achievement and development into reflective and independent learners (Goosen & Steenkamp, 2023; Ratminingsih et al., 2018). However, some previous research also found that the use of self-assessment not effective. The implementation of self-assessment in foreign language teaching in Finland is less efficacious than it could be (Cotta & Costa, 2016; Indriwati et al., 2019). The lack of guidance or support provided by teachers during self-assessment is the common reason. Students need to be provided with help on the use of self assessment as a means to identify cognitive and metacognitive learning strategies (Astafiria & Bayu, 2021; Goosen & Steenkamp, 2023). Although students conduct their own self-assessment, the teacher also plays a crucial part. Teachers need to give consistent and detailed instructions on the self-assessment procedures so that learners are able to internalize the concepts involved. By doing so, the expectation that self-assessment has a good impact will be realized. Based on preliminary study, students have implemented self-assessment in their writing classes. From the teacher's perspective, self-assessment has a good impact on improving students' writing competence. Therefore, this study was conducted to analyze in depth regarding students' perceptions on the use of self-assessment in writing competence. The novelty of this study is to know student perceptions as strong

evidence that self-assessment can be used effectively and can improve students' writing competence. However, due to self-assessment has been implemented just a little while ago, it is still something new for students. As a result, this is a common thing that happens to students who still experience several problems while using self-assessment. So, this study also conducted to identify what are challenges that students face while using self-assessment.

2. METHOD

This study was conducted in SMPN 1 Payangan. The research design used was a survey with a qualitative approach. Survey research is defined as the collection of information from a sample of individuals through their responses to questions (Gopalan et al., 2020). The research design implemented in this study was a survey utilizing a qualitative approach. This method was chosen to gain in-depth insights and a comprehensive understanding of the phenomena under investigation. Through qualitative surveys, researchers are able to explore participants' perspectives, experiences, and motivations, providing rich, detailed data that quantitative methods might overlook. The qualitative approach allows for open-ended questions, fostering a flexible and responsive research process that can adapt to the emerging themes and patterns during data collection. Consequently, this design enhances the depth and breadth of the findings, offering a nuanced and holistic view of the subject matter. The data collected through open-ended questionnaire and interview. For the questionnaire, a four-point Likert scale was used consisting of (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree, along with open-ended questions that allow students to convey their views in more depth. Follow-up interviews were conducted to gather more specific information regarding students' perceptions and their challenges when using self-assessment in English writing competence. This supports a deep understanding of students' perceptions and views. The data collected from the questionnaire was analyzed using Excel to determine the median of the questionnaire, while data collected from interviews was analyzed using thematic analysis. Thematic analysis is a method of analyzing qualitative data to describe and interpret the data interview. Several steps must be followed in thematic analysis, such as understanding the data, coding, and determining themes (Lochmiller, 2021). Contains how data is collected, data sources and ways of data analysis.

3. RESULT AND DISCUSSION

Result

Students Perception on Self-assessment in Writing Competence

The questionnaire used in this study was adapted from the theory which contains 2 dimensions with a total of 20 questions. According to the questionnaire, the first dimension is the quality of self-assessment which focuses on students' perception regarding how useful this self-assessment, how the self-assessment can encourage students, and how can the self-assessment can clearly show what is expected of students in their writing competence. The second dimension is students use of self-assessment which focuses on how self-assessment can help students in assessing their writing competence. The questionnaire was delivered to respondents using Google Form. The questionnaire respondents were 161 students from 6 classes of grade 9 at SMPN 1 Payangan. From the questionnaire that have been delivered to respondents, the results of the questionnaire were used to describe students' perceptions of the use of self-assessment on writing competence. The result of the data of questionnaire can be seen on the Figure 1.

Base on Figure 1, the result of students' perception on self-assessment in writing competence tends to agree. As previously stated, this questionnaire has 2 dimensions, the first dimension is the quality of self-assessment which has 3 main indicators, such as usefulness, encouragements, and expectations. The usefulness of self-assessment is interpreted in Q1-Q4, the encouragement is interpreted in Q5-Q8, and expectation is interpreted in Q9-Q15. From the Q1-Q15 chart, it can be seen that the majority of students agree with the statements given. In other words, students agree that self-assessment is useful for students to improve their writing competence, self-assessment can encourage students to develop their writing competence, and self-assessment can clearly show what is expected of students in their writing competence. The second dimension is students use of self-assessment which focuses on how students can use self-assessment as a tool to help them assessing their writing competence. The statements related to the use of self-assessment to assess students' writing competence are interpreted in Q16-Q20. The chart in Q16-Q20 also clearly shows that most of the students agree that self-assessment can help them in assessing their writing competence. Overall, the median of the data is 50% and most of the students are on the "Agree" line. So, it confidently can be said that the students have a positive perception on self-assessment in writing competence. This positive perception took place since self-assessment is useful for students to improve their writing competence, self-assessment can encourage

students to develop their writing competence, self-assessment can clearly show what is expected of students in their writing competence, and self-assessment can help them assess their writing competence.

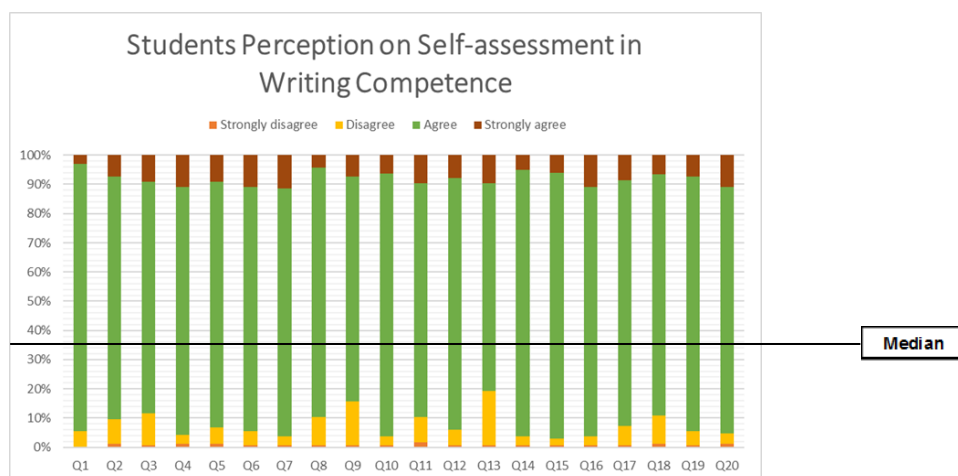


Figure 1. Result of Students Perception on Self-assessment in Writing Competency

The result of the questionnaire was also supported by the interview and the data analyzed using thematic analysis. From the result of the analysis of interview, several themes were found such as self-assessment is useful for students to improve their writing competence, self-assessment encourages students to developed their quality of writing, self-assessment helps student to achieve their expectation of writing competence, and self-assessment helps students to assess their writing competence.

Self-Assessment is Useful for Students to Improve Their Writing Competence

On the other hand, students feel that self-assessment also useful to find out the strategies that can improve their writing competence. Self-assessment in writing offers useful strategies for students to reflect on and improve their own writing competence. This includes thinking about their writing process, the purpose of their writing, and who they are writing for. Self-assessment also can encourage students to developed their quality of writing. To develop the quality of their writing, students are motivated and encouraged to think critically about their writing. They will think critically which areas they have mastered or need to be improved. By encouraging students to critically analyze their own writing, self-assessment can greatly raise students' awareness of the quality of their writing. Self-assessment is very valuable for raising their awareness of the learning process. This awareness allows students to be motivated to more actively look for strategies to minimize errors and make improvements according to targets.

Based on interview result, it can be said that self-assessment provides an opportunity for students to revise their work based on the results of reflection and feedback they receive. With this process, students believe that writing is a dynamic skill that can be perfected through continuous improvement. Besides that, self-assessment allows students to track their growth in writing competence over time. By looking back at earlier work and comparing it to more recent assignments, students gain a sense of their progress and development as writers. These techniques collectively contribute to a student-centered approach to writing improvement, fostering a sense of ownership, critical thinking, and continuous learning. Incorporating self-assessment into regular writing assignments ensures that students develop the habit of critically evaluating their work. The regular practice of self-assessment helps students identify patterns in their writing and make consistent improvements. Along with that, the increased of self-awareness encourages students an active attitude toward ongoing progress by giving them a sense of control over their learning process. When students actively engage in assessing their own writing, they take ownership of their learning process. This sense of responsibility can motivate them to make conscious efforts to improve. So, indirectly students can produce higher quality writing.

Self-assessment Helps Student to Achieve Their Expectation of Writing Competence

Self-assessment is also said to be able to help students to achieve their expectations regarding their writing competence. Students are given the opportunity to see their competence and progress in order to improve their writing. Through the process of self-reflection, students gain valuable insight into their current writing competence and identifying specific areas of strength and areas that need improvement. It can be said that self-assessment plays an important role in helping students set meaningful and achievable goals in writing competence. Since students are trained to make a good writing, it can direct them to achieve their goals or expectations to improve their writing competence. Setting goals or expectations based on self-reflection helps

students work on specific areas for improvement. Define clear and specific criteria for assessment are the keys. These goals could target areas identified for improvement, such as sentence structure, vocabulary use, or overall coherence. Goal setting creates a roadmap for focused improvement. Providing a rubric or guidelines helps students understand the standards against which they are assessing their work.

Self-assessment helps students to assess their writing competence by following the appropriate step by step of self-assessment. During the learning process, self-assessment involves students assessing their own work and providing self-questions to themselves. By giving self-assessment to students, they can develop a more active and responsible role in their own learning. Students can find out where their weaknesses are in writing and how much writing competence do they have. Students also can gain a deeper understanding of their writing process by reflecting on their strategies, from brainstorming and drafting to revising and editing. This is also supported by the statements of the students, in the process of learning writing, the students are able to assess the strength or the weakness of their writing through self-assessment. Students can find out what their abilities are, how much progress they are making and what they can (or cannot yet) do with the skills they have acquired. By doing so, students both improve the piece of writing in hand and get the skills for later use. This process includes all the exercises one can do to encourage reflection for further improvement. Then, students also have responsibility for the process and achievement of their learning goals.

The Challenges That Face by The Students When Implementing the Self-Assessment in Writing Competence

The interview session also conducted to collect the data about challenges that faced by students while using self-assessment in writing competence. Based on the results of the interview, several themes were found regarding the challenges that faced by students while using self-assessment in writing competence. These challenges include students feel underestimated regarding their writing competence, students feel less objective in assessing their writing competence, and students feel they lack time in assessing their writing competence. Despite the many benefits offered by self-assessment, students also sometimes face challenges in using it. The first challenge that some students face is students feel underestimated regarding their writing competence. The use of self-assessment in writing can sometimes create a feeling of underestimation among students regarding their writing competence. Many things might cause these kinds of feelings, such as a lack of confidence that causes students to concentrate on their perceived weaknesses rather than their competence. This is also supported by the statements of the students, state that self-assessment can make students feel underestimated regarding their writing competence. Once they find out their weaknesses in their writing, they feel happy because they can know where areas that need improvement. But at the same time they also can feel sad or a little disappointed. It is because they are more focused on their weaknesses.

In this situation, teachers play a crucial role in fostering a supportive environment that encourages students to reflect not only on areas for improvement but also on their achievements and progress. Teachers can contribute to more balanced and realistic self-assessment by helping students appreciate their true writing competence. This can be done by providing a constructive feedback that highlights their strengths and provides guidance on areas that need improvement. The second challenges that students face when using self-assessment is students feel less objective in assessing their writing competence. When students are asked to assess their own writing, sometimes they feel confused about how much they will give grade for their own work. They are afraid to give a grade that is too high or even too low. Students may hesitate to give high marks to their own writing for fear of appearing arrogant or overconfident. On the other hand, they may be unwilling to give a lower grade, for fear that it could lower their self-esteem. This is also supported by the statements of the students, they said that through these statement, we can see that self-assessment can make students feel less objective in assessing their writing competence. Students, especially those in the early stages of their writing journey, are often in the process of refining and expanding their writing competence. The development of writing skills is a gradual process that evolves over time through continuous practice and feedback. Students may not yet have developed a comprehensive understanding of writing conventions, styles, and nuances. Their limited experience might result in them being unsure about what constitutes a strong piece of writing. This lack of experience and expertise can hinder their ability to objectively evaluate their own work, so they will feel that self-assessment is challenging for them. The limitation of time was the common challenge that faced by students while using self-assessment. Considering that self-assessments must be carried out carefully and objectively, some students may need a little more time to do self-assessments based on their own assessments. Teachers may have certain targets so that they encourage students to be more quick in carrying out self-assessments. This situation sometimes makes students under pressure.

Discussion

Self-assessment is useful for students to improve their writing competence. Self-assessment provides students with the opportunity to do self-reflection on their competence in writing. Self-reflection means that they have the opportunity to assess themselves about the strength and weakness that they have in writing. Students

can find out what are their weaknesses or what are their needs to be improved in their writing. Students argued that self-assessment is very useful for them to really get to know about themselves. By providing the opportunity to do self-reflection, they can discover their writing competence. This reflection process helps them become more aware of their strengths and weaknesses as well as a more effective understanding of how to improve their writing competence. It also relates to some researchers who have already conducted the study in this field. Self-assessment can help the students to identify their mistakes in writing (Alturise, 2020; Morrar et al., 2017). The same thing was also found in previous study that found self-assessment helps the respondents to assess their strengths in writing (Hedges & Harkness, 2017). That argued that respondents used the self-assessment to assess their strengths in using the appropriate grammar, spelling, and punctuation that they use in their writing to make the reader understand easily with their writing. So, by knowing their strengths and weaknesses, students can easily revise their work and create new ideas for their writing. It can make their writing better than before.

This is also supported by the statements of the students state that self-assessment can help students to set their goals that can make them achieve their hopes or expectations in writing competence. This is also aligning with the research finding (Shwartz, 2018). He stated that students develop their abilities to fulfill their requirements in order to get optimal outcomes and achieve their expected goals. The research finding support that self-assessment can help students gain knowledge concerning their performance and determine whether it is in accordance with the goals and criteria of their work or not (Bosica et al., 2021; Yüksel & Gündüz, 2017). In other words, it can be stated that self-assessment had more tendency to employ various effective writing strategies to overcome the targeted writing learning impediments to successfully reach their writing goals. However, it can be concluded that self-assessment encourages students to reflect on their writing skills and track their progress over time. By evaluating their own work, students become more aware of their strengths and weaknesses. The more frequently students engage in self-assessment, the more adept they become at recognizing patterns in their writing and making targeted improvements. This is also in line with the findings of which stated that when students recognize that they are able to accurately assess themselves, they will be more confident and motivated to participate in self-assessment activities (Alenezi, 2020). The components in the overall self-assessment evaluate the student's growth in writing competence. This encourages them to view self-assessment as a valuable tool to hone throughout their academic journey. The implementation of self-assessment positions students as active participants in their learning journey, fostering a sense of responsibility, metacognitive awareness, and a commitment to lifelong learning.

Through these statements, we can see that self-assessment can help students to assess their writing competence. Self-assessment is a form of assessment in which learners are asked to assess themselves. Self-assessment helps the students to evaluate their competency based on their own understanding about their performance in the learning process (Alenezi, 2020; Masruria, 2021). In the study from study also found that through self-assessment, students learned how to sincerely evaluate their work and how to use it to improve subsequent writing assignments (Schneider & Bodensohn, 2017). After improving their writing performance and receiving positive feedback from the teachers in later writing assignments, the students felt more confident about their writing. The students expressed their confidence in the use of self-assessment to help improve their writing skills in their reflections. However, although self-assessment brings many benefits, several challenges on the use of self-assessment also found. Firstly, students feel underestimated regarding their writing competence. Many things might cause these kinds of feelings, such as a lack of confidence that causes students to concentrate on their perceived weaknesses rather than their competence. Additionally, students also feel less objective in assessing their writing competence. When students are asked to assess their own writing, sometimes they feel confused about how much they will give grade for their own work. Moreover, the limitation of time in doing self-assessment was the common challenge that faced by students. The complexity of assessing the components in a comprehensive and objective manner may require more time, especially for students who are still developing their analytical skills. Considering that the main goal of students using self-assessment tends to be more focused on improvement rather than just giving a grade, sometimes students need to spend more time identifying areas of growth and setting improvement goals that require careful consideration. Regarding those situation, it is important to emphasize clear criteria and guidelines for effective use of self-assessment.

4. CONCLUSION

Based on the findings, it can be concluded that students in SMPN 1 Payangan have positive perceptions towards the use of self-assessment in writing competence. The use of self-assessment on writing competence brings significant benefits for students to improve their writing competence. This shows that self-assessment provides students with the opportunity to do self-reflection on their competence in writing. Through the process of self-reflection, students gain valuable insight into their current writing competence and encourage them to think critically which areas they have mastered or need to be improved. By encouraging students to critically analyze their own writing, self-assessment can greatly raise students' awareness of the quality of their writing.

This awareness allows students to be motivated to more actively look for strategies to minimize errors and make improvements according to targets. Besides that, the increased of self-awareness encourages students an active attitude toward ongoing progress by giving them a sense of control over their learning process. It can be concluded that the use of self-assessment positions students as active participants in their learning journey, fostering a sense of responsibility, metacognitive awareness, and a commitment to lifelong learning.

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