CHAPTER I

INTRODUCTION

This chapter consist of background of the study, significance of the study, objective of the study, and formulation of the study.

1.1.Background of the Study

Some study believes that the most used assessment is the one that is conducted only by teachers, and students have no chance to evaluate themselves (Fahimi & Rahimi, 2015). It also strengthens by Birjandi & Tamjid (2010) that in general, a classroom evaluation is only managed by teachers. Whereas, to what extent the students are able to assess their own ability is considered as essential thing in educational aspect (Javaherbakhsh, 2010). For balancing teachers and students portion in assessment, self-assessment is becoming a consideration in the last few decades (Braine, 1998). This issue is relevant to discuss in any forms of students' learning skills. In this study, the researcher is interested in describing the students' self-assessment in writing skills. Referring to Braine & Yorozu (1998) writing is basically requiring well-structured in organization and framework. Thus, writing assessment should be purposeful and appealing such as involving not only teachers, but also students in the process (Elander, Harrington, Norton, Robinson, & Reddy, 2006)

In Indonesia, self-assessment on writing skills has been conducted in some secondary schools. Arsyad, Nadrun, & Budi (2015) held the research which applied pre-experimental research design in one Islamic school in Palu,

Central Sulawesi. The result of the study showed that there was remarkable improvement of the students on writing skill after they were experiencing self-assessment. Moreover, Purwanti (2015) found that English course students are actually ready enough to be involved in self-assessment. However, there was no significant progress on writing skill. Ratminingsih et al. (2018) found that self-assessment gave an impact on students' autonomy and writing competence. Most of those previous studies found that self-assessment gave positive impression to learning processes, although no significant findings on self-assessment of writing skills.

The previous studies that related to students' self-assessment and teachers' assessment in writing skills take place in Indonesia are mostly conducted in secondary high school (Arsyad, 2015; Ratminingsih et al., 2018). Thus, research about students' self-assessment is rarely discussed the comparison of teachers' assessment and students' self-assessment in higher education in Indonesia. It means that current research of self-assessment have not been used frequently. Whereas, Mazloomi & Khabiri (2016) in higher education, self-assessment could give significant effect on language learners' writing. This present study will fill the empirical gap by giving consideration that self-assessment could be used to assess students skill especially on writing skills in higher education.

1.2.Significance of The Study

This present study is supposed to have two advantages. Those are empirical and practical advantages. Empirical advantage means that the study

will provide the notion that learners' knowledge and teachers' criteria on writing assessment are needed especially on higher education. The other is practical advantage which means that this present study will give recommendation to writing classes on higher education to apply self-assessment as one of alternative assessments in a classroom.

1.3.Objective of The Study

The objective of the study is to discover comparison and between students' self-assessment and teachers' assessment in writing skills.

1.4. Formulation of The Problem

In this present study, the researcher formulates two research questions, which are:

1. Does students' self-assessment and teachers' assessment have significant differences?