

STUDENTS' PERCEPTION ABOUT THE USE OF SELF-ASSESSMENT IN WRITING SKILL AT SMK NEGERI 2 SINGARAJA

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ABSTRACT

This research aimed to investigate how students viewed self-assessment of their writing skill, and to determine the challenges students faced during the process of self-assessment of their writing skill. This research used a survey research design with a qualitative approach [which enrich with qualitat](#). The participants involved were 10th grade students majoring in Tourism, SMK Negeri 2 Singaraja. The participants in this research were 111 students from three different classes, namely class X-AP 3 with 37 students, class X-AP4 with 37 students, and class X-AP5 with 37 students. Open-ended questionnaires and interviews were conducted to collect the necessary data. [AddData were analyzed using thematic analysis for qualitative data obtained from interviews, and descriptive statistics were used to summarize responses from open-ended questionnaires. how you analyzed data](#) The research results show that there are indications that students tend to have a positive perception of self-assessment of their writing skill. It is found that with self-assessment, students can improve their writing skill, encourage motivation, achieve goals, and fulfill their expectations in writing, and can help students assess their own writing results. Apart from that, there are also challenges faced by students, such as a lack of objective attitude in carrying out self-assessments and the emergence of feelings of confusion when carrying out self-assessments. This is caused by the students' lack of experience in carrying out self-assessments and the students' lack of honest attitude in carrying out self-assessments regarding writing skill.

Keywords: *Students' perception, self-assessment, writing skill, challenges.*

INTRODUCTION

The world of education in Indonesia cannot be separated from curriculum changes to date. One example is the change in the curriculum previously known as K-13 to the Merdeka Curriculum. This is a change in line with the implementation of the Merdeka Curriculum which emphasizes student activity in every learning process, including the assessment process. This change in assessment was also proposed by Inayah et al. (2019), [The Merdeka Curriculum introduces a student-centered approach, emphasizing formative assessments like self-assessment, which contrasts with traditional summative methods](#)

[focused on final grades](#) (Abosalem, 2015). [This transition aims to give a clearer picture of learning progress and promote student autonomy.](#)

This assessment is a process of evaluating students independently of their learning outcomes and processes, and is also used as a tool to determine whether students are able to make accurate and realistic decisions in assessing the quality of their work (Brown & Harris, 2014). According to Andrade and Du (2007)(2007), self-assessment is able to guide students to dig up information and analyze their own performance whether it meets the criteria or not. It can be said that self-assessment can be used to hone students' honesty and confidence in their own performance or learning outcomes. Of course, self-assessment has advantages and disadvantages in its application. The use of self-assessment is able to provide students with feedback that can guide students to learn regularly from their teachers (Budiastuti et al., 2023). Meanwhile, according to Lesmana and Rokhyati (2020), self-assessment helps students recognize the purpose of the tasks they are doing, and find out their shortcomings in learning so they are able to solve problems by developing strategies independently. However, the validity of self-assessment is doubted by some experts because when carrying out self-assessment students may not be aware of their own behavior so that the results of the assessment are not accurate.

The application of self-assessment in the classroom can be used to assess students' learning skill in English, one of which is writing skill. According to Fahimi and Rahimi (2015), writing is one of four language learning skills that can be used as a way of communicating. In the learning context, writing is a performance result that can improve students' thinking processes. Another research provide that writing activities involve ideas and arguments that the writer transforms into writing in a coherent and cohesive manner Wahyuni (2018). However, writing activities are considered quite difficult for students, and this can be seen from Jelantik's (2017) statement which reveals that writing is a very complex activity to teach to students when compared to other skills.

However, despite the difficulty of the writing process felt by students, basically this provides various advantages, as stated by Hayati (2020), that by writing students are able to develop logical thinking concepts and help express themselves by improving communication skills. Students' writing skills can be improved if teachers are able to guide them in the learning process. Teachers can provide constructive feedback on students' writing learning process by implementing the self-assessment method. As stated by Albayram (2017)(2017), self-assessment in the process of learning to write students is able to stimulate student independence, help students to write more wisely, increase student motivation in learning, and is able to realize a student-centered learning process. However, based on other research, self-assessment does not have an effective impact like the findings previously mentioned. Mäkipää (2021) found that self-assessment in foreign language learning in Finland is not yet effective because each teacher has a different way of using this type of assessment, and students still need to be given training in using self-assessment. Thus, the results of these studies show that there are differences in opinion, understanding and experience that influence each person's perception of self-assessment.

Each person's perception of the use of self-assessment on writing competency can differ based on what they see and what they believe. Adiguna et al. (2023) in their research found that teachers had a positive perception of the use of self-assessment on students' writing skill because it was able to help students find strengths and weaknesses and was able to help students develop their skill in writing. Meanwhile, this is slightly different

from the findings of Takrouni and Assalahi (2022), who previously viewed the challenges in implementing self-assessment optimistically, even though teachers generally said that self-assessment was able to help students develop their writing skill.

One of the studies conducted by Adiguna, Dewi, Paramartha, & Wahyuni (2023) revealed how teachers' perceptions of self-assessment are considered capable of developing students' writing competence and able to help students assess their strengths and weaknesses, and also stated how challenges teachers face, such as the purpose of carrying out self-assessments, are still not fully understood by students. Slightly different from Takrouni & Assalahi (2022), who highlighted how teachers' awareness of various challenges in implementing self-assessment was previously seen as very optimistic, although in general the teachers said that self-assessment could be a tool to help students develop their writing skills.

Based on a preliminary study in secondary schools in Singaraja, which examined the use of self-assessment on students' writing skills under the Merdeka Curriculum, there is still a gap in understanding how students themselves perceive and experience the process. While previous research has primarily focused on teachers' perceptions (Adiguna et al., 2023) and the general benefits of self-assessment for language learning (Brown & Harris, 2014), little attention has been given to the students' perspective, particularly in the context of writing skills. This study aims to fill that gap by investigating students' perceptions and the challenges they encounter during self-assessment of their writing skills. Based on a preliminary study in secondary schools in Singaraja with the characteristics of using self-assessment on students' Writing Skill, and implementing the Merdeka Curriculum, it can be said that teachers' perceptions of this show indications that tend to be positive. Seeing how previous studies were conducted with the aim of exploring teachers' perceptions, the researcher wanted to explore information regarding students' perceptions of self-assessment of their own Writing Skill. While previous studies primarily focus on teachers' perspectives and general benefits of self-assessment, this research uniquely explores students' perceptions and challenges, particularly in the context of writing skills under the Merdeka Curriculum. This contribution fills a significant gap by providing insights from the learners' viewpoint.' This addition clarifies the study's significance in addressing the identified gap. The researchers conducted research at one of the schools in Singaraja, namely SMK Negeri 2 Singarja. Based on the identification of this problem, the objects of this research are as follows: 1) To investigate EFL students' perceptions of the use of self-assessment on their Writing Skill at SMK Negeri 2 Singaraja.

METHODS

This research was conducted using a survey research design, which according to Check & Schutt (2012) is the collection of information taken from individual samples through participant responses to the questions given. The purpose of using this survey method is to enable researchers to explore and understand how students perceive their self-assessment of their writing competence. This research was designed with a qualitative approach and data collection using open-ended questionnaires and interviews.

As a quantitative study, this research includes a population and sample. Population is 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 study were all grade 10 students at SMK Negeri 2 Singaraja. Then, sample is a small percentage of the total number of individuals or objects that have the same characteristics as the population studied (Sugiyono 2010). The sample in this study was selected based on the Criterion Sampling, were 111 students from three different classes, namely class X-AP 3 with 37 students, class X-AP4 with 37 students, and class X-AP5 with 37 students.

Data collection in this research used survey and interview methods, with two types of instruments, namely open-ended questionnaires and interview guides. Data collection using the survey method was carried out using an open-ended questionnaire and using a Likert scale consisting of 4 points, namely (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. The purpose of using an open-ended questionnaire is to determine each student's understanding of each question item given. Then data collection continued by conducting interviews with several selected students to obtain in-depth information regarding students' perceptions and the challenges they faced when using self-assessment on their writing competency. [Criterion Sampling was chosen because it ensures that only students who have conducted self-assessments and are familiar with the Merdeka Curriculum are included in the study. This approach guarantees the relevance and accuracy of the collected data.](#)

[The questionnaire used in this research was adapted based on a preliminary study by Van der Kleij \(2019\), which consisted of 20 questions focusing on two dimensions: the usefulness of self-assessment and the quality of self-assessment. To gather data on the challenges students faced during self-assessment, additional insights were obtained through open-ended questions in the questionnaire and follow-up interviews. These methods allowed participants to express the difficulties and obstacles they encountered while conducting self-assessments of their writing skills.](#)~~The questionnaire used in this research was adapted based on a preliminary study from Van der Kleij (2019), where the questionnaire consisted of 20 questions based on 2 dimensions, namely the usefulness of self-assessment and the quality of self-assessment.~~ The first dimension includes the benefits of self-assessment based on student perceptions, the encouragement students receive, and students' expectations and goals for their Writing Skill through self-assessment. Then the second dimension focuses on finding out how students [can evaluate](#)~~an assess~~ their Writing Skill through self-assessment. Data collection using this survey method was carried out in three classes from class 10 majoring in Tourism at SMK Negeri 2 Singaraja. Then the next data collection is an interview using an interview guide instrument to deepen the findings related to the objectives of this research. Interviews were conducted after obtaining data from questionnaires conducted online.

To be able to determine the participants involved in data collection, the sampling technique in this research used Criterion sampling. Criterion sampling is a sampling technique where researchers include cases that meet predetermined research criteria (Ary et al., 2010). In this study, respondents were selected based on criteria that were relevant to this research. The criteria used are: 1) Students have carried out a self-assessment of their writing competence, 2) Students use Merdeka Curriculum in their learning.

[The data obtained through distributing questionnaires were analyzed using Microsoft Excel to determine the median of the responses. The questionnaire used a Likert scale, where participants rated their agreement with statements related to self-assessment on a four-point scale: \(4\) Strongly Agree, \(3\) Agree, \(2\) Disagree, and \(1\) Strongly Disagree. Responses in the 'Strongly Agree' and 'Agree' categories were interpreted as positive](#)

[perceptions of self-assessment, while responses in the 'Disagree' and 'Strongly Disagree' categories were interpreted as negative perceptions. By analyzing the median score for each item, we could categorize overall trends in student perceptions as either very positive, positive, negative, or very negative, depending on where the majority of responses fell on the scale.](#)~~The data obtained through distributing questionnaires were analyzed using Microsoft Excel to determine the median of the questionnaires.~~ To analyze the data from the questionnaire results, the following steps are taken: (1) provide a scale in the form of a number for each student's answer, (2) the answers to each item are added up based on the answer category and expressed in the form of a percentage, (3) the percentage is displayed in the form of a chart to provide a visual representation, (4) determine the median data, namely the 50th percentile on the chart, and (5) the data is interpreted based on the median of the results obtained. Then analysis of the interview data was carried out based on thematic analysis.

RESULT AND DISCUSSION

Result

Based on calculation of validity test, it can be seen that the student perception questionnaire regarding self-assessment of writing competence is in the highest validity category because it obtained a validity coefficient of 1. This shows that the questionnaire used in this research is valid and suitable for use. Then for Reliability test it can be concluded that the reliability of the questionnaire is at a very high level, which means the questionnaire has a good level of consistency and stability.

Table 1. Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.906	20

The questionnaire link was sent to 3 classes, namely classes X AP 3, X AP 4, and X AP 5, with a total of 111 students. Filling out the questionnaire by students was carried out from November 20 to December 15, 2023. The next stage is the interview for several students from 8 to 13 January, 2023 which was carried out online via the WhatsApp application. [Students generally have a positive perception of self-assessment and view it as a tool for self-improvement and motivation' directly support Objective 1. Additionally, the challenges identified, such as lack of experience and honesty in assessments, address Objective 2. These interpretations are now explicitly linked to the objectives to enhance coherence.](#)

Discussion

Student Perception of ~~t~~The Use of Self Assesment

The purpose of this research is to determine student perceptions and student challenges regarding self-assessment of writing competency. Data collection in this

research involved a total of 111 respondents using the survey method using an open-ended questionnaire, and 6 respondents using the interview method. The results of the questionnaire data are presented in chart form to see trends in the perceptions of students or respondents as seen in Figure 1.

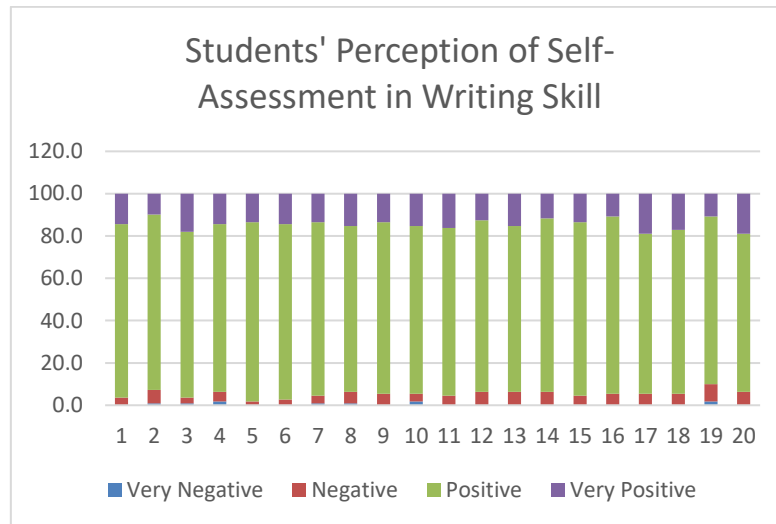


Figure 1. Data from open-ended questionnaires

The results of this chart show that students' perceptions of self-assessment of writing skill indicate that they tend to have positive perceptions. It is known from the median on the chart that it is 50%, then the results of the questionnaire show that the majority of respondents indicated they were on the positive line (agree). Therefore, the results of distributing questionnaires show that students have perceptions that tend to agree with self-assessments of their writing skill. Then, based on students' answers to the open-ended questionnaire and interview results, several discussion themes can be found such as the usefulness of self-assessment for students, self-assessment as a motivational boost for writing, self-assessment helping students achieve their hopes and expectations in writing, and helping students assess writing skill.

The use of self-assessment can help students improve their writing skill, this is because self-assessment is able to provide space for students to reflect on themselves independently through the results of their writing. In the sense that students are able to monitor their own development and progress through self-assessment of writing competency.

“After conducting a self-assessment in class, I felt that I could improve my writing competency by conducting an independent evaluation....”

“...self-assessment helps me to better understand my strengths and weaknesses in writing competency....”

Self-Assesment Benefit

As stated by the students above, they can feel that self-assessment helps them to evaluate by knowing their strengths and weaknesses in writing. This can be seen in the

results of research conducted by [Amellia, et al](#) ~~Amellia et al.~~ (2023)~~(2023)~~, which states how self-assessment can help students monitor progress and also improve their writing skill. Based on this, it can be seen how students are able to reflect on their own abilities, and it is proven when they say that they are able to identify their strengths and weaknesses in writing. In their research, Anissah et al. (2021) convey how students are able to assess their own writing, evaluate and measure the weaknesses and strengths of their writing through self-assessment. Based on this, students are able to carry out self-evaluations to improve the quality and correct errors in their writing. Likewise, what was stated by Tamaela & Sopacua (2020), is that through self-assessment students are able to make improvements to themselves in their learning process.

Self-assessment is able to encourage students' motivation to continue to improve their writing skill, as stated by the following student:

“Self-assessment is able to encourage my motivation in learning to write because it can help me to see the progress that has been achieved, so that I can feel satisfaction and be motivated to continue learning to write...”

As stated by Alkhowarizmi & Hamdani (2022)~~(2022)~~, self-assessment has quite a good impact because students are able to develop themselves to become more independent and reflective. Students can feel their motivation to continuously improve their own writing. Sibuea et al. (2023) revealed that students are helped to motivate themselves in assessing their work through self-assessment. In the interview process, students expressed that they could feel satisfaction when they saw their progress in their writing competency, as follow:

“By carrying out a self-assessment, I can feel satisfied when I see the progress that has been achieved, so that my motivation to continue learning to improve my writing skills continues to grow....”

This shows that with the process and progress of their performance, students' motivation can be stimulated to continue to improve their own quality. As stated by Lesmana & Rokhyati (2020), self-assessment can increase student motivation in the learning process and also at higher levels of education. Thus, it can be said that the application of self-assessment is able to stimulate student motivation so that students will be able to improve the quality of their writing.

Through self-assessment, students are able to achieve their goals and expectations in writing. This was conveyed by the students because according to them, with self-assessment they were able to measure their learning process so that they were helped to determine their goals and hopes in writing:

“Self-assessment helps me to set specific goals and measure my writing progress because I can find out my strengths and weaknesses....”

“...with goals that have been set based on self-assessment, I can know the next steps to get results in accordance with my expectations....”

It is important to set goals and expectations in learning so that students are able to direct the learning process they are carrying out. Generally, students try to fulfill their desires to achieve optimal learning outcomes and also to be able to achieve the goals of the learning itself (Lesmana & Rokhyati, 2020). Based on this, it can be seen how self-assessment is able to guide students to reflect on the learning they have done so that in the future they are able to set learning goals more maturely. Andrade & Du (2007) stated that self-assessment helps students to collect information related to their performance and helps students to analyze the suitability of their learning goals and criteria.

Indirect self-assessment can teach students to evaluate themselves independently. In the process, students can measure their achievement of standards, where students are able to interpret the extent of their understanding of writing competency based on the standards that have been set, as stated below:

“It helps me to apply self-assessment because I can assess my own writing and can also see to what extent I have achieved the desired standard....”

“...by applying self-assessment, it helps me to assess my writing skill because it can foster sensitivity to assess the results of my own writing....”

Students are aware of the importance of self-assessment to evaluate their learning process and improve their academic achievement (Shagitha & Hadiyanto, 2022). Likewise, with the findings from Jamrus & Razali (2019), which stated that students can assess and correct themselves through self-assessment so that they are able to identify mistakes in their work and are able to improve their critical thinking skills. Therefore, it can be said how self-assessment functions and can be used by students in assessing their writing skill.

Based on this, it can be said that students tend to have a positive perception of the use of self-assessment on their writing skill. Self-assessment can help students improve their writing skill by identifying their strengths and weaknesses using their own writing results. Then self-assessment is also able to encourage students' motivation to continue learning to improve their own writing. Students' goals and expectations can be achieved and fulfilled through self-assessment, and it is not overlooked how self-assessment can help students to assess the results of their own writing. So, this can be used as reflection and evaluation for students.

Self-Assessment Challenges

However, students also expressed the challenges they felt while using self-assessment. One of the challenges students faced is their lack of experience so it is difficult for them to do it correctly because they still feel confused:

“I still lack experience so I don't understand how to do a self-assessment correctly....”

This is in line with Sintayani & Adnyayanti (2022), that convey how students are confused when carrying out self-assessments because of their lack of experience using

self-assessments. Students will feel confused when they have to determine the strengths and weaknesses of their own writing:

“I feel confused when I have to assess myself using self-assessment because I always feel that my work still has many shortcomings....”

“I still feel unable to judge myself because I still feel confused about finding and determining which parts are correct and which are still wrong....”

Based on the student's statement, it can be seen that this could happen because the student received less training from the teacher or previous school. This was conveyed by Mäkipää (2021), that one of the focus issues in implementing self-assessment is the need for training received by students to be able to increase their independence in learning. This challenge can actually be overcome if teachers and students are both given guidance and training in the use of self-assessment (Jamrus & Razali, 2019).

Another challenge in implementing self-assessment is the lack of honest attitude of students in assessing so that the resulting assessment is not objective. In the results of the questionnaires and interviews conducted, students admitted that they tended to assess their own performance with high results, as follows:

“...I find it difficult to be objective in assessing my own writing, I feel I have to assess my own writing with the highest score....”

“It is difficult for me to be honest in assessing my own writing because I try to think that the results of my writing are correct, even though I can feel that my writing still contains many errors.”

Based on this, it can be seen how students are less aware that dishonest assessments can cause results that are not objective. This can be seen from Basak (2019) statement, where the assessments carried out by students tend to be subjective, there is a possibility that students will assess dishonestly, assess with high marks, and their lack of understanding of their own abilities. In line with Kuandar (2013) statement, self-assessment data tends not to be objective due to students' lack of openness and honesty in assessing. Therefore, the results of the self-assessment are not completely accurate.

Thus, it can be seen that behind students' positive perceptions regarding the use of self-assessment on their writing skill, there are challenges that students must face. Based on the results of this research, self-assessment still leaves students confused, and provides an illustration of how students are still not evaluating their own writing honestly. This indicates that self-assessment is less accurate because it depends on the honesty of the students themselves.

CONCLUSION

Based on the research results, it is said that students' perceptions of self-assessment in Writing Skill tend to be positive. This is because there are several things from self-assessment that are proven to help students develop their Writing Skill. Self-assessment is useful for developing students' Writing Skill because it can help students identify their

strengths and weaknesses in Writing, so that students know what they need to improve to improve their weaknesses. Students get a boost of motivation when carrying out self-assessments, because they can see the progress and development of their own Writing Skill. Apart from that, self-assessment also helps students to set goals and expectations well when processing their learning, and students are able to try to achieve goals and meet their expectations in Writing by using self-assessment. Another important part is that self-assessment can help students to reflect on themselves and assess their Writing Skill independently. But behind all that, students also feel challenges when carrying out self-assessments. Students' experience in using self-assessment is still minimal so they feel confused when they have to assess their performance according to the set standards. Accordingly, students are also less aware that honesty in self-assessment greatly influences objective assessment results. [The findings suggest that integrating self-assessment in writing instruction can enhance student motivation and self-awareness. However, educators need to provide more structured guidance and training to ensure that students conduct assessments objectively. Future curriculum revisions should consider including teacher and student training on effective self-assessment practices to maximize its potential.](#) [Add implications of your study](#)

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