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¹IMPLEMENTING SELF-ASSESSMENT IN WRITING COURSE AT HIGHER EDUCATION: IS IT CHALLENGING?

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Abstract: The purpose of this research is to investigate how students of English as a Foreign Language (EFL) view self-assessment (SA) in writing and the challenges they encounter while implementing it. A mixed-method approach is utilized in this study. The overall number of participants in the study was 115, all of whom were students majoring in English language teaching. The quantitative data was collected using a questionnaire that consisted of 15 statements. The questionnaire addressed the question linked to the students' perspectives on SA. In the meantime, 20 students of varying cognitive levels participated in a focused group discussion to gather qualitative data. The results show that students generally have a reasonable opinion toward their self-

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evaluations. Students learning autonomy, responsibility, and motivation are all significantly impacted by SA, while teacher evaluation anxiety is much reduced. However, because this is their first time utilizing self-assessment, they struggle when attempting to use it in their work. The difficulties occurred because it was a new concept for them. According to the findings of this study, more research and practice should be put into adopting self-assessment in ELT, not just in writing but also in other language skills. xxx

Keywords: teacher corrective feedback, self-assessment, students' perceptions.

INTRODUCTION

The idea that writing serves as a medium for expressing one's intellectual creativity, drawing from knowledge, observations, and personal experiences, is supported by the understanding that writing is not merely a transcription of language into written symbols, but a complex thinking process. This process involves generating ideas, structuring thoughts, and expanding vocabulary, which are all essential components of developing the skill to produce logical and precise compositions.

To create coherent and accurate works, it is necessary to adhere to specific stages of the writing process. White & Arndt (1991) delineate several stages involved in the writing process, they are generating and focusing. The process of 'generating' includes engaging in brainstorming, taking notes, and expanding one's vocabulary, by making use of students' existing knowledge and experiences. The 'focusing' stage involves identifying the primary concept of the text, considering the intended audience, purpose, vocabulary, and style. These factors are crucial for achieving effective communication (Resmini et al., 2024) (de Assis, 2012). Besides, the stages outlined by White & Arndt (1991) provide a systematic method for students to cultivate their writing abilities, articulate creative concepts, and enhance their language proficiency.

Engaging in self-assessment during these stages enables students to evaluate their progress, pinpointing areas for enhancement in their writing process.

Encouraging self-assessment is crucial for developing students' writing proficiency. By prompting students to participate in introspective exercises and re-evaluating their written assignments from a more objective perspective, self-assessment plays a pivotal role. This process empowers students to recognize areas in need of improvement and independently enhance their writing skills. As Brown & Harris (2013) suggest, self-assessment allows students to evaluate their academic performance and abilities, aiming to improve their writing using specified criteria. This reflective practice not only fosters a deeper understanding of their strengths and weaknesses but also cultivates a sense of ownership and responsibility towards their learning process. Through self-assessment, students become more self-aware writers, capable of making continual improvements in their writing performance, which is essential for their development into autonomous writers (Ratminingsih et al., 2018; Wong & Mak, 2019).

Self-assessment is indeed a multifaceted process that requires students to engage in a series of reflective practices to evaluate and improve their work. As outlined by Panadero et al., (2016) this process involves students actively assessing the quality of their writing and aligning it with predetermined criteria, which serves to refine their writing abilities and fosters their identity as language learners. This reflective practice is not only about evaluating the final product but also about understanding and improving the learning behaviours that lead to the creation of that product. (Rhoad-Drogalis et al., 2018), Mcmillan & Hearn (2008) further emphasize the importance of assessing the quality of learning behaviors, suggesting that self-assessment should not only focus on the outcome but also on the processes that contribute to learning.

They advocate for the implementation of methods that enhance students' comprehension and abilities, which can be achieved through self-assessment practices that encourage students to identify their strengths and weaknesses and set goals for improvement. By engaging in self-assessment, students become more aware of their learning processes and are better equipped to take control of their educational journey. This empowerment through self-assessment is crucial for developing the skills necessary for lifelong learning and for becoming more proficient and autonomous writers.

Introducing self-assessment in the context of second language (L2) writing can be a novel and unfamiliar strategy for many students. To achieve optimal outcomes from self-assessment, students require prior training and guidance (Andrade, 2019; Badrinathan, 2015; Wong & Mak, 2019; Ross, 2006). This training is essential because self-assessment is not an intuitive process for all learners; it involves complex metacognitive skills that students need to develop. Proper instruction in self-assessment helps students understand how to critically evaluate their work against set criteria, which can lead to improved writing performance. This process encourages students to take an active role in their learning, fostering self-regulation and metacognitive awareness. When students are trained to assess their writing effectively, they can identify their strengths and weaknesses, set realistic goals, and employ strategies to address areas in need of improvement (Mazloomi & Khabiri, 2016). Moreover, self-assessment promotes learner autonomy and feedback literacy by empowering students to take responsibility for their learning outcomes (Malecka et al., 2022). Besides, it shifts the focus from teacher-led evaluation to a more student-centred approach, where learners are engaged in continuous reflection and self-improvement (Baleghizadeh & Hajizadeh, 2017). As a result, self-assessment, when implemented with proper instruction, becomes a powerful tool for enhancing achievement and fostering

self-directed learning in L2 writing contexts (Wong & Mak, 2019). Additionally, Sadek (2018) and Purwanti (2015) find that implementing self-assessment techniques can also enhance the writing skills of students, encompassing various aspects such as content, organization, language proficiency, and overall writing proficiency.

Self-assessment's impact on student engagement, language acquisition, and autonomy is evident from various studies, highlighting its effectiveness in enhancing learning outcomes, particularly in English as a Foreign Language (EFL) instruction. Promoting active student engagement in their learning process is a fundamental objective of self-assessment (Tsagari et al., 2018). Active engagement fosters heightened participation in educational activities, hence enhancing one's ability to participate in studying. Studies conducted at different educational levels have demonstrated the efficacy of EFL instruction in improving English language skills among learners. Azatova (2021) illustrates the influence of self-assessment on the language acquisition of elementary students who are studying English as a second language. This approach promotes autonomy and encourages active engagement in the classroom. Moreover, according to (Lee, 2017) study, the introduction of self-assessment had a beneficial impact on students' sense of accountability and their involvement in English learning tasks. Nevertheless, its influence on motivation in classroom environments was moderate. Ratminingsih et al. (2018) propose that the use of self-assessment, with the use of checklists and rubrics, empowers students to autonomously recognize grammatical errors. Promoting autonomy and self-regulation in students is crucial to developing their independence and responsibility, which can be achieved through self-assessment activities (Ratminingsih et al., 2018). Research conducted by Comert and Kutlu (2018) demonstrates that integrating self-assessment into

writing instruction is more efficacious in enhancing writing proficiency when compared to conventional methods (Hasanah, 2015; Mei, 2015; Wong & Mak, 2019b; XU Bing, 2016; Rahmanpour et al., 2014).

While existing research on self-assessment in writing has explored its benefits, certain critical gaps persist, urging investigation to understand students' perspectives on the challenges of implementing self-assessment. For instance, while White and Arndt (1991) discuss writing stages and their potential connection to self-assessment, there's a notable absence of understanding of how students' engagement in these stages influences their ability to navigate self-assessment challenges. Future research could explore how students perceive and address challenges at each writing stage when utilizing self-assessment tools. Moreover, the focus on reflective practices within self-assessment, highlighted by Panadero et al. (2016), lacks depth regarding its direct correlation to specific challenges faced by students during self-evaluation processes. Investigating students' perceptions of the difficulties encountered during reflective practices within self-assessment could illuminate the nature of the challenges experienced. Furthermore, while (Rata, Bogdan, Rata, Marienela, Rata, 2019), Ross (2006), Andrade (2019), Badrinathan (2015), and Zhang et al., (2022) underscore the importance of prior training, there's a lack of insight into the specific challenges students face without adequate preparation in self-assessment practices.

In a nutshell, the previous studies on self-assessment in writing courses acknowledge its benefits but lack a thorough examination of the challenges students face in implementing these practices, particularly from the perspective of the students themselves. Although some studies discuss the significance of prior training in effective self-assessment, there is a lack of understanding regarding the specific challenges that students face when they are not adequately prepared. In addition, the discussion has mainly

centered around the benefits of self-assessment, neglecting to thoroughly examine the obstacles, which creates a significant knowledge gap. Our study aims to thoroughly examine students' perceptions of self-assessment implementation and the specific challenges they face in their writing processes by addressing these gaps. The focus on comprehending the challenges encountered by students and their viewpoints addresses a significant gap in the current research, enhancing our understanding of successful self-assessment methods in writing courses in higher education. This aligns directly with the aim of our study, aiming to elucidate the specific hurdles perceived by students when engaging in self-assessment practices, ultimately aiding educators in tailoring support and interventions to address these challenges effectively. Therefore, this research aims to address the following research questions.

RQ1: How do the students perceive the implementation of self-assessment in writing?

RQ2: What are the challenges that students face when using self-assessment in their writing?

METHOD

This study employs a mixed-methods approach to comprehensively depict EFL students' perspectives and obstacles encountered when utilizing self-assessment in writing activities. Quantitative analysis delved into understanding students' perspectives on utilizing self-assessment rubric obtained from a questionnaire. Meanwhile, the qualitative aspect employing the focus group discussion (FGD) method centered on gathering insights into the challenges faced by students in employing self-assessment during writing activities. This combined quantitative

and qualitative methodology was selected to provide a holistic understanding of utilizing a self-assessment rubric within the writing class.

The study involved 100 second-semester students majoring in English Language Teaching (ELT). These second-semester students were currently undertaking the Paragraph Writing course. Notably, the participants had no prior exposure to self-assessment rubrics, marking this study as their initial encounter with self-evaluating their writing skills.

To assist the students with practices utilizing self-assessment in writing activities, four writing sessions focusing on cause-effect paragraph writing were conducted, incorporating a process approach. After the students constructed a cause-effect paragraph, the teacher provided them with a self-assessment rubric focusing on content and organization. The teacher facilitated the understanding and implementation of self-assessment through explanation, model examples, and practice sessions.

Following writing activities, students completed a questionnaire rating their perspectives on self-assessment. The questionnaire consisted of 15 statements rated on a Likert scale. The statements on the questionnaire cover a variety of topics, such as the overarching idea related to the advantages of self-assessment, students' comprehension of the statements, guidance from teachers, grading, implementation, and the impact of self-assessment on students' writing, and their level of confidence because of engaging in self-assessment. To validate the questionnaire, an expert review and approval was administered. Besides, a focused group discussion (FGD) was also conducted to gather insights into the challenges associated with self-assessment adoption in writing activities. There were twenty students with varying learning achievements who participated in the FGD.

Furthermore, quantitative data from the questionnaire were analyzed descriptively, while qualitative data from the FGD were

analyzed narratively, providing a comprehensive understanding and its challenges of self-assessment in writing courses.

The data obtained from the questionnaire and FGD were analyzed in two different approaches. First, the data obtained from the questionnaire about the students' perspectives on utilizing a self-assessment rubric in writing activity were calculated descriptively by simply counting the percentage of its aspects of self-assessment. It is performed to elicit the students' perspectives regarding the application of self-assessment rubrics. The second part, in which the data gathered from FGD was qualitatively elaborated using the theory proposed by (Miles et al., 2014) consists of data reduction, data display, and drawing conclusions. In the initial stage, the information from the FDG was transcribed, coded, and reduced based on the proposed research question. Then, the data were displayed using text, excerpts, or themes which reflect the answer to the research question, that is the challenge of using a self-assessment rubric on writing activities. In the final step, the researchers concluded whether the data met the objectives of the study.

RESULTS

This section is separated into two sessions for each research objective: students' perceptions of the implementation of SA and students' challenges in practicing SA.

Students' perspectives on the implementation of SA

Concerning the foundational notion of the benefits of self-assessment in student writing, a substantial majority express a positive belief in its advantages. Figure 1 illustrates the collective understanding of self-assessment, revealing that a significant portion of students (85%) grasp the principles of crafting cause-effect paragraphs derived from the self-assessment rubric. Only 15%

of students did not derive knowledge from the rubric, stating that self-assessment rubric does not provide ideal writing form and guidelines.

In terms of accountability for their learning achievements, particularly in the context of writing performance, most students (79%) assert that self-assessment contributes to an increased sense of responsibility for their academic success. Only 21% of students did not experience a heightened sense of responsibility in their learning. Additionally, 75% of students claim that self-assessment mitigates their evaluation anxiety, though 25% still report experiencing nervousness during self-assessment writing activities.

Concerning motivation, a significant percentage of students (63%) affirm that they are motivated to analyze their writing. However, 37% acknowledge a lack of motivation when it comes to examining their writing.

Table 1. Students' perspective on the benefits of self-assessment

Construct	Items	Responses					Category (%)		N
		SD	D	A	SA	P	Neg.		
Usefulness	Providing an ideal writing form	0	15	45	40	85	15		100
	Improving responsibility	0	21	42	37	79	21		100
	Reducing evaluation anxious	15	10	20	55	75	25		100
	Motivating the students to write	0	37	30	33	63	37		100

Legend: SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree, P= Positive, Neg.: Negative, N: Number of students,

Regarding the students' grasp of the assertions on the self-assessment rubric, as illustrated in Table 2, most students (80%) comprehend all the statements. Nonetheless, some (20%) still struggle to comprehend the rubric articulation of the writing parts.

Table 2. Students' perspective in comprehending statements in the SA rubric

Construct	Items	Responses				Category (%)		
		SD	D	A	SA	P	Neg.	N
Comprehension	Comprehending the statements in SA rubric	0	20	30	50	80	20	100

In Table 3, there's an illustration of the teacher's involvement both before and during the implementation of self-assessment. A significant majority of students (88%) express confidence in their writing instructor's effectiveness in explaining the statements within the self-assessment rubric. Conversely, a smaller proportion (12%) felt that the teacher's guidance fell short. However, when attempting to utilize the self-assessment rubric for their writing evaluation, over half of the students (55%) encountered difficulties due to their lack of prior experience with this process. This difficulty arose from the common practice of the writing instructor being responsible for evaluating their written tasks. Consequently, students find it challenging to independently assess their work, with only 45% believing that teacher guidance would assist them in self-assessment.

Table 3. Students' perspectives on the teacher's guidance

Construct	Items	Responses					Category (%)	
		SD	D	A	SA	P	Neg.	N
Teacher's Guidance	Enough guidance from the teacher	0	12	45	43	88	12	100
	The usefulness of the teacher's guidance	25	30	25	20	45	55	100

The next aspect examined was the students' viewpoint regarding the grading system. A majority, comprising 55% of students, advocate for their self-assessment results to serve as their official grades, while 45% oppose this idea. Additionally, concerning the credibility of grading methods, 70% of students concurred that self-assessment holds the same credibility as assessments conducted by instructors. However, a contrasting 30% disagreed, expressing that self-assessment was not as reliable as assessments carried out by instructors. This data is summarized in Table 4.

Table 4. Students' perception of the grading in self-assessment

Construct	Items	Responses				Category (%)		
		SD	D	A	SA	P	Neg.	N
Grading	Self-assessment grades are reliable	10	20	30	40	70	30	100
	Sel-assessment as official grade	13	32	25	30	55	45	100

The fifth aspect investigated pertains to the implementation of self-assessment. The survey results indicate notable challenges students face when engaging in self-assessment of their work. Figure 5 provides a summary of students' perspectives on this matter. A significant majority, comprising 65% of students, encountered difficulty in identifying areas for improvement and recognizing their strengths and weaknesses within their paragraph drafts. Conversely, only 35% of students were able to discern their writing strengths and shortcomings. Similarly, when it came to the objective of evaluating their writing, half of the students (55%) found it challenging to maintain objectivity, while 45% could objectively and critically evaluate their writing.

Moreover, 40% of students were able to accurately assess their writing, indicating that a majority struggled with this aspect of self-evaluation. Notably, only 37% of students found no difficulty in judging their writing, while the remaining 63% faced challenges with self-assessment, indicating a prevalent struggle among students in evaluating their own writing competently.

Table 5. Students’ Perspectives in the implementation of self-assessment

Construct	Items	Responses				Category (%)		
		SD	D	A	SA	P	Neg.	N
Implementation	Can identify strengths and weaknesses	20	45	15	20	35	65	100
	It can be objective evaluation	15	40	25	20	45	55	100
	Do well in self-assessment	28	32	20	20	40	60	100
	Do not find difficulties	14	49	20	17	37	63	100

The concluding aspect concerns the outcomes of students' writing self-assessment. A notable 55% of students expressed confidence in submitting their papers to the teacher after completing the self-assessment process. Conversely, 45% lacked the confidence to submit their work following self-assessment.

In terms of enhancing student writing, a significant majority (70%) acknowledged the potential for self-assessment to improve their writing skills. However, 30% of students reported experiencing no progress in their writing despite employing self-assessment. These findings are visually represented in Table 6.

Table 6. Students' perspectives in the result of self-assessment

Construct	Items	Responses				Category (%)		
		SD	D	A	SA	P	Neg.	N
Result of SA	Improving writing skill	10	20	30	40	70	30	100
	Confidence to submit writing to the teacher	13	32	25	30	55	45	100

The challenges in using self-assessment

During the focus group discussions, several challenges emerged as students engaged in self-assessment for the first time. One prominent issue was the struggle to maintain objectivity while analyzing their writing. Despite using self-assessment rubrics, many students expressed difficulty in maintaining objectivity while assessing their writing, admitting, *'Even though my writing didn't match the criteria, I still checked off all the rubric components'*. This highlighted a difficulty in objectively evaluating their own work, possibly influenced by subjectivity or a lack of experience in critical self-evaluation.

Moreover, despite understanding the paragraph structure, students struggled to identify both strengths and weaknesses of their writing, with one student expressing, *'Even with guidance, it was hard to see where I needed to improve alongside my strengths,'* highlighting the difficulty in conducting a comprehensive self-evaluation. Even with guidance from the teacher, students faced difficulties in comprehensively evaluating their work, particularly in recognizing areas that needed improvement alongside their

strengths. The teacher provided an example for evaluating strengths and weaknesses, yet students struggled to effectively apply this knowledge to their writing.

Furthermore, although the self-assessment rubric's wording was aligned with their writing tasks and the comments were expressed in understandable language, students acknowledged this as their initial attempt at self-assessment. *"Although the self-assessment rubric was well-aligned with our writing tasks and the comments were clear, we recognized this as our first attempt at self-assessment,"* acknowledged one student. This acknowledgement signaled a need for additional practice and familiarity with the self-assessment process before students could execute this task proficiently.

Additionally, misinterpretation of the self-assessment task was observed among some students. *"Even after the explanations from teachers, I still struggled to understand the statements and components within the rubric,"* admitted one student, illustrating the challenge of comprehending the self-assessment task. Despite explanations provided by teachers, these students found it challenging to comprehend the statements and components within the rubric. Some resorted to merely copying and pasting their paragraphs into the self-evaluation rubric without engaging in a thorough assessment, indicating a lack of understanding of the evaluation process.

DISCUSSION

The study investigates the perspectives and challenges of incorporating self-assessment rubrics on the writing course at the university level. Overall, the study reveals that EFL students have positive perspectives of utilizing the self-assessment rubric in writing activities. The finding reveals that the EFL students have a positive perspective on utilizing self-assessment rubrics in writing

activities is significant in the context of university-level writing courses. It suggests that incorporating self-assessment rubrics can be a beneficial practice for enhancing students' writing skills and fostering their autonomy in the learning process. This finding aligns with previous research that emphasizes the value of self-assessment in improving students' writing proficiency and promoting reflective learning practices (Javaherbakhsh, 2010); (Hasanah, 2015); (Vasu et al., 2022); self-regulation (Wang, 2017). By actively engaging in the self-assessment process, students not only gain a deeper understanding of their writing strengths and weaknesses but also develop metacognitive skills that are essential for academic success. Moreover, the positive perspectives of EFL students suggest that self-assessment rubrics can be effectively implemented in university-level writing courses to support students' development as proficient writers. However, it's important for educators to address the challenges associated with self-assessment, such as difficulties in maintaining objectivity and comprehensively evaluating one's own writing, as highlighted in the study. By providing appropriate guidance and support, educators can help students overcome these challenges and maximize the benefits of self-assessment in writing education at the university level.

Relating to the challenges of implementing self-assessment rubric in writing activities, the study reveals that students find it challenging to comprehend the statements and components within the self-assessment rubric, leading to challenges in engaging in a thorough assessment. Some students resorted to copying and pasting their paragraphs into the self-evaluation rubric without actively assessing their writing, indicating a lack of understanding of the evaluation process. To solve this problem, incorporating self-assessment into a course can improve students' understanding by encouraging metacognitive practices and demonstrating learning

goals (Gehring, 2017), reflective, constructive, and self-regulative behaviors (McIver & Murphy, 2023).

These findings underscore various hurdles encountered by students in their first self-assessment practices. Challenges ranged from maintaining objectivity in evaluation, identifying writing strengths and weaknesses, comprehending the assessment process, to correctly interpreting the task requirements, emphasizing the need for additional support and practice in developing effective self-assessment skills. (Hanrahan & Isaacs, 2001) state that students find self- and peer-assessment beneficial, but training or further involvement in devising schemes may be beneficial to address the challenges.

Self-assessment in writing assignments has been shown to offer several benefits for students, particularly in terms of enhancing their writing skills (Hasanah, 2015; Mei & Mei, 2015) and fostering a sense of responsibility for their learning outcomes. The research conducted by Comert & Kutlu (2018) supports the idea that incorporating self-assessment rubrics into writing activities can lead to more effective improvement in students' writing abilities compared to traditional writing lessons that do not utilize self-assessment.

The use of self-assessment rubrics empowers students to take an active role in their learning process. By engaging in self-assessment, students are encouraged to reflect on their work critically, identify areas for improvement, and take steps to enhance their writing based on the criteria provided in the rubric. This reflective practice not only improves their writing skills but also increases their accountability and ownership of their learning (Comert & Kutlu, 2018).

Moreover, self-assessment can lead to a deeper understanding of the assignment criteria and expectations, which can result in greater satisfaction with their learning experience. Unlike situations where students passively receive grades from instructors, self-

assessment allows them to actively participate in the evaluation process. This active involvement can lead to a more meaningful engagement with the material and a better understanding of how to improve their work (Wong & Mak, 2019; Ross, 2019).

Additionally, self-assessment is always related to learning autonomy. It is a tool to help instructors to increase learners' self-study awareness and to reduce their workload. It helps the learners demonstrate progress in their writing development, encouraging motivation and identifying their strengths and weaknesses. (Vasu et al., 2018) finds that using self-assessment checklist is an effective tool that reduces teachers' workload and motivates students to write, enhances their understanding, and helps them write more systematically. Besides, self-assessment will guide them to become independent learners. (Shi & Han, 2019) state that learner autonomy refers to the learner's attitude, motivation to be responsible, and support of the environment, such as teachers, learning facilities, learning material, and sources. According to (Inozu, 2011), autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It also entails the learner developing a particular kind of psychological relation to the process and content of his learning. While developing their autonomy in writing is essential that they must decide on their learning. In addition, Inozu (2011) lists three fundamental reasons for implementing learner autonomy in language classrooms such as philosophical, pedagogical, and practical. Autonomy allows students to understand themselves easily and know their skills and learning goals. However, putting self-assessment into practice can be challenging. To train students to evaluate their work, teachers need to go through the process step by step. In addition, students require further experience with this sort of learning assessment to become familiar with it.

Likewise, the result of this study indicates that students have difficulty executing the self-assessment of their work. The students still face difficulties recognizing their writing strengths and shortcomings; most students cannot objectively evaluate their writing. This finding differs from those of Fathi & Khodabakhsh (2019) and Ratminingsih et al., (2018). They found that self-assessment assisted students critically analyzing their drafts and made them aware of their strengths and weaknesses when using a rubric. This discrepancy can be attributed to a lack of practice by the researchers. In this regard, the assistance of teachers is required to guide students step by step to the point where they can attain autonomy in writing so that they are not reliant on teachers' comments. When self-assessment is utilized for formative purposes and is supported by training, it yields the greatest benefits in terms of both achievement and the ability to self-regulate learning (Andrade, 2019). Although teachers may understand the theoretical advantages of self-assessment, there are instances where they lack practical experience in providing formal guidance to students regarding this protocol (Medhanit et al., 2015). Institutions responsible for training teachers should consider integrating self-assessment methodologies into their programs. This is in line with a study by (Isnawati, 2023) recommends that the teachers should be assisted and trained to do assessment effectively. These initiatives must be well-structured to effectively train educators, ensuring they acquire the necessary knowledge and skills to introduce alternative assessment methods into their writing classrooms.

CONCLUSION

This study discovered that the EFL students valued the application of self-assessment in the process of re-evaluating their writing. This study reveals that implementing self-assessment rubric in writing activities ensures students' learning autonomy and

responsibility, reduces their evaluation anxiety, and improves their motivation and writing ability. However, further practice is required to help students become proficient in the application of self-assessment and assist them in being more objective when evaluating their work.

Furthermore, this study limits only one type of text, namely writing cause-effect paragraphs; it is strongly recommended that the self-assessment rubric be used for various text types. This will provide students with the opportunity to obtain greater experience with self-evaluation. It is also recommended that future researchers look at the process of incorporating self-assessment into the educational setting.

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