

Students' Self-Assessment in Article Writing Class

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Abstract. Nowadays, self-assessment has become one of the popular methods to measure the L2 students' abilities, especially in writing class, because the teachers start to know the advantages of self-assessment in class. However, the previous research shows that the application of self-assessment has several obstacles, such as the different language level proficiency, culture, and teachers' understanding. Moreover, there is still little research on self-assessment in Indonesia, which makes this method rarely used in classrooms. This research is aimed at finding out the students' understanding of self-assessment and the implementation of self-assessment. In this research, the researcher used a participatory photovoice narrative inquiry method to collect the data. Furthermore, the data of this study is taken by using photovoice and interviews. The participants were three fifth semester students in Article Writing class at the English Education Department of Universitas Sebelas Maret. This research is expected that using self-assessment in teaching and learning process can be beneficial for both students and teachers, such as knowing the students' abilities, development of students' writing skills, the increasing of students' participation in class, motivating the students to become more responsible for their learning process and the increase of students' interest in writing. The results add to the discussion on what makes the self-assessment method in writing class works successfully and have many advantages in classrooms.

Keywords: EFL, Self-assessment, Writing.

A. INTRODUCTION

Nowadays, self-assessment is uncommonly used to measuring the knowledge of the students in writing class because most of the teachers do not realize the benefits of self-assessment (SA) itself. Self-assessment (SA) is giving the students responsibilities to their learning progress. Self-assessment (SA) is an activity in learning progress that focusing on learners' ability to improve their skills, especially on writing skills, and it is also could make learners understand himself. Self-Assessment (SA), is a part of self-regulated learning or can be understood as a study skill through which learners able to develop the capacity to think about their learning critically. However, in practice, implemented is still face some problems, such as the different level of knowledge of each learner in the classroom or the lack of information about the self-assessment (SA) itself.

For many reasons, the teachers need to implement this method for assessing the learners because self-assessment (SA) has so many benefits either for the learners or the teachers. There is some research about self-assessment (SA) that shows the benefits of using self-assessment on writing class, Lam (2010) convinced that self-assessment (SA) has benefits on their writing by enhancing their linguistic awareness and helping them better monitor the writing strategies, there also similar research about self-assessment (SA) held by Mazloomi & Khabiri (2016) who said that self-assessment (SA) significantly improves the learners' writing ability and their language proficiency, the improvement is achieved if the learners receive appropriate feedback and training by the teachers, the other example is shown by Lam (2018) who stated in his article that the learners will stand a better chance of benefiting from this important metacognitive writing skill if teachers equip themselves to promote self-reflection properly. However, in real life, in Indonesia, this method is still difficult to be implemented because of the difference in each learner's background knowledge, and students often have difficulties assessing their work.

Therefore in this study, I will conduct research about the students' perception of self-assessment on writing class, which includes participants from fifth-semester students of writing class at the English Education Department. This research is aimed at finding out the students' understanding of "self-assessment" and how they implement it. Furthermore, the data of this study is taken by using photovoice and interview, which the participants are four random students in the article writing class.

Research Questions :

1. How do the implementation of self-assessment in the article writing classroom?
2. What is the teacher-directed self-assessment and self-directed self-assessment?

B. LITERATURE REVIEW

Currently, self-assessment is unusually used to measuring the ability of the learners on writing class because most of the teachers do not realize the benefits of self-assessment (SA) itself and self-assessment (SA) is giving the students responsibilities to their learning progress. Oskarrson (1980) cited in Sadek (2018) mentioned that "Self-assessment should be

implemented in EFL classrooms because it has several advantages. First, it promotes learning by training learners in evaluation, which results in benefits to the learning process. Second, it increases both learners' and teachers' level of awareness of the different levels of abilities." There are some researches convince that implementations of self-assessment also give many benefits to the students' learning process, in this case, is improving the writing skills of the students (Greenberg, 2015; Mazloomi & Khabiri, 2018; Sadek, 2018). Self-Assessment has 2 categories that are Self-Directed self-assessment and Teacher-Directed self-assessment. Furthermore, based on Knowles (1975) statement, he defines Self-Directed self-assessment is "Self-directed learning is a process whereby the student identifies his own learning needs, determines his learning objectives, formulates his criteria for evaluation, identifies and pursues learning resources and strategies, and then evaluates his learning." Also, Knowles (1970, 1975) define the teachers' role in Teacher-Directed self-assessment as "Teachers who wish their students to be self-directed learners are advised to be a 'facilitator of learning'."

Self-Assessment has been researched since the 1980s, there is numerous research about it that provide the different result. However, some research said that self-assessment is providing several advantages for both students and teachers, especially in the EFL classroom. And the advantages of self-assessment have been claimed by " Oskarrson (1980) that stated about the advantages of self-assessment was later got supported by many researchers including Dickinson (1987), cited in Harris, 1997, and Harris (1997)." And nowadays, there is some new research conducted in different countries, and the example is research conducted by Ricky Lam. Lam (2010) defined self-assessment as "An integral part of self-regulated learning, is defined as a study skill through which students can develop the capacity to think about their learning critically."

Based on those statements above, it says that self-assessment has numerous advantages for both students and teachers. It provides a chance for the students to assess themselves and knowing their weaknesses. And also provide some improvements to the learners, especially in writing class, self-assessment drives the L2 learners to significant improvements in many aspects of writing skills.(Coombe, 2010;Greenberg, 2015; Lam, 2017; Mazloomi & Khabiri, 2018; Sadek, 2018; Oskarrson, 1980). Because of that, we can conclude that self-assessment is a good way to measure and improve students' writing skills. However, it does not mean that this method does not have any obstacles, Meihami & Razmjoo (2016) mentioned that "There

are some obstacles during the implementation of self-assessment such as educational system, language proficiency level of students, cultural background, and literacy performance of the teachers." So, we can conclude that this method also has some gaps.

There are several kinds of research that study about the implementation and the effect of self-assessment on writing class. The study conducted by Mazloomi & Khabiri (2018) convinced that by applying self-assessment in writing classrooms, it showed a positive effect on the students, which improves their writing skills. Also, the study conducted by Lam (2010) stated that "The impact of self-assessment on students' perceived improvement in their writing was positive". In other case self-assessment also have a good effect on the EFL learners, Sadek (2018) stated that "Self-assessment can lead to significant improvement in other EFL learning environments; therefore, it should be employed in the EFL classroom to guide learners through the revision stage of process writing." However, the research conducted by Meihami & Razmjoo (2016) mentioned that there are some obstacles during the implementation of self-assessment, such as the educational system, language proficiency level of students, cultural background, and literacy performance of the teachers.

During the investigation of self-assessment, many researchers using a different method in their research. A research conducted by Mazloomi & Khabiri (2018) is quasi-experimental research, which is used a group of students as a sample of the research, this research involved 76 participants, and using rubric test and interview to collect the data. In previous research conducted by Lam (2010), they used a similar method to collect the data, which interview and self-assessment forms, but in this research, the instructor also being interviewed by the researcher. Different from those two previous research above, research conducted by Sadek (2018) used pre and post-test to measure the subjects' writing proficiency before and after the application of self-assessment and also using the questionnaire to measure the attitudes of the students towards self-assessment. Meihami & Razmjoo (2016), in their research, used open-ended questions to obtain students' perspectives about self-assessment and interviews with the teachers. This research is case study research that uses participatory photovoice narrative inquiry to collect the data. However, it is different from the previous research, which most of them used to interview and questionnaire to collect the data. The researcher using photovoice and interviews to collect the data.

C. METHODOLOGY

The participants in this study are three students in the article writing class of the fifth semester at the English Education Department, which is selected randomly by the researcher. The participants are writing class students who are familiar with the application of self-assessment.

The researcher used a participatory photovoice narrative inquiry to collect the data. This data collection lasts for three weeks. The participants are given some instructions from the researcher to take several pictures and describe the pictures they already have based on what they have done in class and outside of class. Also, to make the data more complex, the researcher using the interview to make the data more trustworthy.

The students attended three sessions of instruction, in which they took some pictures and described the pictures based on their experience while working on their assignment. Also, they will be interviewed to make sure about their perceptions about self-directed self-assessment and teacher-directed self-assessment after they finish describing the pictures.

D. FINDINGS AND DISCUSSION

A. Description of The Project.

The self-assessment project took place on the fifth-semester students on article writing class. The self-assessment itself has a goal in which could make the students have their responsibility dealing with their learning process. So, self-assessment needs both roles teacher and students to achieve the goals of self-assessment. Based on the goal of self-assessment itself, there are two types of self-assessment applied in the article writing class; the first is self-directed self-assessment, and the second is teacher-directed self-assessment. The teacher has a role in guiding the students to achieve the goals of self-assessment.

Table 1. Categories of self-assessment

Participants	Teacher Directed	Self Directed
Participant 1	1) Discussion on Schoology, 2) Explanation in class, 3) Group discussion	1) Consultation with the lecturer, 2) Looking at Example (Friends' work and related articles)
Participant 2	1) Explanation in class, 2) Group discussion	1) Consultation with the lecturer, 2) Looking at Example (Friends' work and related articles)
Participant 3	1)Explanation in class, 2) Group discussion	1) Consultation with the lecturer, 2) Looking at Example (Friends' work and related articles)
Participant 4	1)Explanation in class, 2) Group discussion	1) Consultation with the lecturer, 2) Looking at Example (Friends' work and related articles)

Based on the data that the researcher has, the result of this study is different from the previous studies because this method to collect the data is different. Based on the pictures, most of the students mentioned explanation in class, group discussion, consultation, and looking for another example, but the most common is the explanation in class and group discussion. However, the pattern of self-assessment seen. The students have a responsibility in their own learning process. And the result of the research is almost in line with the result of the study that conducted by Naeini (2011) which the pattern seen that the students are encouraged to find another source in order to revise their assignment, such as do consultation with the lecturer, looking the example (friends' work and related articles).

B. Self-Assessment in Article Writing Class

As we know, self-assessment is part of self-regulated learning, it is described as a study ability that enables students to develop the capacity to think critically about their learning process (Lam, 2010). During the implementation of self-assessment in Article Writing class,

the students were given some instructions to take several pictures while they wrote the findings session. Each of the students has selected 10 best pictures while they wrote the findings in three weeks session of data collection. Then, in analyzing the data, the researcher found that the implementation of self-assessment in the classroom is going well. From the final data, the researcher can conclude that the teacher is still more dominant than the student. Most of the students in the class were doing the self-assessment by looking at the other students' work and comparing it with the other source. However, in the classroom, the teacher still more dominant; the teacher initiated the student to do the task based on his instruction.

Table 2. Distribution of types of self-assessment

Participants	Teacher Directed	Self Directed
Participant 1	2	8
Participant 2	7	3
Participant 3	6	4
Participant 4	8	2

After the data was collected, the researcher can conclude that the result is almost in line with the previous study conducted by Iwasiw (1987) mentioned that "The quality of the teacher is critical to the success of self-directed learning ventures. ' Self-directed ' does not include the students' independent behavior. During the learning contract development phase (if contracts are used), they need ready access to the instructor to get input on the appropriateness of their learning practices, and at times to remove the discouragement and joys felt by all students. The students who new to self-directed learning are often uncertain about their choices and need a lot of instructor time. Specified hours of service let students know when they can seek assistance." So, based on the data that the researcher has can be concluded that most of the

student still new at this (self-assessment). Because of that, they still counting on the lecturer instructions.

C. Teacher-Directed Self-Assessment

Teacher-Directed self-assessment is part of self-assessment, in which this is the first step to make students able to learn by their own self. And the teacher roles in this part is a facilitator of learning. It similar to Knowles (1970, 1975) statement, he defines the teachers' role in teacher-directed self-assessment as "Teachers who wish their students to be self-directed learners are advised to be a 'facilitator of learning'." So, the teacher should not be the center of the classroom but the students themselves. However, it is different from the implementation in the classroom. The participants reported that this is new for them because they do not know what self- assessment is, even though the truth is that each of them has already doing self-assessment activities. They do realize that since the researcher explains the meaning and the goals of self-assessment to them. However, based on the data that the researcher got from the participants, three of four participants still depended on the teacher's instructions.

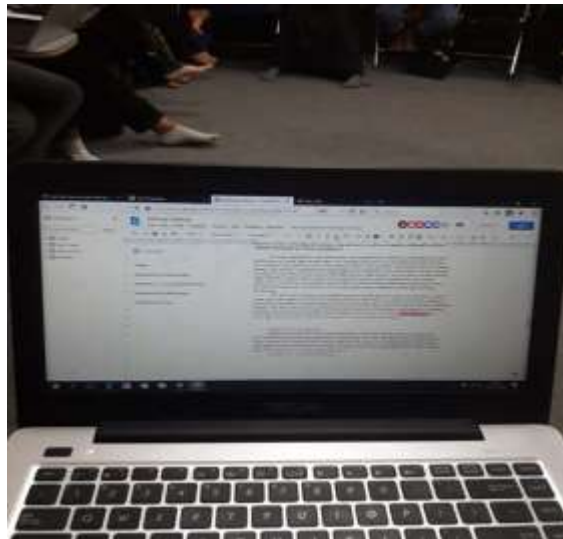
Based on this picture below, as we can see, the lecturer still instructs to initiate the students to do the activity in the classroom, and in this session, the students were given instructions to make the research questions.

"In class, the lecturer asked the students to make a group, then discuss and make the research question. Then the lecturer explained the criteria of the good research question. I wrote 2 research questions on schoology. Then, the lecturer told me that my second research question was incorrect because it stated "good" word. Then I revised it based on the lecturer's suggestions." [Participant 1, November 5, 2019]



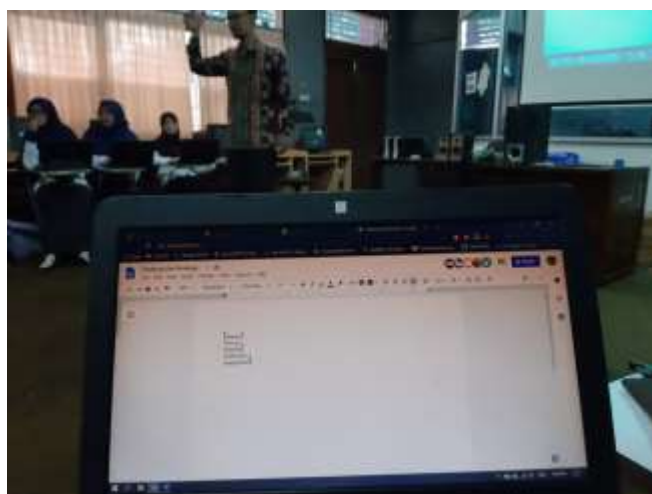
In another session, Participant 2 mentioned that the teacher is still dominant because the teacher guides the student all the time to make sure that the students' assignments are done well. By explaining the material about how to write useful findings, giving them examples, and checking the students' work, the teacher expects that the students will be able to write the findings section.

"The lecturer asked the students to work in groups. He wanted to do a group discussion activity. He asked us to create findings that are started by writing a few sentences. There were a lot of requirements to write findings which are displayed in the table. We need to follow the steps to make good findings." [Participant 2, November 5, 2019]



In another session, the students still have to work in groups. The teacher divides the class into small groups of three students in order to finish writing the findings section. The teacher gives an example and instruction related to how to describe a chart and criteria of the proper findings. Participant 3 reported that they work in a group and discuss how to describe a chart to make a useful findings paragraph, and the teacher checks each group's work.

"This session is still working on findings, the teacher divides the students into groups of three and works in groups to describe the chart based on the answer of the questionnaire"
[Participant 3, November 19, 2019]



Based on those pictures above, as we can see, the teacher still being the central position in the class. Because most of the students are still doing the assignment based on what the

teacher said, according to the previous study, it can be concluded that if the students already have a responsibility to their own learning process, it means that the implementation of self-assessment in the classroom has accomplished. However, the result is mentioned that teacher-directed self-assessment has mostly occurred in the classroom. The result is similar to Iwasiw (1987) statement that said, " The teacher has had the responsibility for making decisions about appropriate objectives, suitable learning experiences, and evaluation methods. Student participation in such matters has been minimal." So, based on the statement above it can be concluded that the implementation of self-assessment in the article writing classroom is still focused on the teacher instead of focused on the students. The teacher is still dominant in the classroom.

In another study conducted by Mazloomi & Khabiri (2018) showed that self-assessment has already implemented successfully. However, the implementation of self-assessment in article writing class took a long session, which is 8 sessions and could be achieved because the lecturer gives the students with appropriate training and feedback. In contrast with the study that the researcher conduct does not take the whole semester to implement it, the students still unfamiliar with this kind of assessment, and the result also different.

Self-Directed Self-Assessment

Self-Directed self-assessment is usually occurred outside of the class because the students tend to find other sources in order to be a guideline for them to finish the assignment. So, the students motivate themselves to find other sources which make them learn by themselves, gain new information, know their mistakes, and make a revision. In self-directed self-assessment, the students are initiated themselves to become more active because they are not in the classroom, so they have to learn by their own self. It similar with Knowles (1975) statement, he defines self-directed self-assessment is "Self-directed learning is a process whereby the student identifies his own learning needs, determines his learning objectives, formulates his criteria for evaluation, identifies and pursues learning resources and strategies, and then evaluates his own learning." Moreover, if Self-Directed self-assessment is the final part of self-assessment that can not be achieved without doing the teacher-directed self-assessment activity first, because to achieve the goals of self-assessment, there is a transition or process from teacher-directed self-assessment to become self-directed self-assessment. And

In this session, each of the students has initiated themselves to become more active and be responsible for their own learning process. Besides, this is a good start from the process of self-directed self-assessment. Participant 1 mentioned that he had a consultation with the teacher dealing with the assignment.

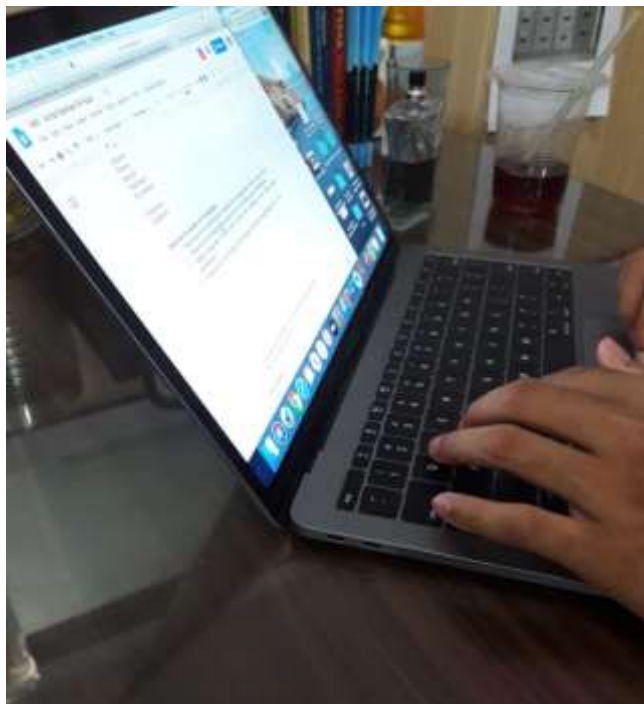
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which part they have made a mistake, and they tried to revise it by tried to find another source to be the guideline.

On the other hand, Participant 2 also has a similar problem with Participant 1. Participant 2 also has the initiative to meet his teacher when he stuck with his assignment. He said that he needs to consult his assignment because he needed an expert in checking his assignment, whether his assignment is correct or not.

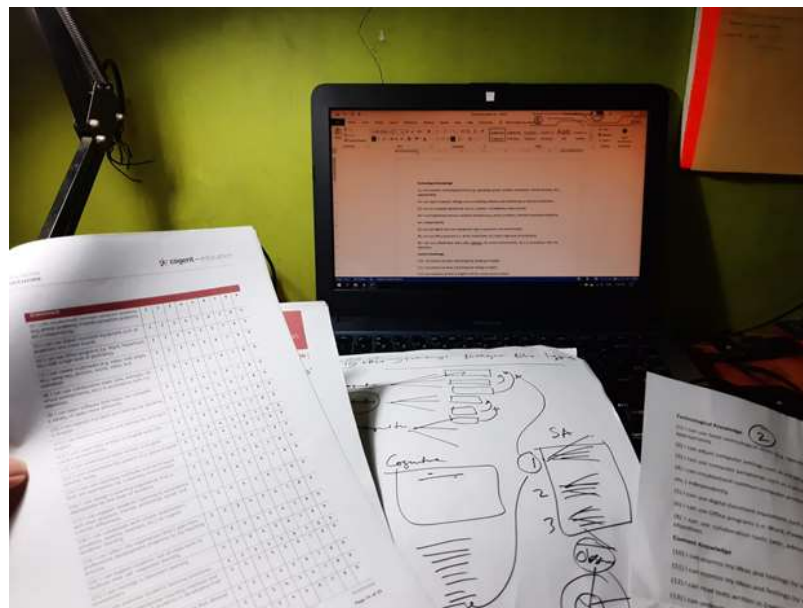
"I have some problems dealing with writing the questionnaire and interviews, so I need to meet the teacher and consulting my assignment with him. The teacher explained to me how to make a good questionnaire and interviews because I have some difficulties when writing the questionnaire and interviews. After that, I revised my questionnaire and interview based on what the teacher said and by checking my friends' assignment to compared it with mine so I know in which part I made the mistake." [Participant 2, November 6, 2019]

Participant 2 reported that he checks his friends' assignment in order to compare his assignment with his friends' assignments so he knows in which part he made the mistakes. From the statement above, the researcher knows that the student has doing self-directed self-assessment. The student has to initiate themselves to meet his teacher and check his friends' assignment to make his assignment becoming better.



A similar situation happened with participant 3, and he had difficulties when writing his instrument. He tried to figure out how to write the instrument by consultation section, reading some related articles similar to his topic, and also ask his friends. Unconsciously, he has done the self-reflection section, in which he tried to fix the mistakes he made.

"After the consultation with the teacher, I realize that my instrument isn't done yet and needs to be revised. So, I'm working with my new design of questionnaire and interview questions based on teacher's note and read some related articles similar to my topic, I asked my friend who had finished wrote the instrument for advice." [Participant 3, November 5, 2019]



So based on the result, the researcher knows that self-assessment has already occurred in the classroom. In general, self-assessment is happening in every classroom activity. Moreover, these results have shown us an example of self-assessment practice in the article writing class, how the implementation, and the effect for both students and the teacher. From the three participants, I interviewed, only 1 participant who is Participant 1 who already implement self-assessment correctly. In contrast, 2 participants mentioned that they do not implement self-assessment properly yet; they still depending on what the teacher says. From 40 pictures that the researcher has, most of the participants still unmotivated to learn by their own self.

According to the previous study, it can be concluded that if the students already have a responsibility to their own learning process it means that the implementation of self-assessment in the classroom has accomplished. It is similar to the previous study, that conducted by Benson (2011) mentioned that "The ability to assess one's knowledge, learning and performance is seen to be a key element in becoming an autonomous learner". So, based on the statement above it can be concluded that the implementation of self-assessment in the article writing classroom is done and have a good impact on the learners but not as maximal as the expectation. The researcher expected that the implementation of self-assessment would be done successfully.

In another study conducted by Mazloomi & Khabiri (2018) showed that self-assessment has already implemented successfully. However, the implementation of self-assessment in article writing class took a long session, which is 8 sessions and could be achieved because the lecturer gives the students with appropriate training and feedback. In contrast with the study that the researcher conduct does not take the whole semester to implement it, the students still unfamiliar with this kind of assessment, and the result also different.

E. CONCLUSION

This study focused on the implementation of self-assessment that includes teacher-directed self-assessment and self-directed self-assessment in the article writing classroom. While most of the previous studies have focused on the effects of self-assessment in the teaching and learning process, this study focused on the implementation of self-assessment and the goals of self-assessment itself in the writing classroom. This topic is still relatively rare to be discussed in Indonesia. So, the researcher tried to conduct this study in order to get deeper data and evidence about the implementation of self-assessment in the writing classroom.

The data had been displayed by the researcher about how the implementation of self-assessment in the writing classroom, which is still not working correctly. The result of the study also showed that in the classroom, the teacher still more dominant, the teacher initiates the student to do the task based on his instruction, and the student still unmotivated to become more active and responsible for their own learning. The participants who had submitted the pictures considered that the activity had been done. From the 40 pictures that the researcher has, and after the data has been processed, the researcher can make a conclusion. However, the

data not only about the bad side, but there is also a good side of self-assessment. The implementation of self-assessment still centered on the teacher; most of the students still seem unmotivated and irresponsible to their learning. This is different from the previous study, which mostly mentioned the benefits and successful implementation of self-assessment. The evidence showed that the implementation still not maximal. As a result, the researcher concludes that the implementation of self-assessment in the article writing classroom is still unsuccessful. The results showed that self-assessment motivated students to be more candid and forward with what they considered their problems in the classroom. It builds the students' awareness to realize their understanding of English language subjects and especially in writing skills. Besides, self-assessment appears to work by boosting the motivation and self-esteem of learners. Therefore, recommendations for applying self-assessment should be influenced by the teacher's operation. Support may be required because not all students have faith in assessing their work, so they need support and guidance. This study was limited to fifth-semester students of Universitas Sebelas Maret.

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