

CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It presents an overview of the research. It explains the importance of the research and supported by theories relating to it. This chapter consists of the background of the research, research problems, objectives of the research, significance of the research, rationale, and previous studies.

A. BACKGROUND

This research is intended to discover the process of students' self-assessment in writing recount text. It is widely known that in today's education students are encouraged to learn by themselves with their teacher as the facilitator. English language teaching experience a paradigm shift from the teacher-centered to student-centered teaching. Student-centered teaching can be implemented through self-assessment as a method. Using self-assessment, the students assess their writing to recognize their ability.

Meanwhile, the effectiveness of teaching and learning should depend on learners' perceptions of the learning process and themselves as language learners (Harris, 1997) in (Purwanti, 2015). On the other hand, successful language teaching must start from the learners rather than the teacher, so language learners must be aware that they are the most critical element in the learning process (Hunt, J., Gow, L., and Barnes, 1989) in (Purwanti, 2015). Student-centered teaching can help the students know how far their comprehension of the material and their ability.

In the curriculum of English in Indonesian senior high school, recount text is one of the materials that learned in the second semester. In writing recount text, students are free to write anything about their life or experiences. As a result, some students are not aware of the structure of their writing. Sometimes, they do not recognize whether their writing is correct or not if the teacher does not give feedback. This problem is faced by some students in Al-Irfan senior high school. They are still confused when asked to write a recount text especially with the correct language features of recount text.

The students have to recognize their writing ability through assessing their writing by themselves. They need to self-assess to know when they are learning, how much effort they must show to know when they have been successful and when they are wrong, and which learning strategies work well for them (Mcmillan, Hearn, Mcmillan, & Hearn, 2017). An effort of involving students in developing their responsibility towards their writing progress is by using self-assessment.

Meanwhile, there are several studies regarding the implementation of self-assessment in writing. The first study is “The Implementation of Self-Assessment in Writing Class: A Case Study at STBA LIA Jakarta” by (Purwanti, 2015). The second study is “A Self-Assessment Model in Teaching Academic Writing for Indonesian EFL Learners” by (Taufiqulloh, 2014). The third study is “On the Impact of Self-Assessment Practice on Writing Skill” by (Fahimi & Rahimi, 2015).

Nevertheless, this research is different from the previous studies. The previous studies focus on the use of self-assessment in writing in general. Meanwhile, this research aims to observe the process of students’ self-assessment in writing recount

text. Finally, research entitled “STUDENTS’ SELF-ASSESSMENT AS A PROCESS OF WRITING RECOUNT TEXT” is conducted.

B. RESEARCH PROBLEMS

The problems of this research are formulated as follows:

1. How is the process of students' self-assessment in writing recount text?
2. What are the students’ responses to the use of self-assessment in writing recount text?

C. OBJECTIVES OF THE RESEARCH

This research focuses on finding out the process of students’ self-assessment in writing recount text. Specifically, this research is aimed at:

1. Investigating the process of students’ self-assessment in writing recount text.
2. Discovering students’ responses to the use of self-assessment in writing recount text.

D. SIGNIFICANCE OF THE RESEARCH

There are several significances in this research including *theory*, and *practical* aspects. *Theoretically*, the result of this research can be used as information that self-assessment can be implemented as a process in writing recount text.

Practically, this research is useful for a teacher that one of the assessment types—self-assessment can be implemented in the writing material as a process of writing an essay.

E. RATIONALE

According to Fahed Al-Serhani (2007) in Heidarian (2016), just gaining information, learning vocabulary, ability, and knowledge about language is not sufficient; learners should learn to implement these things that they have achieved. Alternative methods of assessment have different kinds such as performance-based assessment, journal, portfolio assessment, conference, self- and peer-assessment, interview, and observation can encourage students to cooperate with their teacher in the process of evaluation. In this study, self-assessment as one form of alternative methods of assessment accompany standardized test to evaluate learners' writing ability to improve this critical skill.

Assessment has a crucial role in learning to help the learners and teacher to know that the learning process is useful or not. In the meantime, according to Hyland (2003) in Heidarian (2016), assessment is the ways used to collect information on a learners' language ability or achievement. According to Tavakoli, Mansoor and Amirian (2012) in Heidarian (2016), academic assessment of language skills is an important part of the activities in the class for every learner. It reveals learners' weaknesses and strengths and guides the teacher in designing their teaching based on these strengths and weaknesses. One of the assessment methods is self-assessment.

There are varied opinions among the scholars about the definition of self-assessment. According to Richard, Jack and Schmidt (2002) in Heidarian (2016), self-assessment is "Checking one's performance on a language learning task after it has been completed." Self-assessment as procedures which give the learners a

chance to judge their learning. Students need to know their abilities and how much their progress and what they can do with the abilities they have achieved (Iraji, Enayat, & Momeni, 2016) in (Heidarian, 2016). Furthermore, self-assessment gives learners a chance to evaluate their learning progress and acts as a base for them to become more independent in the process of learning (Harris, 1997 in Heidarian, 2016). Fahimi and Rahimi (2015) in Heidarian (2016) state that the self-assessment method gives meaningful ways to encourage students' writing achievement through reflection, analysis and includes a wide range of practices and varied terminology.

Since writing is an essential skill in communicating with others, so, it is a valuable skill in learning a second language. Since writing is not considered a process, most of the learners have a problem in learning writing fundamentally. Self-assessment is one of the applicable methods for assessing learners' achievement in evaluating the writing process (Heidarian, 2016). According to Brown (2003) in Heidarian (2016) believes that there are some principles of self-assessment, namely: make learners more independent, creating internal motivation for learners to become more successful, and help them to learn more cooperatively. In line with that, the use of self-assessment in writing class is very helpful because it assists the teacher in finding out information about learners' ability and weaknesses (Javaherbakhsh, 2010) in (Heidarian, 2016). Furthermore, Zheng (2012) in Heidarian (2016) mentioned that students' ability in writing composition would develop if they can use self-assessment in writing courses successfully.

F. PREVIOUS STUDIES

There are several results of studies regarding successful implementation of self-assessment as a strategy in writing. The first study is “The Implementation of Self-Assessment in Writing Class: A Case Study at STBA LIA Jakarta” by (Purwanti, 2015). The result shows that using self-assessment most students welcomed the use of self-assessment, most students found the process of reflecting on one’s learning to be helpful, the students show that they can revise the essays at phrase level, surface level, content level and lexical level. The aim of this study investigates the implementation of self-assessment as a learning tool in writing class and to examine students’ reactions to the use of self-assessment.

The second study is “A Self-Assessment Model in Teaching Academic Writing for Indonesian EFL Learners” by (Taufiqulloh, 2014). This study is developed to help EFL students improve their achievement in academic writing, more particularly in essay writing. This study is implemented at the English Department of Pancasakti University Tegal. There are four kinds of self-assessment instruments in this study. They are a self-edit checklist of writing dimensions (CWD), a list of writing strategies (CWS), survey questionnaire of writing interest and awareness (SWIA), and questionnaire of learning monitoring strategies (QLMS). The result shows that through self-assessment model students not only learn to produce well-organized essays but also to figure out their attitude regarding writing procedures, interest, and awareness and learning monitoring strategies.

The third study is “On the Impact of Self-Assessment Practice on Writing Skill” by (Fahimi & Rahimi, 2015). This study is aimed to investigate the

incorporation of self-assessment in writing and its influence on improving writing skill. This study is implemented to forty-one Iranian female EFL learners. They have no idea of assessing their writings before the treatment is begun and the task of assessment is done by a teacher like most of the traditional classes. The result of this study shows that students' writing skills improve gradually in the treatment period and the interviews with some of the learners and the teacher confirm that learners and the teacher have a positive attitude towards self-assessment.

Concerning the previous studies, this research is different from the others in some aspects. The first is the previous studies are conducted with students in English course and the university, whereas this research is done with the students in senior high school. The second is the implementation of self-assessment is focus on writing in general, but this research focuses on students' writing recount text. The third is this research uses the language features by Derewianka (1990) as the aspect of the implementation of self-assessment. However, in the previous studies, self-assessment is implemented in phrase level, surface level, content level and lexical level, grammar, punctuation, mechanics skills, and clarity in meaning (content and organization), accuracy in format, mechanics, language functions, unity and coherence.