

**THE STUDENTS' PERCEPTION ON SELF ASSESSMENT IN WRITING:
A CASE STUDY AT MA MUHAMMADIYAH 1 PALEMBANG**



UNDERGRADUATE THESIS

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CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

1.1. Background

Assessment is very important in teaching and learning, as a way to improve quality of education. Ferlazzo and Sypniewski (2012) state that assessment is carried out by the teacher to get the information on the progress and effectiveness of ongoing student learning. According to Kompasiana Halim (2018), assessment process is carried out to determine the extent of student development. Mcmnum (2010) defines it's important that teachers need to realize that assessment also has a big role in education especially in learning English (as cited in Selutan et al., 2015, p.1). It can be concluded that assessment is very important in teaching and learning.

Furthermore, assessment of teaching and learning foreign language is important to be implemented. According to Tosuncuoglu (2018), assessment is certainly important, it reveals how many students have achieved their learning goals in a foreign language who has any difficulties or problems with their learning, and which techniques are useful in teaching. Fhaeizdhyal, et al (2018) mention that teachers can identify students' weaknesses and strength and evaluate the effectiveness of their programs. Then, Rihards, Hull, & Proctor (1997) also assume that the teacher can decide whether to continue the foreign language

teaching program. Therefore, assessment in ELT is needed because it has various reasons.

However, the importance of self-assessment in learning English includes four skills namely: listening, speaking, writing, reading. Seloni and Lee (2019) state that in the context of teaching and learning, assessment must have four skills namely: listening, speaking, writing, reading. Barkers (2013) also argues that self assessment of the four skills have the important function of rendering students information about the quality of their past experiences with the foreign language. Thus, there are four self-assessment in learning and teaching English.

Among there are four self-assessment in English subject, self assessment in writing is one of important skills to be assessed because it has variety reasons. According to Foster (1996), Encourage students to engage in personal writing to develop self understanding. Jing (2017) states that self-assessment in writing can support student self-regulated learning as students need to constantly monitor the extent to which they have fulfilled the set goals. Effect using self-assessment in writing on EFL learners' can improve grammar instruction performance (Braddock and white 1965 as cited Ahmed and Aboubdelkader 2018). it can be concluded that self-assessment in writing has a positive impact on students.

Apart from that, writing is one of the skills that need to be mastered by students It is one of the challenging skills for students. It is in line with Nunan (2003) view writing as a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level including control of content, spelling, and letter formation and

beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. It means that to practice writing makes the students exercise their thoughts in ways that are very difficult without writing down on a paper.

Referring to this case, as a facilitator and controller in the class, teacher must use an appropriate technique, method, assessment, and media. There were different names of formative assessment (alternative assessment, democratic, authentic, assessment for learning collaborative assessment) which takes place during the learning process and allows feedback from its own practice that can be improved students' performances in English. Wei (2010) states that formative assessments have some different forms; such as teacher, peer, self-assessment or combination of them and uses various techniques like classroom observation, reflective journal, portfolios, questionnaires, interviews, etc. It is increasingly realized that one of the main purposes of self-assessment in higher education is to help students to develop themselves and acquire range of writing skill including skills relating to organizing their own learning, time management, task management, problem-solving, reflecting, and so on (Race, 2001). Furthermore, the self-assessment focus on the delivery of content and the aim of this assessment is to develop skills which contribute to the students' ability to judge their own progress and performance.

Regarding the importance of assessment in monitoring learning process of English, and it's very difficult for English teachers to assess all their students' work in the classroom. Meson, Bland, and Lutge (2013) argue that consider

English as a second language class can take up to 30 to 40 minutes. Meanwhile, according to Blanche and Merino (2006), teachers have to know the extent to which students can assess their own work and performance. According to Nancy, Katherine, Mundry, & Diranna (2008), states that accurately assessing language does not have to depend entirely on the teacher and can help teachers recognize quality while helping students know what they are aiming for and how to assess and improve their own work. It can be concluded that the assessment of students in language learning is an important aspect.

Additionally, in writing activity, self-assessment has been implemented as one of methods to involve students in learning process and achieve effective language goals. Moreover, it is commonly used by teacher in the class in order to know students' ability in writing and to enhance students' writing skill. It is appropriate way to combine self-assessment in writing skill. As well as that, Linton (1995), Hamp-Lyons (1995) argue that the writing skill seems to be a good area for investigation when it comes to assessment either by teachers or students themselves. This is mainly because even if the raters assign the same score to a piece of writing, they might have arrived at it based on different criteria.

Theoretically, there are many advantages of using self-assessment in learning English. Adams and Kings (2006) argue that self-assessment is important because it can help English students to be motivated to learn and reflect on their own English learning. According to McMillan (2007), the process of assessing students by using self-assessment will give students a chance to get involved to make better in the learning process. Students are deeply involved in the evaluation

of work. Also, the teacher can give some immediate feedback which can be used to improve learning. Moreover the emphasis of self-assessment is on the progress and mastery of knowledge to increase the students' confidence and motivation in learning, especially in learning English. Bonnie (2013) also claims that self-assessment helps students become more motivated to learn and improve the quality of the work they do. Self-assessment also helps students to identify their strengths and weaknesses and helps learners take responsibility for their own learning and helps them monitor their performance more effectively (Dornan, 2011). Thus, self-assessment has many benefits in learning English.

Undoubtedly, beside the advantages of self-assessment, it also has several disadvantages. When applied to evaluating students' written compositions, this approach can result in potentially biased evaluation because more often than not teachers do not have clear criteria for marking the papers. Even worse, most of them tend to correct all grammatical and spelling errors. Blanche and Merino (1989) summarized major findings in self-assessment, maintained that the accuracy of most students' self-estimates often varied depending on the linguistic skills and material involved in the evaluation. Similarly, Davidson and Henning (1985) indicated that self-rating might be reasonably high, little confidence should be placed in these particular students' self-rating. This is mostly because students might not be well-trained in doing self-rating. It is also in line with research study conducted by Matsuno (2009) found that EFL students underestimate their performance when they are asked to self-assess their own writing, which was

particularly true for high-achieving students. In short, this self-assessment also indicates the disadvantages used by a lot of students in writing activity.

Based on my preliminary study that I conducted at MA Muhammadiyah 1 Palembang by having an interview with an English teacher, I discovered that self-assessment applied in English subject especially for writing session. It was continuously conducted in order to enhance students' writing ability. The teacher explained that self-assessment better to be used to involve students in writing activity as well as improve their interest in it. In the process of implementing self-assessment, teacher explained to students about assessment in writing as well as its components, then, they were shown how to assess themselves in appropriate way based on the rubric provided by teacher. After that, teacher assigned them to do assessment after they created their writing products.

Furthermore, this self-assessment method was used each meeting to make sure that students always upgrade their skill in writing. In assessing students' writing, teacher provided the rubrics which consisted of several components. Each component had statement related to the focus, then, students could analyse and chose their degree of ability in writing. After that, students explored their own job with time allotted. They rated their work so that teacher and students could work together to compare the score between teacher's assessment and students' assessment.

In fact, when implementing self-assessment, it was found that students still encountered difficulty to comprehend the assessment. They also got confused when they were asked to write the writing paragraph related to the topic given by

teacher. Teacher said that there was a problem in teaching writing. Students were still difficult in writing statement using English language and (Nina, personal communication, September 23, 2019). This statement is also supported by one of the students that she is confused what she doesn't write because lack of vocabulary and grammatical error (Fadhiah, personal communication, September 23, 2019). Despite the teacher told that some students even felt excited when the time came to self-assessing because they could know their writing quality. Regarding to this case, I gained a reflection about the way self-assessment implemented in writing activity where students had various opinion. So, I would like to explore more about students' perception related to the implementation of self-assessment on writing.

Previous studies show that student self-assessment has a positive impact on EFL learners' writing. Heidarian(2016) showed that there was a significant difference between experimental group and control group. The experimental group's scores who using self-assessment was 98 and the scores of the students who were educated by the generalized learning method was 80. According to Bing (2016) there was a significant difference in the students' score after being taught using self-assessment in writing. Before using self-assessment the score is 83.40 and after using it the score is 90.25. Self-assessment is an effective method to improve students' writing skill. This assessment method encourages students to participate and motivate students in the learning process. Therefore, many previous studies stated that the students have good opinions or enhancement of the use of self-assessment.

In conclusion, according to the description above, an investigation of the students' perception of the using self-assessment in writing will be conducted at Madrasah Aliyah Muhammadiyah 1 Palembang. Therefore, a research will be conducted with entitle is "The Students' Perception on Self Assessment in Writing: A Case Study at Madrasah Aliyah Muhammadiyah 1 Palembang".

1.2 Research Problem

Based on the background, the research problem is formulated in the following question : How are the students' perceptions on the use of self-assessment in Writing at MA Muhammadiyah 1 Palembang?

1.3 Research Objective

In accordance with the formulated problem above, the objective of this study is to find out the students' perceptions on the use of self-assessment in writing at MA Muhammadiyah 1 Palembang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contributions for some ideas. This research gives an explanation and deeper information for teacherabout the use of self-assessment.

Second the students will know their opinions and perceptions of self-assessment. They can appraise themselves, to correct their self and to deepen the students' understanding about the text

Third, for me this research will give many benefits and information about the use of self-assessment and what are the students perception about it. The result of this research will help me to know the opinions of the students about the effectiveness of self-assessment. I hope this research can help me in the future because I will be an English teacher.

Finally, the results of this research can give additional information for other research concerning the use of students' self assessment in writing.