



# Students' Perception on Self-Assessment of Writing Competency at Vocational High School

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## ABSTRAK

*Self-assessment mempunyai beberapa keunggulan dalam proses pembelajaran keterampilan berbahasa Inggris khususnya keterampilan menulis. Penelitian ini bertujuan untuk menganalisis persepsi siswa dan kesulitan yang mereka hadapi ketika menerapkan self-assessment dalam meningkatkan keterampilan menulis siswa di Sekolah Menengah Kejuruan. Penelitian ini menggunakan metode survei dengan pendekatan kualitatif. Partisipan penelitian ini terdiri dari siswa kelas 10 dan 11 SMK. Penelitian ini mengumpulkan data dengan menggunakan kuesioner terbuka untuk mendapatkan data persepsi siswa yang akurat. Kemudian, gunakan wawancara untuk mengetahui tantangan yang dihadapi siswa. Pernyataan wawancara selaras dengan kerangka teori yang diajukan dalam kuesioner. Data yang dikumpulkan dari kuesioner dianalisis menggunakan Excel untuk mendapatkan hasil median. Analisis tematik digunakan untuk menilai data yang dikumpulkan selama wawancara. Temuan penelitian ini menunjukkan bahwa siswa memiliki persepsi yang cenderung positif terhadap penerapan penilaian diri kompetensi menulis sebagai sarana bagi siswa untuk melakukan refleksi diri, membantu siswa meningkatkan kualitas tulisannya, memotivasi siswa untuk lebih mandiri, dan percaya diri, juga siswa dapat menilai dan memantau kemajuannya. Siswa juga mengalami kendala dalam melakukan penilaian diri, yaitu terbatasnya pedoman, dan kriteria penilaian diri.*

## ABSTRACT

Self-assessment has several advantages in the process of learning English language skills, especially writing skills. This research aims to analyze students' perceptions and the difficulties they face when implementing self-assessment in improving students' writing skills at Vocational High School. This study uses a survey method with a qualitative approach. The participants of this study consisted of students studying in grades 10 and 11 at Vocational High School. The research collected data using an open-ended questionnaire to gain accurate data on student perceptions. Then, use interviews to find out the challenges faced by students. The interview statements are aligned with the theoretical framework proposed in the questionnaire. The data collected from the questionnaire was analyzed using Excel to get the median result. Thematic analysis was employed to assess the data collected during the interviews. The findings of this study indicate that students have perceptions that tend to be positive towards the application of self-assessment of writing competence as a means for students to reflect on themselves, help students improve the quality of their writing, motivate students to be more independent, and confident, also students can assess and monitor their progress. Students also experience obstacles in carrying out self-assessments, namely limited guidelines, and self-assessment criteria.

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## 1. INTRODUCTION

The Curriculum Merdeka, as part of the educational reform in Indonesia, emphasizes a shift towards a more autonomous and flexible learning approach that allows for adaptation to local contexts and student needs. Self-assessment is an integral component of this curriculum, as it encourages students to reflect on their own learning and progress (Asrifan et al., 2023; Pranajaya et al., 2022). The transition from the 2013 curriculum to the Merdeka curriculum is intricately linked to the new learning paradigm, and it entails several modifications that particularly impact schools, students, and teachers. The Merdeka Curriculum promotes the development of curriculum in schools that are more aligned with local settings, cater to the needs of students, and reflect social realities (Dian et al., 2023; Iis et al., 2022). This approach has the potential to cultivate a curriculum that is more applicable and meaningful, by adopting a new learning paradigm that prioritizes context-driven learning. The Merdeka Curriculum places a strong emphasis on the development of student competencies, including critical thinking, creative thinking, effective communication, collaborative skills, and adaptability. This aligns with a new learning paradigm that focuses on the developing of talents that are applicable to both personal and

professional contexts (Fransiska Faberta Kencana Sari et al., 2023). The Merdeka Curriculum offers teachers an expanded opportunity to employ active, project-based, and collaborative learning approaches. Merdeka curriculum and self-assessment promote student empowerment by allowing them to take a more active part in their education. Students have the option to pick learning activities and topics that interest them under a Merdeka curriculum framework (Pranajaya et al., 2022; Yan et al., 2023). Self-assessment, on the other hand, allows students to take responsibility of their learning by reflecting on their strengths and shortcomings and making decisions about their learning practices. The Merdeka curriculum and self-assessment in student writing competency both place a premium on student empowerment, individualized learning, metacognition, and student-centred approaches (Boumediene & Fatiha, 2018; Harisantoso et al., 2020). The combination of these two ideas may lead to a more dynamic, engaging, and successful learning experience in which students actively create their learning path and take responsibility of their writing skill development.

Self-assessment is an important part of learning a new paradigm. When students are taught to be more independent in their learning, they are also taught to measure their own progress. A Merdeka Curriculum that gives students more autonomy and develops their competencies can also enable better self-assessment. This is supported by changes in the assessment portion of the assessment pyramid (Mothaka, 2020; Palupi & Septiana, 2018). The assessment pyramid consists of assessment as learning, assessment for learning, assessment of learning. Previously, assessment for learning, namely assessment for evaluation at the end of the learning process and as a summative assessment, received the largest portion in the 2013 curriculum. Now in the independent curriculum, assessment as learning gets the largest portion in the assessment pyramid because this new learning paradigm expects students to be involved actively to be given the experience of being an assessor for himself and his friends. Self-assessment and peer-assessment are examples of assessment as learning (Ebrahimi et al., 2021; Zheng et al., 2017). By implementing this independent curriculum, students can monitor their progress in developing certain skills, understand their strengths and weaknesses, and identify areas where they need to improve. This supports independent learning and self-awareness which is an important part of the new learning paradigm. In an ever-changing educational environment, student self-assessment is critical to assessing the influence of the Merdeka curriculum on their development. Understanding how students evaluate their own writing skills allows us to figure out how successful the curriculum is in supporting the development of their writing skills (Pranajaya et al., 2022; Yatim et al., 2023). This study gained information about students' self-perceptions, which may impact their motivation and confidence when confronted with writing obstacles. Understanding how students view themselves in the context of writing allows teachers to change instructional and evaluation techniques to help students improve their writing competency more successfully.

Self-assessment is an authentic evaluation method that holds potential for application in educational settings. Self-assessment is a method of evaluation employed within the assessment standards of Indonesia, serving as an alternate approach to appraise student learning. Self-assessment is employed as a viable option for evaluation due to its inherent traits that foster student engagement, enhance students' metacognitive awareness, cultivate a more objective perception of their own learning, and yield beneficial outcomes for both students and educators (Peek et al., 2014; Yildirim, 2017). Previous study stated that self-assessment serves as a means for students to evaluate their own learning capacities, correlating with the fundamental characteristics of self-assessment (Monica et al., 2019). Furthermore, self-assessment allows students to identify their areas of weakness in the skills they have acquired, thereby enabling them to evaluate their learning progress using a four-step approach consisting of self-assessment determination, assessment methodology, feedback provision, and strategy determination (Hedges & Harkness, 2017; Zheng et al., 2017).

As previously stated, self-assessment can be used to assess competency in English language learning, including writing competency. Writing competency is a necessary skill in the English language that must be learned. According to previous study writing is the process of creating text based on the thoughts of the writer (Sari, 2017). Writing competence is used to acquire and transfer information in four ways: generate, collaborate, publish, and share with others. Other study stated that writing is a mental process activity (Aeni & Yusupa, 2018; Monica et al., 2019). They require more time to think, feel, and act when writing. It implies that students must think about what they want to write, realize what they will transmit in their writing, and generate the concept in their writing while creating a text or paper. As a result, they must get to know the competency in the writing process, such as the capacity to select the proper language or structure to employ in writing (Astutiani et al., 2022; Noor et al., 2016). They can think, feel, and do what they want to write because they have the skill and can pick the proper structure for language. As a result, students must be conscious of their writing to improve their writing skill, and self-assessment can be utilized as an alternative. This study mainly focusses on self-assessment. Self-assessment is a method of evaluation employed within the assessment criteria established in Indonesia. Self-assessment serves as an effective method to assess the learning progress of students. Previous study asserts that self-assessment serves as an effective way for students to assess their learning abilities (Istiqomah & Siswono, 2020; Schneider & Bodensohn, 2017). Furthermore, through the process of self-assessment, students could identify their areas of weakness within the acquired abilities, enabling them to utilize

this knowledge as a means of evaluating their own learning progress. In addition to facilitating the identification of strengths and limitations, self-assessment may additionally encourage greater accessibility among students in expressing their perceptions of their own talents. Other study contends that self-assessment serves as a beneficial method for evaluating students' strengths and weaknesses in the context of their learning (Sintayani & Adnyayanti, 2022). Self-assessment is a pertinent tool for diagnosing students' ability levels and evaluating their knowledge. Previous study asserts that self-assessment enables students to effectively attain their learning objectives and identify areas in which they encounter challenges or obstacles in the learning process (Istiqomah & Siswono, 2020; Wisnu & Pradana, 2020).

A similar thing was discovered at Karya Wisata High School, particularly in grades 10 and 11, where self-assessment is one of the learning techniques employed as an innovative learning approach by English teachers in teaching writing. The initial findings indicate that English teachers have been observed utilizing self-assessment techniques in the context of writing. The study's researchers said that they had implemented this approach on no less than ten occasions in each instructional session when writing was taught. Self-assessment is conducted by the administration of questionnaires that are issued to all students in the class, with the aim of evaluating their writing proficiency. Additionally, several educators employ self-assessment techniques by prompting students to engage in self-reflection about their written work. Educators employ self-assessment as a pedagogical strategy since they perceive it to be a suitable method for enabling students to evaluate their own writing proficiency. However, prior studies have primarily focused on the perspectives of teachers. While these studies have explored teachers' perception regarding the use of self-assessment as a method of evaluating students' writing skills, it remains unclear whether students themselves concur with their perception that self-assessment can enhance and support their writing competency. There have been many studies examining teachers' perceptions of self-assessment in writing ability which research only focuses on teachers' perceptions regarding the use of self-assessment to assess students' writing competence. There is no evidence that shows students' perceptions when carrying out self-assessments so this research is still lacking because it only focuses on teacher perceptions. Based on the description above, research aims to analyze high school students' perceptions of the use of self-assessment in writing competency at Karya Wisata High School. The novelty of this study is focuses on teachers' perceptions regarding the use of self-assessment to assess students' writing competence.

## 2. METHOD

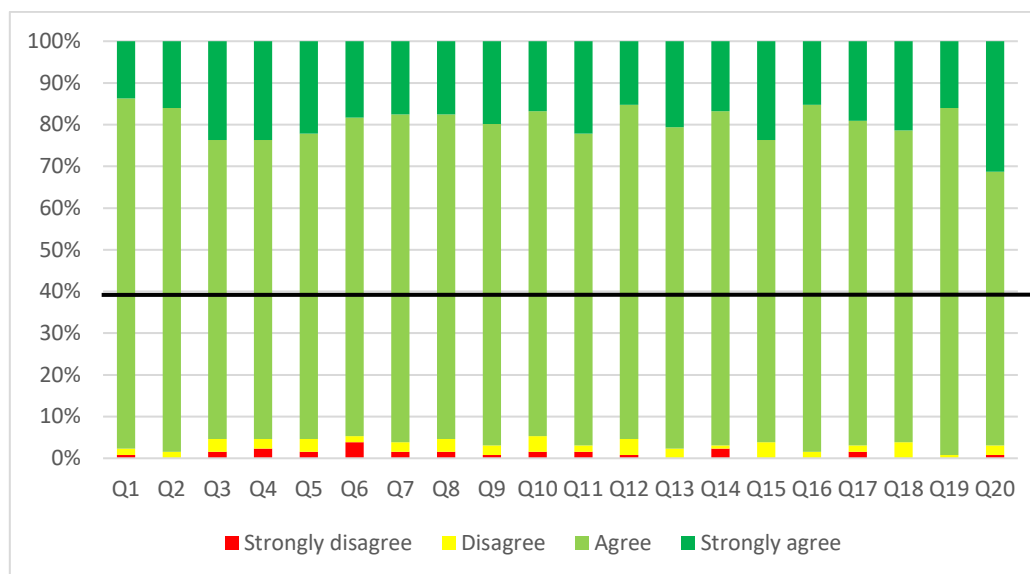
This research uses a survey research design. Survey research is defined as the collection of information from a sample of individuals through their responses to questions (Glasow, 2005). This research was designed with a qualitative approach, where data was collected through open-ended questionnaires and interviews. The research location is at Karya Wisata High School, located in Singaraja, Bali, with a special focus on students in grades 10 and 11. The research instrument used in this study was an open questionnaire using a four-point Likert scale. In addition to the questionnaire, interviews were also conducted to gain further insight into student perceptions. Open-ended questionnaires allow students to provide more in-depth and detailed responses, while interviews provide an opportunity for researchers to explore further information and gain a more comprehensive understanding of students' views. Data collected from the questionnaire was analyzed using Excel to calculate the median value. Median analysis helps in determining the middle value of the data collected, providing an overview of student perceptions. During the interviews, data were analyzed and interpreted using thematic analysis. Thematic analysis allows researchers to identify key themes and patterns in student responses, providing deeper insight into their perceptions and views.

## 3. RESULT AND DISCUSSION

### Result

#### *The Result of Students' Perception on Self-assessment in Writing Competency*

The aim of this research is to analyze students' perceptions regarding the use of Self-Assessment to develop students' Writing competence. This research involved 131 students in grades 10 and 11 of Karya Wisata High School. Questionnaires and semi-structured interviews are two tools used by researchers to obtain data. The results of the questionnaire given to students, describing their perceptions regarding the use of self-assessment in writing competency are shown in Figure 1.



**Figure 1.** Result of Students' Perception of Self-assessment in Writing Competency

Figure 1 presents the findings of a data analysis conducted on survey responses obtained through a questionnaire. The findings from the 20-question survey on Karya Wisata High School students' perceptions of self-assessment in improving writing competence indicate that students have a positive responses towards self-assessment and generally tend to agree that self-assessments enhance their writing competency. This can be seen in the graphic data, where 20 bars cross the median line or above 50%. The findings of interviews with students support all of these statements. Students indicated that using self-assessment was beneficial for their learning, particularly in enhancing their writing competency. The following are the results of interviews performed with the students. Self-assessment is an effective tool for students to reflect on their own experiences. This allows students to conduct evaluations and obtain a greater understanding of their performance and progress. From student responses to interview results, it is clear that self-assessment is an effective tool for students to identify their strengths and limitations by examining their work. Students can easily see which areas of their work require improvement or revision. They can enhance their writing skills by being aware of their weaknesses. Students also believed that recognizing their own strengths and weaknesses particularly in terms of writing competence, pushed them to enhance their writing skills and encouraged them to monitor and assess their writing progress.

### ***The Result of Interview Related to Students Perception About Self-Assessment***

According to the respondent, self-assessment is useful to provide students with opportunities for self-reflection on their abilities in writing competency about what they need to improve in their writing. Self-assessment helped their reflection during the learning process, particularly in developing their writing competency. Through self-assessment, they can find out what needs improvement in their writing, enabling them to effectively modify their work and generate new ideas for their writing. It can make their writing better than before. Students claimed that self-assessment helps them acquire some feedback to improve their level of writing. Motivated students are more likely to produce high-quality writing when they are aware of their own areas of strength and improvement.

Self-assessment also helps the students improve the quality of their writing and develop new ideas according to the context independently and confidently. Through self-assessment, students are motivated to write good writing that fits the context and create new ideas to make their writing more interesting. This makes students more independent and confident in doing their assignments and improves the quality of their writing according to students' expectations. Also, students do not need to depend on their friends because the possibility of feedback from the results of the self-assessment given is different. Students also tend to agree that using self-assessment helps students more easily assess and see the extent of their own abilities in writing competency. These responses indicate that self-assessment is beneficial for students in assessing and seeing their progress in writing proficiency. During the learning process, students not only evaluate their writing but also understand how their learning process operates, particularly concerning writing competence. This helps students in evaluating their work based on the process and improves their competence in writing. According to the findings of the questionnaire and interviews, students believe that self-assessment is highly helpful to their writing competency. They can use self-assessment to reflect on what they have learned and enhance their skills to

become better. Besides from that, students understand that through self-assessment, they can enhance their writing competency, especially in terms of creating new ideas and writing that is suited to the situation, and they are more confident in composing good writing. Students believe that self-assessment assists them in assessing and monitoring their learning processes. It is simpler for the student to comprehend how they write and what things they need to improve, and they quickly learn their characteristics in class

### ***The Challenges Faced by Students in Implementing Self-Assessment***

Applying self-assessment on writing competency, students admitted to experiencing several challenges. To gain insight into these challenges, this research conducted interviews with five Karya Wisata High School students. Five students faced almost the same problem. This section aims to describe the main obstacles faced by students when incorporating self-assessment into their learning practice. Interviews conducted with some of these students identified several challenges. Students have the misconception that they are unable to prevent making errors because they are not provided with enough direction when it comes to doing self-assessment. This is one of the issues that students confront. During the interview, students expressed this statement. The fear that they would make errors without even recognizing it is common among students. Students are cautious about utilizing self-assessment in the future because of this, which is why some students state that they need a guide that they can use to recognize the errors that they have made in the past.

Aside from that, there are other challenges that students experience when it comes to applying self-assessment. One of these issues is that students do not know how far they should reach in writing since there are no defined standards and expectations. Students have the perception that they need examples that may provide them with a sense of what to anticipate. Students continue to be confused and have trouble utilizing self-assessment due to their lack of understanding of the criteria by which they may evaluate their work. This is a problem since there are still a lot of students who are in this situation. They are also concerned that the ideas expressed in their writing would vary from those of other people, which will cause them to question their own thoughts and beliefs. It is possible that students' self-evaluations are not always fair since they are still too subjective in their evaluations when there are no specific standards to guide them.

From the results of the student interviews above, it can be concluded that it turns out that students also face challenges when using self-assessment, such as self-assessment is often inaccurate with the results of student projects, so students often feel worried about making them. they. mistakes without realizing it. This is what makes students feel hesitant to use self-assessment in the future, therefore some students say that they need a guide that they can use to see the mistakes they made. They are also still confused and have difficulty using self-assessment due to a lack of knowledge regarding the criteria for assessing their writing. The way to overcome this is that they use resources and tools to improve their writing skills, grammar, and spell-checking applications to assess their writing. They also continue to do introspection or continue to assess themselves and convince themselves and practice frequently to be able to improve their competence in writing activities. They also do not mind discussing with the teacher about the results of the writing they have done.

### **Discussion**

The findings show that students tend to agree in implementing self-assessment and give positive feedback. The application of self-assessment is seen to improve students' writing abilities. Questionnaire responses were checked using the Excel charting feature. The results of the analysis show that students tend to agree, with a median data value of 50%. Based on interviews, respondents also experienced several challenges when conducting self-assessments in writing competency. Based on the findings mentioned previously, it can be concluded that students have a positive opinion regarding self-assessment of their writing competence. However, they still face difficulties in carrying out self-assessment.

### ***Students Perception About Self-Assessment in Writing Competency***

Analysis of the data obtained from the administered questionnaires revealed a prevalent positive trend among students regarding the quality of self-assessment. Responses collected from students consistently indicate that self-assessment is considered a valuable instrument for enriching students' learning experiences. Self-reflection allows individuals to evaluate their writing skills by considering their strengths and weaknesses. Thus, students perceive the use of self-assessment to engage in reflection, so improving their writing skills in areas such as spelling, grammar, punctuation, and structure. It also relates to some researchers who have already conducted the studies in this field. Previous study believe that there are significant differences in students' writing abilities before and after the self-assessment strategy was applied, indicating its positive impact on students' writing skills (Boumediene & Fatiha, 2018). Self-assessment is useful for students in spelling, grammar, punctuation, and structure lies in its ability to promote learning and improve individual learners' goal orientation. Through self-assessment, students can become more aware of their own learning processes, which includes recognizing their errors and successes in these specific areas (Naeini, 2011; Sari, 2017). Additionally,

self-assessment practices not only improved students' self-assessment skills but also led to positive changes in their writing abilities. Students reported increased motivation, self-confidence, and self-discipline as a result of self-assessment (Hartman et al., 2019; Jampel et al., 2018). Then, self-assessment had a significant potential of self-assessment to improve overall language skills, boost learners' motivation and self-esteem, and enhance learners' autonomy and awareness of their own learning (Berger & Karabenick, 2016; Naeini, 2011). The process of self-assessment encourages students to take an active and independent role in their learning, which can lead to increased motivation. As they become more engaged in evaluating their own work, they gain a better understanding of their strengths and areas for improvement, which can be motivating as they see their progress and take ownership of their learning (Fahimi & Rahimi, 2015; Gomez-del Rio & Rodriguez, 2022).

Self-assessment helps students become more confident and independent to write good writing. It also relates with some researches, in line with study stated that self-assessment does indeed help students become more confident and independent (Ratminingsih et al., 2018). The process of self-assessment encourages students to take ownership of their learning by engaging in self-monitoring, self-judgment, and setting learning targets and instructional correctives. Then, other study said that students who engaged in self-assessment became more confident and developed a more positive attitude towards using self-assessment to enhance their writing during the revision process (Dhanarattigannon & Thienpermpool, 2022). Self-assessment can potentially guarantee a considerable improvement in EFL learners' writing motivation, self-confidence, and preparedness in confronting various writing tasks (Florensio Wijaya, 2023; Taheri-Kharameh et al., 2018). From that, self-assessment helps students become more confident and independent in writing good writing. Not only do good writing, they can also achieve their targets well.

Self-assessment helps students to assess and monitor their progress. Self-assessment is beneficial for students to see their progress in writing progress. It also relates with some researches, in line with study stated that, self-assessment encourages students to articulate their expectations, assess their initial drafts, and use feedback for revision, which can lead to a better understanding of the criteria for quality work and an improvement in the organization of ideas and adherence to writing conventions (Jamrus & Razali, 2019). This process of continual monitoring and revising helps students to develop their evaluative and critical abilities, which is particularly useful in large classrooms where individualized teacher feedback may not be feasible. Self-assessment can help students assess and monitor their progress. It is a reflective process that enables students to evaluate themselves against predetermined criteria, which can develop their skills and critical awareness, allowing them to manage their learning and determine the next steps to achieve success (Damaiyanti et al., 2020; Naeini, 2011). Self-assessment is useful for students' writing competency as it provides them with the opportunity to monitor their learning by evaluating their performance on writing tasks. And previous study stated that, self-assessment can play a significant role in helping students assess and monitor their progress (Astitioni et al., 2022).

### ***Challenges Faced by Students in Implementing Self-Assessment***

However, implementing self-assessment is not easy, especially in the EFL context. In addition to the usefulness of self-assessment, students face several challenges when applying self-assessment to writing competency. Students tend to be limited in assessing their writing abilities due to the lack of self-assessment guides that they master. This relates to several studies, in line with previous study stated that, learners need to be fully guided in their use of rubrics and instruments designed for self-assessment (Jamrus & Razali, 2019). Additionally, cultural influences can affect the implementation of self-assessment in a multicultural classroom, and it is vital to consider these cultural factors when conducting lessons that incorporate self-assessment. Students may struggle with accurately evaluating their own work, understanding the criteria on which they are being assessed, and applying the feedback to improve their writing (Dhanarattigannon & Thienpermpool, 2022; Koriaty & Agustani, 2016). If the checklists or rubrics provided for self-assessment are not clear or cause misunderstandings, students may struggle to accurately evaluate their own work. Unclear assessment stages can make it difficult for students to identify errors in their writing, which can impede their ability to improve their writing skills. Additionally, without proper guidance and feedback from educators, students may inadvertently reinforce their own mistakes, as they might lack the necessary expertise to critically assess their work (Astitioni et al., 2022; Wulandari, 2022)

Students still lack of understanding of the criteria for self-Assessment which makes students unmotivated to do self-assessment. This supported by previous study students may not mark certain points on the self-assessment checklist because they do not understand how to develop ideas in their narrative texts, indicating a lack of regular writing practice and clarity in the self-assessment criteria (Jamrus & Razali, 2019). Then other study also stated if students do not fully grasp the concept of self-assessment or the standards against which they are to measure their work, they may feel less motivated to participate in self-assessment activities (Boumediene & Fatiha, 2018). Therefore, it is important for educators to ensure that students are familiar with the criteria and understand the self-assessment process to foster their motivation and engagement. According to other study

understanding the criteria for self-assessment is crucial for students to effectively evaluate their own work and to remain motivated in the self-assessment process (Jiwandani et al., 2021). When students lack clarity on the criteria, they may struggle to assess their performance accurately, leading to a decrease in motivation to engage in self-assessment activities (Florensio Wijaya, 2023; Mee Mee et al., 2020). This lack of understanding can result in students not benefiting from the potential improvements in writing competency and self-efficacy that self-assessment can provide. To address this issue, it is important for educators to provide clear, explicit criteria and to ensure that students comprehend what is expected of them during self-assessment. This can involve providing training or guidance on how to use assessment tools such as checklists and rubrics effectively.

Self-assessment is needed to be a self-reflection in identifying students' weaknesses and strengths. Apart from that, self-assessment is also used to motivate students to develop their writing to become more confident and independent. That's where students feel that self-assessment is useful for them. This can be seen from the results obtained after carrying out self-assessment on students (Jubaerudin et al., 2021; Rajendran & Shah, 2020). Students can learn to reflect and identify their weaknesses and strengths. Apart from that, students also become more motivated to improve the quality of their writing to be better. However, even though self-assessment has many benefits, there are still many students who rarely use self-assessment as a learning method. This occurs due to a lack of socialization regarding the use of self-assessment from both teachers and the school which is very important so that most students do not apply it in learning (Kanat-Maymon et al., 2020; Suebsing & Nuangchalerm, 2021). Therefore, it is important for institutions and schools to socialize the importance of self-assessment in the learning process. Teachers can engage students in collaborative self-assessment, discussing and comparing their assessments with peers to gain a broader perspective and understanding of the criteria. Self-assessment sometimes makes students confused and they don't realize they are making the same mistakes, because they don't really understand what self-assessment is and what things should be assessed. Apart from that, the results of self-assessments are also sometimes inaccurate because students carry out self-assessments dishonestly and they do not know the correct guidelines for using self-assessments. Students' lack of knowledge about self-assessment criteria is also insufficient for implementing self-assessment. Therefore, it is important for teachers and schools to supervise and introduce self-assessment to students by implementing self-assessment in every lesson by utilizing media and technology that will make self-assessment more interesting, such as utilizing learning applications that can be used as e- -assessment.

#### 4. CONCLUSION

Based on the research results, it appears that students' perceptions at Karya Wisata High School are positive and self-assessment helps students improve their writing skills. This shows that students can self-reflect based on what needs to be improved and helps students increase motivation to improve the quality of their writing. Apart from that, it also shows that self-assessment helps students to assess and monitor their abilities through self-assessment. The results of student interviews also support that using self-assessment helps students improve their writing through self-assessment of their strengths and weaknesses. However, the use of self-assessment has several challenges, namely students feel that their self-assessment results are sometimes inaccurate because students carry out self-assessment dishonestly and do not know the guidelines for correct use of self-assessment. Students' lack of knowledge about self-assessment criteria is also not sufficient to carry out self-assessment.

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