



Students' Perceptions of Self-Assessment in Writing Competency

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ABSTRAK

Siswa memiliki perspektif unik berdasarkan pengalaman penilaian diri mereka sebelumnya. Untuk memberikan bukti kuat bahwa penilaian mandiri dapat digunakan dengan sukses dan dapat meningkatkan kemampuan menulis siswa, kita perlu memahami bagaimana perasaan siswa ketika menerapkan penilaian mandiri. Penelitian ini bertujuan untuk menganalisis persepsi siswa sekolah menengah mengenai pemanfaatan penilaian diri untuk mengevaluasi kompetensi menulis. Penelitian ini menggunakan pendekatan metode campuran, penelitian ini menggunakan desain penjelasan sekuensial yang melibatkan metodologi kuantitatif dan kualitatif. Penelitian ini menggabungkan kuesioner yang diisi oleh sembilan puluh siswa dan wawancara selanjutnya dengan lima siswa yang berpengalaman dalam penilaian diri. Berdasarkan teori Van Der Kleij, kuesioner dan panduan wawancara dikembangkan, dengan fokus pada dua dimensi: penggunaan dan kualitas penilaian diri. Setelah selesai, 118 siswa dan tiga ahli menilai validitas kuesioner. Temuan menunjukkan bahwa meskipun 50% siswa menganggap penilaian diri bermanfaat, baik analisis kuesioner maupun data wawancara menunjukkan perspektif positif secara keseluruhan di kalangan siswa. Refleksi diri melalui penilaian diri memungkinkan siswa mengidentifikasi kekuatan dan kelemahan, menumbuhkan rasa percaya diri dan kemandirian dalam proses revisinya. Selain itu, ini membantu pendidik dalam memantau perkembangan siswa dan menilai efektivitas pengajaran. Meskipun memiliki manfaat, siswa menghadapi kesulitan dalam menerapkan penilaian diri, termasuk ketidakpastian mengenai tujuan dan keakuratan pelaksanaannya, sehingga menyebabkan kurangnya kepercayaan diri dalam penerapannya. Mengatasi tantangan ini sangat penting untuk mengoptimalkan efektivitas praktik penilaian diri dalam meningkatkan kompetensi menulis siswa.

ABSTRACT

Students have unique perspectives based on their previous self-assessment experiences. To provide strong evidence that self-assessment can be used successfully and can improve students' writing proficiency, we need to understand how students feel when implementing self-assessment. This study aims to analyze high school students' perceptions regarding the utilization of self-assessment for evaluating writing competency. This study employing a mixed-method approach, the research utilizes a sequential explanatory design involving both quantitative and qualitative methodologies. This study incorporates a questionnaire completed by ninety students and subsequent interviews with five students experienced in self-assessment. Drawing from Van Der Kleij's theory, the questionnaire and interview guide were developed, focusing on two dimensions: the usage and quality of self-assessment. Following completion, 118 students and three experts assessed the questionnaire's validity. The findings indicate that while 50% of students perceive self-assessment as beneficial, both questionnaire analysis and interview data suggest an overall positive perspective among students. Self-reflection through self-assessment enables students to identify strengths and weaknesses, fostering confidence and independence in their revision process. Moreover, it aids educators in monitoring student development and assessing teaching effectiveness. Despite its benefits, students encounter difficulties in applying self-assessment, including uncertainty regarding its purpose and implementation accuracy, leading to a lack of confidence in its application. Addressing these challenges is crucial for optimizing the effectiveness of self-assessment practices in enhancing students' writing competency.

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1. INTRODUCTION

The current Indonesian educational system received numerous changes as a result of the Merdeka curriculum, particularly in the area of assessment. The transition from assessment of learning to assessment as learning was additionally affected by this. Apart from assessment for learning and assessment of learning, the three primary forms of assessments in education are assessment as learning (Daga, 2020; Ningrum & Suryani, 2022). The principle of assessment as learning centers on the idea that assessment procedures and activities can serve as beneficial educational opportunities for learners. One of the methods that can be employed to evaluate teaching and learning skills is self-assessment. Students who engage in self-assessment must act honestly and critically regarding their work (Fatimah & Santiana, 2017; Jawas, 2019). In the process of reflection and evaluation, self-assessment is important since it helps students recognize their strengths and weaknesses. One way of increasing

the efficiency of assessment is to ask students to work independently of the teacher (Rusu et al., 2015; Tasdemir et al., 2020).

Therefore, self-assessment is suitable for assessing certain skills, such as writing competence. Through self-assessment, the student can improve their writing skills such as spelling, text production, and self-efficacy beliefs, demonstrating a deeper automatization of grammatical rules combined with an increase in perceived efficacy from there, students can use self-assessment to carry out continuous practice and indirect revision in the following assignment (Owusu-Agyeman, 2021). Previous study found that students' independence and writing proficiency are positively impacted by self-assessment, which is a strong and beneficial effect (Bystrova, 2020; Fatimah & Santiana, 2017). There is an effect of self-evaluation on the student's writing skills, and the students treated with self-assessment outperformed those treated with conventional assessment in terms of learning independence (Bystrova, 2020; Fatimah & Santiana, 2017).

The same research by previous study and the findings showed that students perceived self-assessment as a way to improve their writing skills, their attitudes about writing, and their self-confidence (Bystrova, 2020; Fatimah & Santiana, 2017). Some differ from other study who pointed out that while teachers generally believed that self-assessment could be a tool to help students develop their writing skills, they were also aware of the various challenges in implementing it (Schunk & DiBenedetto, 2020; Zheng et al., 2017). Similar findings were discovered at SMA Negeri 2 Singaraja, where teachers used self-assessment as an innovative approach to evaluate their student's writing skills. The first observations conducted at SMA Negeri 2 Singaraja revealed that the tenth grade had adopted the self-assessment system. After each writing session, the teacher who introduced self-assessment to the class explained that they had done so by asking questions aloud in front of the class, most of which had to do with the work that the students had produced. Based on the questions, the instructor figured that by asking them to the students, they were appropriately engaged to do self-assess however, students are unclear that these types of inquiries are a component of the Self-Assessment process, which requires them to reflect on the day's lessons and ask themselves questions (Dhanarattigannon & Thienpermpool, 2022; Hyppönen et al., 2019). Even so, the students argue that they felt self-assessment gave them an impact after answering the Self-Assessment questions. The researcher is interested in how self-assessment of writing competency depends on student perception based on how the research was conducted by looking at the order of teacher perceptions (Alawamleh et al., 2022; Made et al., 2022).

In addition, researchers will discover what challenges students have while using self-evaluation as an assessment technique. Self-assessment allows students to focus on their strengths, limitations, and learning objectives, which connects with the Kurikulum Merdeka principles (Kumar & Nanda, 2019; Mohamad et al., 2020). Students can actively participate in the curriculum, make decisions about their learning methodologies, and observe their growth by participating in self-assessment. As previously stated, self-assessment has numerous positive effects on students' improvement skills.

It will improve how students determine the use of self-assessment in general. Students have unique perspectives based on their before self-assessment experiences. To give strong evidence that self-assessment can be used successfully and can enhance students' writing proficiency, we need to understand how students feel while applying self-assessment. To further find out challenges student faced when applying self-assessment and their perceptions of the use of self-assessment in the learning process, particularly in writing competency. The novelty of this study is focus on students' perceptions self-assessment for evaluating writing competency. Based on problem identification, this study aims to analyze high school students' perceptions regarding the utilization of self-assessment for evaluating writing competency.

2. METHOD

This research will use a survey research design, the collection of information taken from individual samples through participants' responses to the questions given (Bolanakis, 2019). This research was designed with a qualitative approach and data collection used open questionnaires and interviews. As for the questionnaire that will be used, the researcher will use a Likert scale consisting of 4 points, namely Strongly Disagree, Disagree, Agree, Strongly Agree. Then it will continue with data collection through interviews to obtain more specific information about students' perceptions and also information about the challenges students face. The analysis of data obtained through the questionnaire will be carried out using SPSS to determine the median of the questionnaire. Criterion Sampling was adopted to select the sample for this study, which is a method of sampling in research in which samples are selected according to certain goals and/or expected characteristics (Sugiyono, 2013). The subjects of this research were students in grades 10 at SMAN Negeri 2 Singaraja. In total, there are 710 students consisting of 220 students in class 10 students in class 10.

Next, analysis of the data obtained through interviews will be carried out using the Interactive Model Analysis (Miles & Huberman., 2007). This analytical model is used for analysis which consists of four steps starting with data collection, data reduction, data presentation, and drawing conclusions or verification. Population

refers to a general area that includes objects or subjects with certain qualities and characteristics that have been determined by the researcher as the focus of the research. The population in this research is all students in 10th grade in senior high school in Singaraja Regency, namely SMA Negeri 2 Singaraja.

3. RESULT AND DISCUSSION

Result

The study aimed to find out how high school students in Singaraja perceived the usage of self-assessment. Following completion, 118 students from one senior high school and three experts judged the questions. This study's limitations involve being that it mostly focuses on how students perceive using self-assessment for assessing competence in writing and the challenges they experience. While the results of the questionnaire analysis showed that 50% of students were driven to believe that self-assessment is beneficial for students, an examination of the interviews and questionnaires reveals that students had a positive perspective of the use of self-assessment. The result of students' perception of self-assessment in writing competency is show in Figure 1.

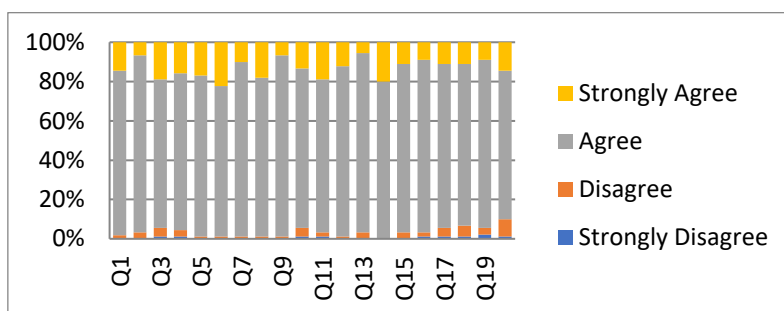


Figure 1. Students' Perception of Self-Assessment in Writing Competency

From Figure 1, the result of students' perception of self-assessment in writing competency tends to agree. We can see from the result that the median of the data is 50%. It confidently can be said that the teachers have a positive perception of self-assessment in writing competency. From the result of the data analysis of the interview, several themes were found such as the usefulness of self-assessment for students, self-assessment encourages students to develop their quality of writing, self-assessment helps the students more confidence and independence, self-assessment to assess students' progress, and self-assessment to identify the suitable methods. Self-assessment is useful to provide the student with opportunities for self-reflection on their abilities in writing competency about what they need to improve in their writing. This is also supported by a report from respondents stating the many benefits obtained by students after using this self-assessment in writing competency through face-to-face interviews with teachers. Based on the interview answers from the respondents, they argue that self-assessment has the benefit of knowing the weaknesses and strengths of their written work and also helps them find the focus of problems to be corrected, this is supported by a study that stated self-assessment can be helpful for those teachers who like to help students develop strategies for their learning, to help them find their strengths and weaknesses, and help students become more autonomous. Self-assessment also helps the student to achieve their expectation and set their goals to enhance their writing competency. Because self-assessment gives the student the capability to look at their learning and evaluation process. According to the interview, the student perceives that when they implement self-assessment, the student faces some challenges. It is defined in some themes such as confusion in implementing self-assessment and lack of confidence to explore themselves. Students argue that they experience confusion when carrying out self-assessments due to their English language skills, and difficulties in choosing the right answer. Students feel confused when doing self-assessments because they have to correct and determine again the parts that need to be corrected in their writing, as in the interview results above, students think that they feel they are correct when writing so when self-assessing students more confused about the parts they need to evaluate.

Discussion

Furthermore, the other respondents state self-assessment allows them to be able to evaluate themselves. This statement is supported by a study that self-assessment provides students with an opportunity for deep reflection on their writing by identifying weaknesses and strengths in the aspect of punctuation, grammar, vocabulary, and organization (Ngo et al., 2022; Roll, 2021). In this theme, self-assessment is also beneficial to help students to encourage their motivation in order to improve their quality of writing.

From there, self-assessment can encourage students to continue to be motivated because, from this evaluation process, students are directed to see the facts that exist within themselves. Therefore, a study by previous study stated that activities that help students more self-assessment are when they compete with classmates and friends, and when based on their achievement dossier, with a lower percentage of students who are subject to a self-assessment test or even when evaluated by numeric grade teachers motivated for further impetus and learning outcomes (Fathinnaufal & Hidayati, 2020). In addition, through self-assessment students, they can see the positive side that can make them more motivated to improve their writing skills. This is in line with a study conducted by other study stated that the positive effect of self-assessment on writing skills reported by students included an increase in motivation (Kudinov et al., 2020). It is supported by the statement of the respondent. From the explanation of the opinion above, it can be seen that self-assessment can help students achieve their hopes or expectations in writing skills. Based on students' opinions self-assessment can help them to measure the development of the learning process from time to time to find out the extent to which students have achieved their goals or expectations (Ivanović et al., 2013; Yüksel & Gündüz, 2017). This is supported by studies that show that self-assessment enables students to set specific and measurable learning goals (Musliha & Revita, 2021). Moreover, with self-assessment, they can take actions or plans for the future and predict obstacles or challenges that may be faced.

Self-assessment helps students to evaluate their written work by following the appropriate step-by-step self-assessment and continuing to implement self-assessment into their written work as much as they can to achieve their goals of mastering writing competency (Adiguna et al., 2023; Brown & Harris, 2014). This is also supported by the results of the interview answer. Respondents believe that this self-assessment is very necessary for their writing skills because with this method students can evaluate the strengths or weaknesses in student writing, this self-assessment students can also understand areas that need to be improved and can help students to measure learning progress, they also added that by carrying out honest and critical self-assessments they can continue to improve student's writing competency, this statement is in line with previous study which said that self-assessment is an effective tool for developing students' critical thinking skill (Sumardi & Wahyudiati, 2022). Other respondents have the same opinion that with self-assessment students can find out whether the writing they have written is wrong or right, which will make them more independent. This same statement by other study said that by giving students more control over the evaluation process, they become more independent in pursuing improvements (Star et al., 2014). They can learn to identify their own needs and take responsibility for their learning. Moreover, students also added that with self-assessment students can also see their superiority in writing abilities. The same problem also found in other study found that some students admitted that they knew they made some mistakes in writing the essays (Putri & Sari, 2020). However, they did not know how to correct them. They thought that they were not competent learners, so they did not know whether their language use was appropriate or not. Another thing that needs to be improved is that this is compounded by their poor English literature skills.

Students lack of confidence to explore themselves. The student also faces challenges in the use of self-assessment. The challenge is students lack confidence due to their understanding of implementing self-assessment into their written work. When carrying out self-assessment, students experience challenges that must be faced such as a lack of self-confidence, this is because students are not used to writing, especially in English (Tanti et al., 2021; Wulandari et al., 2020). In addition, this lack of self-confidence in students is also caused by students being afraid due to this kind of assessment is still new to students and lacks implementation. This kind of problem was also found in a study conducted by previous study stated that while students felt that using self-assessment has changed their learning and increased their interest in learning, they also expressed some lack of confidence in assessing themselves accurately (Al Mamun et al., 2022). From the result of the interview, it can be concluded students face challenges when implementing self-assessment. Students experiencing challenges regarding their self-assessments are still confused about and lack confidence in conducting self-assessments.

This study's limitations involve being that it mostly focuses on how students perceive using self-assessment for assessing competence in writing and the challenges they experience. While the results of the questionnaire analysis showed that 50% of students were driven to believe that self-assessment is beneficial for students, an examination of the interviews and questionnaires reveals that students had a positive perspective of the use of self-assessment. Students that conduct self-reflection are better able to recognize their strengths and weaknesses gain confidence, and become more independent in their revision process. Furthermore, self-assessment assists educators in assessing and monitoring the development of their students as well as determining how effective their chosen teaching methods are.

Based on the research results it is known that the perceptions of students at SMAN 2 Singaraja are positive that self-assessment helps students to improve their writing competency. This shows that students can do their self-reflection based on what needs to be improved and helps students to increase their motivation to improve the quality of their writing. This is indicated by the median analysis of the questionnaire which tended to agree by 50%. The results of teacher interviews also support that in using self-assessment, students help improve their writing through an assessment of their strengths and weaknesses. However, the use of self-assessment has a few

challenges, namely students are confused when doing self-assessment. Students also are not confident of what they have been evaluated when conducting self-assessments because they do not know whether their answer was already right or not.

4. CONCLUSION

Overall, the result of the answers to the questionnaire that have been analyzed can be concluded that most of the student at SMAN 2 Singaraja believe Self-assessment can be a tool for them to improve their writing competency, it is also shown that self-assessment can enhance their motivation to their learning progress as well as set the goal, make strategies, and improving their weaknesses area. However, the students also stated that they face few challenges in applying self-assessment. On the other hand, the implementation of this self-assessment is still very rarely done by students because they only do self-assessment if assigned by the teacher.

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