

# STUDENTS' SELF-ASSESSMENT ON THEIR PERFORMANCE IN ARTICLE WRITING COURSE AT ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA UNIVERSITY

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**Submission date:** 06-May-2024 02:19PM (UTC+0700)

**Submission ID:** 2372094719

**File name:** ripsi\_-\_STUDENTS\_SELF-ASSESSMENT\_ON\_THEIR\_-\_Sierra\_Adelaide.docx (105.78K)

**Word count:** 13545

**Character count:** 74141

## CHAPTER I

### INTRODUCTION

This chapter describes the background, the research question, the objectives, and the significance of the study.

#### 1.1 The Background of the Study

Writing is one of the fundamental components of a language. Suleiman (2000) claimed that writing is an essential part of a language. It significantly affects how thoughts, feelings, views, and attitudes are expressed. It is a crucial component of communication, and having strong writing skills can help people communicate their thoughts, ideas, and opinions more effectively. It is critical for people to be able to write succinctly and effectively in academic, professional, and personal contexts. Strong writing abilities give students the tools they need to succeed in their studies, participate in meaningful conversation, and negotiate the demands of a fast-changing society, making them an essential ability for their educational journey and future careers. As claimed by Alexander (2008), students' chances of success may be increased by having strong writing skills.

Writing requires careful planning, attention to detail, and effective communication skills. According to Hadley (1993), writing requires composition which means the ability to narrate or retell informational fragments in the form of a story or a description or to convert information into new texts, as in the case of expository or argumentative writing. A writer needs to be able to determine his or her intended audience, come up with and arrange ideas, and choose the best way to convey the message. Language abilities including grammar, vocabulary, syntax, and style are also necessary for writing. To write clearly and successfully, one must have a firm grasp of the rules of grammar and be able to apply them. Social abilities like comprehension of audience expectations, efficient interpersonal communication, and feedback-response are also necessary for writing. A writer needs to be able to foresee his or her audiences' requirements, deliver the message in a way that resonates with them, and be receptive to constructive criticism.

In addition, writing entails an ongoing cycle of introspection and development. Proficient writers recognize the importance of pursuing a variety of viewpoints, remaining receptive to novel concepts, and customizing their writing approach for various settings. An understanding of cultural quirks and being adaptable with language are useful tools for written communication. Additionally, keeping up with changing developments in language and communication technologies improves a writer's capacity to engage modern audiences. To put it simply, knowing how to write well requires more than just mastering the basics; it also requires a dedication to lifelong learning and flexibility in an ever-changing communication environment.

A student's ability to write can be improved among other things by self- assessing his or her own work. The act of assessing one's own abilities, performance , skills, or attributes is known as self-assessment. According to Black and Wiliam (1998, p. 2), assessment is defined as "all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.". Many times, one of the learning objectives of the students is to perform well in an external, large-scale testing environment, which in turn, affects our own instructional and assessment objectives (Cheng & Fox, 2017, p. 3-4).

According to Cheng and Fox (2017), there are three primary categories of assessment in educational settings: <sup>4</sup> assessment of learning, assessment for learning, and assessment as learning. Assessment is an essential tool for comprehending and improving student learning. Measurement of a student's existing knowledge at a given moment in time and an assessment of learning, often called summative assessment, determines if learning has taken place following instructional events. When evaluating overall student development at the end of a school term, this kind of assessment is essential and is frequently utilized for reporting and grading purposes.

In order to determine where students are in their learning trajectory, a continuous process of data collection and analysis is known as assessment for learning, or formative assessment. Its goal is to ascertain the next destination and the most efficient route for pupils to take. Learning outcomes are improved when teachers and students use this dynamic method to assist them make well-informed decisions regarding future interventions and learning tactics.

The idea behind assessment as learning is that students should actively use assessment to track their own progress and make necessary corrections. By encouraging formative reflection on their own knowledge and abilities, this method gives students the confidence to actively participate in their education. It is strongly related to students evaluating their own work and talents through self-assessment. Self-assessment is a descriptive and evaluative process that students do with regard to their own work and academic ability, according to Brown and Harris (2013). Through encouraging critical thinking about their own learning, this approach helps students become more self-aware and independent.

Panadero et al. (2017) point out that instead of using traditional techniques like "traffic lights" to indicate to teachers how they are doing in their learning, students who engage in self-assessment must examine their own learning outcomes. Students' capacity for lifelong learning is enhanced by this process, which fosters critical thinking and self-regulation in them. According to Andrade (2019), students can use self-assessment to get important feedback that will help them make decisions about their future education, like if they need more practice or tutoring in particular subjects.

In turn, self-assessment can be seen as a natural extension of formative assessment. It places the evaluative power directly in the hands of learners, enabling them to critically reflect on their own work, identify strengths, pinpoint weaknesses, and set goals for enhancement. In this way, self-assessment bolsters the principles of formative assessment by promoting self-directed learning and personal responsibility. This interplay between assessment, formative assessment, and self-assessment forms a dynamic continuum that empowers individuals in their educational and developmental journeys, fostering a culture of continuous improvement.

With the help of instructional hints and real-world examples, self-assessment can be utilized to actively engage students in their education. Self-assessment is a useful technique for encouraging learning and helping students hone their reflective thinking abilities about how to become better learners (Ai & Thuy, 2023). Students must examine their own learning experiences, pinpoint their own strengths and weaknesses, and set objectives for future development. Self-assessment has the potential to be an effective technique for fostering student development. Students become more committed in the learning process and more motivated to achieve when they take responsibility of their learning and establish goals for growth.

Self-assessment aids students in acquiring metacognitive abilities, which are crucial for success in all facets of life and lifetime learning. In the context of writing, students may review their own work as part of self-evaluation to judge how well they have complied with particular writing objectives or standards. For example, a teacher might ask students to evaluate their own writing based on specific criteria such as clarity, organization, or use of evidence. Self-assessment can help students take ownership of their writing and learning, promote metacognition, set goals, and learn self-regulation techniques. It can also help them become more confident in their abilities and take chances in their writing.

There were some studies about self-assessment on writing class at higher education level that showed various results. Wisnu and Pradana (2020) investigated that the implementation of self-assessment article writing classroom among fifth-semester students of Universitas Sebelas Maret. The result showed that self-assessment increases students' awareness of how well they comprehend English language courses, particularly writing. Another study about self-assessment held by Supiani et al (2023) at Universitas Negeri Malang showed that students believed self-assessment could help them develop a greater sense of ownership over their language-learning process, promote learner autonomy, and boost their motivation to learn writing. Another study conducted by Ai & Thuy (2023) revealed that most of the participants actively practiced self-assessment to improve their writing skills by using writing processes and strategies to evaluate their own work and thoroughly evaluated their essays using assistive technological tools and reading methodologies. However, study on the topic of self-assessment on English writing proficiency is currently lacking in Indonesia. Even in Palembang, there has never been any prior research conducted on this subject. Thus, the writer will conduct research on the students' self-assessment on their performance in article writing class involving participants from seventh-semester students of article writing class at the English Education Department, Sriwijaya University.

From the description above, the writer becomes inquisitive and motivated to conduct a study in this area. The writer is curious as to how students' self-assessment affected their performance in article writing class. Therefore, the writer decides to conduct a study entitled "Students' Self-Assessment on Their Performance in Article Writing Course at English Education Study Program, Sriwijaya University."

## **1.2 The Problems of the Study**

The problems of this study are formulated in the following questions:

1. What are the students' perceptions towards self- assessment in Article Writing Course at English Education Study Program at Sriwijaya University?
2. How do students self-assess themselves in Article Writing Course at English Education Study Program at Sriwijaya University?
3. How does students' self-assessment affect their performance in Article Writing Course at English Education Study Program at Sriwijaya University?

## **1.3 The Objectives of the Study**

Based on the problems above, the objectives of the study are:

- (1) To find out students' perception towards self-assessment in the Article Writing Course at English Education study program at Sriwijaya University.
- (2) To find out how students self-assess themselves in the Article Writing Course at English Education study program at Sriwijaya University.
- (3) To find out the impact of students' self-assessment on their performance in the Article Writing Course at English Education study program at Sriwijaya University.

## **1.4 Significance of the Study**

It is expected that this study would be beneficial towards students, teachers, and future researchers. Students may be more empowered to participate more actively in their education and develop a feeling of accountability and self-improvement by realizing how self-assessment affects their success in article writing classes. For teachers of English, this study would be useful in understanding how student self-assessment affects their performance in article writing course so that teachers may create curricula to help students improve their writing skills. Future researchers may be motivated by this study to investigate comparable fields or do additional research on students' self-assessment of their proficiency in other English-speaking domains in order to deepen our understanding of successful language learning techniques.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Theoretical Framework

The theoretical foundation of self-assessment in language acquisition, particularly writing, is derived from several complementary ideas that highlight the multifaceted function that self-assessment serves in enhancing learning results. Within cognitive and constructivist learning theories, self-assessment is stressed as being essential to meaning building and the development of meaningful learning experiences (Shepard, 2001). Through the process of connecting new information to what they already know, students actively generate knowledge during these learning experiences (Boud 1995). A direct relationship between self-assessment and metacognition is proposed by metacognition theory (Blanche & Merino, 1989; Schraw & Dennison, 1994). Students can identify their strengths and limitations as well as recommendations for improvement through this approach, which entails monitoring and controlling one's cognitive processes.

Self-assessment is a metacognitive strategy that encourages students to actively monitor, assess, and regulate their learning process by defining objectives and changing their approaches as necessary, in accordance with the theory of self-regulated learning (Panadero & Tapia, 2013; Zimmerman, 2008). (Nicol & Macfarlane-Dick, 2006). Self-assessment is a crucial component of formative assessment (Andrade & Valcheva, 2009; Black & William, 1998), which allows students to participate in the assessment process and receive illuminating feedback for improvement.

Furthermore, as noted by Harris (1997) and Warchulski (2015) in their theory of learner autonomy, self-assessment is a strategy that encourages autonomy and accountability for learning, giving students the ability to take charge of their education, identify areas that need improvement, and determine what they need (Boud, 1995). Based on the sociocultural theory (Shohamy, 1998; Lantolf & Thorne, 2006), students can develop pragmatic competence and effective conversation by using self-assessment as a social practice to help them understand how language is utilized in different sociocultural contexts.

Finally, by monitoring and modifying their acquired language system, learners can transform learned information into acquired knowledge and ultimately increase their total language proficiency through self-assessment. Language learning and acquisition are distinguished by Krashen's Monitor Model (Blanche & Merino, 1989; Krashen, 1982) (Oskarsson, 1989).

By drawing on these theoretical foundations, the framework emphasizes the nuanced role that self-assessment plays in enhancing language learning, learner autonomy, self-regulation, metacognition, and the development of diverse language skills and competencies, particularly in the context of writing instruction.

## **2.2 Article Writing**

Article writing is a sophisticated and dynamic communication style that is useful for a variety of objectives in print and digital media on a wide range of platforms. Juvonen (2006) noted that because of its versatility, it can effectively enlighten, entertain, and persuade a broad audience, making it an essential tool in academic and journalistic contexts. According to Badley (2009), article writing in the context of academic writing not only serves as a means of communication but also plays a vital role in the production and sharing of information. In order to progress the academic field, this process entails synthesising material, forming fresh debates, and promoting intellectual inquiry.

According to Musa (2015), the structure of research publications might differ significantly based on the discipline. Because of this variation, authors must be aware of both the basic guidelines for academic writing and the particular standards and expectations of their particular subject. This knowledge aids in organizing articles in a way that satisfies the academic requirements needed for publication and peer review.

Furthermore, rather than only teaching factual knowledge, Myhill (2021) argues that teaching article writing necessitates a focus on craft knowledge—that is, knowing how to organize ideas, engage readers, and use language effectively. This part of instruction places a strong emphasis on writing as a skill that needs to be developed, much like any other art form.

The development of article writing skills has also been impacted by the advent of digital education platforms. Smirnova (2015) investigated how well online pedagogy may enhance research writing skills and discovered that virtual settings could provide a wealth of resources as well as adaptable, dynamic learning chances. These platforms can provide a greater reach,



giving students from many backgrounds access to advice and criticism on their writing—a critical component of their writing growth.

And last, article writing has genuine significance outside of the digital and academic spheres. Williams & Bizup (2014) assert that article writing has the capacity to enlighten, engage, and impact readers' opinions and personal convictions. This ability to persuade highlights how crucial it is to write with clarity, honesty, and purpose, seeking to not just enlighten, but also to resonate with and influence readers.

To put it briefly, article writing is an effective means of communication that unites media and educational arenas, enhances scholarly dialogue, and impacts the larger intellectual and cultural landscape. Its power comes from its capacity to inspire reflection, debate, and change in addition to disseminating knowledge.

### **2.3 Self-Assessment**

Self-assessment is a reflective activity that entails evaluating one's own performance to pinpoint strengths and shortcomings in order to improve learning outcomes (Barana, 2022). In academic settings, this activity is especially important since it involves students assessing their learning outcomes, thinking back on their growth, and actively tracking their advancement (Lew, 2009). According to Bourke and Mentis (2011), students engage in self-assessment as a process in which they establish individual objectives to develop their capacity for self-reliance, autonomy, and self-regulation and to match their performance to predetermined standards.

In furthering this, Wolters (2005) points out that self-assessment entails setting goals and controlling one's drive, ideas, and actions in order to reach these aims. Students must continue to monitor and assess themselves in order to take an active role in their educational journeys. According to Burke (2014), self-assessment plays a crucial role in professional education by fostering critical thinking and assisting students in developing their professional identities as they move from academic to professional environments.

Andrade (2019) emphasizes the useful advantages of self-assessment, claiming that it offers crucial feedback that helps students make decisions, such as wisely managing their time or looking for more information or assistance. For one to grow personally and succeed in both the academic and professional spheres, this degree of independence and involvement is essential.

The effectiveness of self-assessment is further supported by empirical studies at all educational levels. Vasileiadou (2021) discovered that using rubrics for self-assessment greatly enhanced the writing abilities of elementary school pupils, highlighting the direct influence of self-evaluative activities on academic achievement. Lesmana (2020) also noted that self-evaluation aided in the development of undergraduate students' reflective practices, time management abilities, and general learning capacities. According to Hauff (2021), trust and truthful self-evaluation play a crucial part in peer assessment settings and have a substantial impact on how effective self-assessment is. Yan (2020) also showed how self-assessment diaries could improve students' academic performance, self-efficacy, and intrinsic motivation—this being especially true for students who had previously performed less well.

Together, these results highlight how self-assessment in educational settings can have a transforming effect. A culture of continual development and deeper participation in learning activities is fostered by self-assessment, which gives students the power to take charge of their learning processes, set personal goals, and reflect on their progress. It is a vital tool that helps students achieve better academic results and get ready for both professional achievement and lifetime learning.

#### **2.4 Self-Assessment and Writing Ability**

Numerous studies have established a strong correlation between self-assessment and academic achievement in writing in English as a Foreign Language (EFL), emphasizing the beneficial effects on students' language competency and writing abilities. Abolfazli and Sadeghi (2012) discovered, for example, that Iranian university students who used self-assessment strategies in an EFL writing course performed better on achievement exams than those who relied on assessments from peers or teachers. In a similar vein, Butler and Lee (2010) found that, despite certain misconceptions regarding the purposes of self-assessment and instructor feedback, Korean EFL students' language correctness and competency improved with the use of self-assessment tools.

Sadeghi and Khonbi (2015) provided additional evidence in support of these findings, stating that Iranian undergraduates enrolled in English for Specific Purposes (ESP) courses who participated in assessments by peers, teachers, and themselves showed improved performance on subsequent tests and developed positive attitudes toward self-assessment.

Heidarian (2016) also observed noteworthy improvements in writing abilities among Iranian EFL students who employed self-assessment to recognize and fix their own mistakes, highlighting the function of self-assessment in promoting increased independence and proficiency in writing.

According to Cömert and Kutlu (2018), self-assessment checklists helped Turkish EFL undergraduates better track and develop their writing abilities at several levels, such as paragraph building, language use, and subject matter coherence. In a similar vein, Meihami and Varmaghani (2013) discovered that self-assessment strategies enhanced Iranian students' capacity to write essays in an ESP setting, while Fahimi and Rahimi (2015) noted that same strategies enhanced students' capacity to revise and review their own writings.

Furthermore, it has been demonstrated that self-assessment enhances students' motivation and cooperative participation in EFL writing instruction. According to Heidarian (2016), a self-assessment-enhanced, student-centered learning environment inspired pupils by enabling them to identify and correct their own errors. Elgadal (2017) also noted that the use of self-assessment in the writing curriculum led undergraduate EFL students in Libya to make significant revisions to their essays at both the surface and deeper meaning levels, indicating a general consensus in favor of the practice.

The collective findings of these studies highlight the transformative potential of self-assessment in EFL writing, showing that it not only improves writing competence and language proficiency but also gives students more agency over their education, which in turn creates an environment that is both more engaging and productive.

## **2.5 The Previous Related Studies**

The following are some previous related studies to the topic of this current study. Several researchers have conducted similar studies related to Self-Assessment.

Panadero et al (2017) conducted a study entitled "Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses". In this study, the effects of self-assessment on students' self-regulated learning (SRL) and self-efficacy are examined. The study's findings highlight the significance of self-assessment interventions for encouraging students to employ learning strategies and their effects on motivational factors like self-efficacy. It's significant that the strength of these beneficial benefits varies depending on the

SRL assessment types, suggesting that future research has to carefully evaluate the importance of SRL measurement. The current review also demonstrates how several moderating factors, including gender and particular elements of self-assessment, might affect how effects on students' self-efficacy are affected. They concluded that self-assessment treatments had a greater effect on students' self-efficacy in females than in boys, and self-monitoring has a greater effect than the other self-assessment components examined in this study.

Another study, conducted by Bing (2016) examining how student self-assessment affects students' EFL writing by using writing assignments, an analytical grading rubric, questionnaires, and interviews. The study showed that students made significant improvements in their writing's content, organization, and mechanics after practicing self-assessment, but not to a significant degree in terms of vocabulary and language use. It is discovered that students are able to evaluate the overall quality of their writing in a way that is consistent with the teacher's evaluations. The study also shows that while self-assessment does not affect students' perceptions of their writing skills in content or vocabulary, it has a positive impact on how they perceive their writing skills in terms of organization, language use, and mechanics. The development of a set of new models for the instruction of these concepts is encouraged by these consequences. These implications are helpful in developing a number of fresh approaches to teaching writing and in advancing the advancements made in the teaching of Chinese as a foreign language.

Nadri and Azhar (2016) conducted study at the Faculty of Letters and Human Sciences, University of Rabat, Morocco. The result revealed that the development and evaluation of critical thinking are metacognitive in nature; as a result, metacognitive skills like planning, self-evaluation, and reflection must be employed as a crucial tool in the development of critical thinking abilities. The current study comes to provide further support in this approach given the mounting evidence in favor of self-assessment as a primary learning strategy L2 student-writers can employ to strengthen their critical thinking. The main argument is that certain tactics that support the growth and evaluation of critical thinking are metacognitive in nature. Planning, self-evaluation, and reflection are three metacognitive skills that are crucial in the development of critical thinking abilities. Even though the results of the current study were quite illuminating, there is still much room for research in this area. The findings do, in fact, point in a number of different directions, mostly as a result of the study's shortcomings.

Belachew et al (2014) did a study entitled "Perception and practice of self-assessment in EFL writing classrooms". This study looks into how students and EFL learners perceive and use self-evaluation. 50 second-year English major students who were chosen at random served

as a representative sample for the study, which included them. Ten EFL writing instructors were also included in the study; they were chosen using the thorough sample approach. According to the study, both teachers and students in writing classrooms had a good attitude toward self-evaluation. In each of the four writing and self-evaluation sessions, there were fewer students who legitimately overvalued themselves than those who underrated themselves. Students who rated themselves honestly saw a rise from 30% in the first phase to 40% in the fourth phase, while those who overestimated their written performances saw a decline from 56% in the first phase to 44% in the final session. The survey revealed that the majority of teachers had no prior experience with self-assessment in writing classrooms. Teachers believed that students lacked the capacity to accurately evaluate written assignments. Finally, it was suggested that teachers utilize self-assessment in their EFL classes and be aware of its benefits. Finally, it was advised that teachers use self-assessment in their EFL courses as it is essential to fostering autonomous learning.

## CHAPTER VI

### FINDINGS & DISCUSSION

The study's findings and discussions are covered in this section.

#### 4.1 Findings

The data analysis results obtained from questionnaires, interviews, and documentation were provided in this chapter. To find out the students' perceptions towards Self-Assessment in the Article Writing Course, a questionnaire was administered. After that, ten eight-semester students participated in a semi-structured interview to gather information on how students self-assess themselves and how Self-Assessment affected their performance in the Article Writing Course.

##### 4.1.1 Findings for Research Question 1

The findings of Research question 1 "what are the perceptions do students have towards self-assessment in Article Writing Course at English Education Study Program, Sriwijaya University?" were discussed below. The findings include the data from questionnaire.

##### 4.1.1.1 Findings from Questionnaire

The questionnaire results that were given to the participants are shown in this section. There are 107 questions that ask about students' perceptions towards Self-Assessment in the Article Writing Course. 73 respondents received the link to the questionnaire from the researcher via WhatsApp group. Five categories were used to group their response options: strongly disagree (1), never or almost never true of me (2), usually not true of me (3), somewhat true of me (4), and always or almost always true of me (5). To reduce human mistake in computations, questionnaire data is extracted straight from the Google form results.

*Table 1 Self-Assessment of English Writing Skills*

No	Statements	NT	UN	ST	UT	AT	Total
1.	I can write a good academic paragraph	0 (0%)	3 (4.1%)	30 (41.1%)	37 (50.7%)	3 (4.1%)	73
2.	I can write a clear topic sentence that identifies the topic	0 (0%)	3 (4.1%)	18 (24.7%)	47 (64.4%)	5 (6.8%)	73

	and controlling idea of a paragraph.						
3.	I can logically organize my ideas when I write a paragraph.	0 (0%)	4 (5.5%)	22 (30.1%)	42 (57.5%)	5 (6.8%)	73
4.	I can logically support and develop my main point when I write a paragraph.	0 (0%)	1 (1.4%)	21 (28.8%)	44 (60.3%)	7 (9.6%)	73
5.	I can write using an academic style and tone.	0 (0%)	7 (9.6%)	32 (43.8%)	29 (39.7%)	5 (6.8%)	73
6.	I can use appropriate vocabulary and word forms to effectively communicate with the reader.	0 (0%)	5 (6.8%)	20 (27.4%)	43 (58.9%)	5 (6.8%)	73
7.	I can use a variety of sentence structures.	0	9	28	32	4	73
8.	I can use appropriate spelling, capitalization, and punctuation.	0	1	16	38	18	73
9.	I can write an accurate summary of information that I have read in English.	0	4	21	42	6	73
10.	I can write an accurate paraphrase of information that I have read in English.	0	7	23	37	6	73
11.	I can write accurate quotations in English.	0	8	25	33	7	73
12.	I can write a good academic research paper.	1	6	37	27	2	73
13.	I can write a good introduction for an English essay.	0	1	25	43	4	73
14.	I can choose an appropriate academic research topic.	0	1	19	47	6	73
15.	I can choose an appropriate research question to help guide my research process.	1	2	23	43	4	73

16.	I can write a clear thesis statement that identifies the topic and controlling idea of an essay.	0	3	23	43	4	73
17.	I can write using various patterns of organization (e.g. process, comparison, cause, effect).	0	3	25	40	5	73
18.	I can use a logical arrangement of paragraphs to support and develop my thesis statement.	1	3	29	36	4	73
19.	I can logically support and develop my thesis with my own experiences and reasoning.	0	2	21	42	8	73
20.	I can logically support and develop my thesis with paraphrases, summaries, and quotations.	0	1	16	47	9	73
21.	I can use accurate in-text citations using APA 7th Edition.	1	4	14	41	13	73
22.	I can write an accurate Works Cited sheet for sources using APA 7th Edition.	0	4	19	35	15	73
23.	I can successfully conduct library research to locate information to support my ideas.	0	2	27	28	6	73
24.	I can successfully use internet search engines to locate information to support my ideas.	0	1	14	40	18	73
25.	I can write a good conclusion for an English essay.	0	1	16	49	7	73
26.	I can use a word processing program to type and format my essays in English.	0	1	26	36	10	73
27.	I can effectively brainstorm to	0	1	27	38	7	73



	gather ideas before writing.						
28.	I can take good notes on readings and then use them to help support my ideas in my writing.	1	2	27	37	6	73
29.	I can write an outline to logically organize my ideas before writing.	1	0	25	39	8	73
30.	I can revise my own writing to improve the development and organization.	0	0	22	42	9	73
31.	I can edit my writing to improve the wording, grammar, punctuation, and spelling.	0	1	19	39	14	73
32.	I can effectively write under time constraints.	0	4	12	31	26	73
33.	I can write quickly in English.	0	4	14	31	24	73
34.	I can identify problems in my writing and see what should be improved.	0	3	30	34	6	73
35.	I can use appropriate strategies to fix problems with my writing.	0	3	27	39	4	73
36.	I can use my own independent thinking in my writing.	0	4	20	42	7	73

Based on Table 1, the information obtained from a student survey shows that participants' levels of ability in a number of academic writing domains varied. Although only 4.1% of students regularly achieve this, a slim majority of students (50.7%) believe they can write effective academic paragraphs. On the other hand, 41.1% of the respondents say they struggle most of the time, yet none of them think it's impossible to achieve.

A lesser portion (6.8%) always feels confidence in their abilities, but the majority (64.4%) feel they usually succeed when it comes to generating clear topic sentences. When ideas are arranged, confidence levels somewhat decline (57.5% feel capable, compared to 30.1% who are neutral).

In terms of main point development and logical support, 60.3% generally handle it well, with 9.6% consistently confident. Views on academic style and tone are balanced, with 43.8% expressing good management and an equal percentage expressing neutrality.

Better results are seen in vocabulary use, where 58.9% of respondents feel competent. In a similar vein, 43.8% believe their sentence structure management is good, but a noteworthy 12.3% are insecure about their abilities. When it comes to writing mechanics, such as punctuation and spelling, over half (52.1%) are generally exact and 24.7% are always precise.

The majority of students demonstrate confidence in their ability to summarize and paraphrase, with 57.5% and 50.7%, respectively, handling these tasks successfully. Less than half of respondents consistently feel competent when it comes to creating a strong academic research paper and accurately quoting sources.

Superior competency can be seen in the creation of research subjects and introductions, where 64.4% and 58.9% of respondents, respectively, handle these responsibilities regularly. Crafting a thesis statement and structuring paragraphs around it, however, reveals similar patterns of small fractions struggle with majority normal ability. When conducting research in libraries and online, students demonstrate a strong command of research techniques; more than half of them regularly perform well. The majority also does well when it comes to word processing and drafting conclusions.

On the other hand, note-taking, brainstorming, and writing outlines demonstrate a balance between ease of use and difficulty, with a significant percentage finding each task difficult. More over half of the students believe that their revision and editing abilities are effective, especially when it comes to grammar and punctuation.

A significant portion of writers struggle with writing rapidly and within time limitations in English, highlighting areas that require work. Finally, there is a positive trend in the identification of writing problems and the use of techniques to solve them; most people find workable answers, but a tiny percentage still finds it difficult to apply appropriate tactics.

Finally, the poll identifies areas where students still need to develop, such as quick writing and independent thinking, but also shows their strengths in fundamental research and writing skills.

**Table 2 Use of Learning Strategies – General Writing Strategies**

General Writing Strategies							
No	Statements	N	R	S	O	M	Total
1	I often write in my native language.	2	9	26	21	15	73
2	I often write in English.	0	8	27	30	8	73
3	I write for pleasure in my free time in English.	1	14	33	21	4	73
4	I write for notes, messages, letters,	0	8	28	28	9	73

	or reports in English.						
5	I use a bilingual dictionary.	5	5	19	28	16	73
6	I use an English-English dictionary.	1	8	2	27	12	73
7	I use an English Grammar book or handbook.	2	10	24	26	11	73
8	I read native English Writing.	1	4	24	28	16	73
9	I use the English words I know in different ways.	0	2	28	32	11	73

The survey results provide an insightful look into the language habits of students, showing a vibrant interaction with both their native languages and English across different communication and learning activities.

Firstly, a considerable portion of students regularly use their native language for writing, with 20.5% writing in it regularly and 28.8% frequently. A mere 2.7% never write in their native language, demonstrating a strong maintenance of native language abilities.

On the other hand, English usage is even more widespread among the students; 41.1% frequently write in English, and 11% do so very often. Remarkably, every student surveyed had some level of experience writing in English, highlighting the crucial role English plays in their academic and everyday lives.

Additionally, many students write in English for leisure, with 28.8% doing it often and 5.5% very often. The fact that only 1.4% never write in English for fun emphasizes its enjoyment and utility beyond academic settings.

The practical use of English in writing notes, messages, letters, or reports is also prevalent, with 38.4% of students doing so often and 12.3% almost always. This shows that English is thoroughly integrated into their routine communication tasks, with none of the students reporting never using English for these purposes.

When it comes to resource utilization, students actively use language tools to enhance their skills. Bilingual dictionaries are frequently used by 38.4% of the students, and 21.9% use them almost always. Similarly, English-only dictionaries are used often by 37% of the students and almost always by 16.4%, indicating a strong commitment to improving their English comprehension on their own.

Grammar resources are also frequently consulted, with 35.6% of students using English grammar books often and 15.1% almost always. This is supported by students' engagement with authentic English texts—38.4% read them regularly, and 21.9% do so very frequently, which helps them experience real-world language use.

Lastly, the frequent application of familiar English vocabulary in various contexts is noted, with 43.8% experimenting often and 15.1% almost always, showcasing the creative and

practical use of their language skills. This suggests that students interact with English not just as a study subject but also as a flexible tool for communication and creative expression.

**Table 3 Use of Learning Strategies – Before Writing**

<b>Before Writing</b>							
N <sup>o</sup>	Statements	N	R	S	O	M	Total
1	I review my class notes, handouts, and assignment requirements before beginning to write.	0	8	26	30	9	73
2	I consider the task or assignment and instructions carefully before writing.	0	2	16	39	16	73
3	I discuss what I am going to write with other students or my teacher.	1	8	29	26	9	73
4	I brainstorm and write down ideas before I begin to write.	0	5	16	42	10	73
5	I make plans and notes in my native language before writing.	0	7	24	33	9	73
6	I make an outline or plan in English.	0 (0%)	4 (5.5%)	23 (31.5%)	37 (50.7%)	9 (12.3%)	73
7	I make a timetable for when I will do my writing.	2 (2.7%)	14 (19.2%)	21 (28.8%)	27 (37%)	9 (12.3%)	73
8	Before writing the first draft, I do extra study outside the classroom to improve my writing.	0 (0%)	16 (21.9%)	23 (31.5%)	26 (35.6%)	8 (11%)	73
9	I think of the relationships between what I already know and new things that I learn.	0 (0%)	1 (1.4%)	22 (30.1%)	36 (49.3%)	14 (19.2%)	73
10	I notice vocabulary related to a topic that I will write about and try to remember the words.	0 (0%)	4 (5.5%)	20 (27.4%)	37 (50.7%)	12 (16.4%)	73

11	I use a dictionary to check things I am not sure about before I write.	0 (0%)	1 (1.4%)	12 (16.4%)	36 (49.3%)	24 (32.9%)	73
12	I use a grammar book to check things I am not sure about before I write.	1 (1.4%)	9 (12.3%)	21 (28.8%)	27 (37%)	15 (20.5%)	73

1. The majority of students—41.1%—consistently review lecture notes, handouts, and assignment requirements before to writing, with 12.3% doing so most frequently. None said they had never done this before.

2. The majority of people have the practice of thoroughly reading the work or assignment instructions before writing, with 53.4% doing so frequently and 21.9% most frequently. Before writing, none of the students never give the task any thought.

3. Of the pupils, 35.6% regularly discuss the writing goal with other students or the teacher, with 12.3% doing so most frequently. Just one student stated that they had never discussed their goal before writing.

4. Of students, 57.5% regularly brainstorm and jot down ideas before starting to write, with 13.7% doing so most frequently. Not a single student said they had never done any brainstorming before writing.

5. Using one's native tongue to make notes and make plans before writing is common (45.2% of respondents), with 12.3% doing so most frequently. Not a single kid said they had never done this before.

6. Of the students, 50.7% practice creating an outline or plan frequently, with 12.3% doing so most frequently. Nobody said they had never created an outline.

7. Of the students, 37% create a schedule for when to write, and 12.3% do so most frequently. Just 2.7% of respondents never set aside time for writing.

8. 8. Of students, 35.6% perform extra study outside of the classroom to improve their writing, with 11% doing so most frequently. Not a single student said they had never done additional study for this reason.

9. Regular practice involves considering the connections between new information and prior knowledge; this is carried out frequently (19.2% of respondents) and frequently by 49.3% of respondents. Just one pupil said they had never done this before.


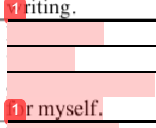


10. 50.7% of students frequently, and mostly 16.4% percent of them most frequently, notice terminology linked to a topic and attempt to recall the words. Not a single kid said they had never done this before.

11. 49.3% of students regularly, and 32.9% most frequently, use dictionaries to confirm information they are unsure of before writing. Just one pupil stated that they have never used a dictionary in this situation.

12. Of students, 37% do it frequently and 20.5% do it most frequently, checking grammar rules in a grammar book before writing. Just one student stated that they had never used a grammar book in this way.

**Table 4 Use of Learning Strategies – During Writing**

<b>During Writing</b>							
No	Statements	N	R	S	O	M	Total
1	I try to write in a comfortable, quiet place where I can concentrate.	0 (0%)	3 (4.1%)	8 (11%)	29 (39.7%)	33 (45.2%)	73
2	I use my background knowledge (world) knowledge to help me develop my ideas.	0 (0%)	1 (1.4%)	11 (15.1%)	41 (56.2%)	20 (27.4%)	73
3	I like to write in my native language first and then translate it into English.	3 (4.1%)	8 (11%)	16 (21.9%)	28 (38.4%)	18 (24.7%)	73
4	I like to write a draft in my native language first and then translate it into English.	4 (5.5%)	8 (11%)	19 (26%)	27 (37%)	15 (20.5%)	73
5	I edit for content (ideas) as I am writing.	0 (0%)	1 (1.4%)	17 (23.3%)	38 (52.1%)	17 (23.3%)	73
6	I edit for organization as I write.	0 (0%)	6 (8.2%)	22 (30.1%)	31 (42.5%)	14 (19.2%)	73
7	I like to change, or make my ideas clearer as I write.	1 (1.4%)	1 (1.4%)	14 (19.2%)	43 (58.9%)	14 (19.2%)	73
8	I use a dictionary to check things I am not sure about when I write.	0 (0%)	2 (2.7%)	9 (12.3%)	34 (46.6%)	28 (38.4%)	73
9	I use a grammar book to check things I am not sure about when I write.	2 (2.7%)	6 (8.2%)	19 (26%)	26 (35.6%)	20 (27.4%)	73
10	If I can't think of an English word, I use a word or phrase that means the same thing.	2 (2.7%)	2 (2.7%)	13 (17.8%)	38 (52.1%)	18 (24.7%)	73

11		1 (1.4%)	8 (11%)	23 (31.5%)	29 (39.7%)	12 (16.4%)	73
12	writing. 	1 (1.4%)	4 (5.5%)	30 (41.1%)	30 (41.1%)	8 (11%)	73
13	for myself. 	1 (1.4%)	0 (0%)	18 (24.7%)	38 (52.1%)	16 (21.9%)	73
14	courses. 	0 (0%)	0 (0%)	12 (16.4%)	37 (50.7%)	24 (32.9%)	73

1. 85.6% of students report that they write in a calm, comfortable environment in order to concentrate. This is the majority of students' practice. Not a single kid said they had never done this before.

2. Using prior knowledge to inform concept development is a prevalent activity; 56.2% of respondents do it frequently, and 27.4% do so most frequently. Not a single student said they had never applied their prior knowledge in this way.

3. Of students, 38.4% write in their original tongue initially, and 24.7% do so most frequently, before translating it into English. Just 4.1% of people never do this.

4. Of all students, 58% write their first drafts in their native tongue frequently or most frequently, while 5.5% never do.

5. Of the students, 52.1% practice editing for content (ideas) frequently, and 23.3% do so most frequently. None of the students report never doing this.

6. Of those who regularly organize or edit while writing, 42.5% do so most frequently (19.2%). No student ever said they never edited their writing to make it more organized.

7. It is typical practice to make changes to make ideas clearer; 58.9% of respondents do so frequently, with 19.2% doing it most frequently. Just 1.4% of writers never revise their work to make their views more clear.

8. Checking for doubts with a dictionary is a habitual practice; 46.6% of respondents use one frequently, and 38.4% most frequently. Not a single student said they had never used a dictionary when writing.

9. Of the students, 35.6% use grammar books frequently, and 27.4% do so most frequently. Only 2.7% of pupils never use one.

10. Of students, 52.1% frequently and 24.7% most frequently employ the method of using a word or phrase that has the same meaning when they are unsure about an English word, with 2.7% never doing so.

11. Of the pupils, 16.4% practice making up new terms when they don't know the correct ones in English the most frequently (39.7%), while 1.4% never do.

12. Of the students, 52.2% often or most often make writing projects enjoyable for themselves, whereas 1.4% never do.

13. Of students, 52.1% frequently consider how improving their English writing skills will help them succeed in other classes, with 21.9% considering this the most frequently. Just 1.4% never give this any thought.

14. Of students, 50.7% frequently and 32.9% most frequently utilize the tactic of encouraging oneself by trusting in one's potential to perform well; none of them say they never do this.

**Table 5 Use of Learning Strategies – After Writing**

After Writing							
No	Statements	N	R	S	O	M	Total
1.	I give myself a reward when I have finished writing.	3 (4.1%)	13 (17.8%)	17 (23.3%)	22 (30.1%)	18 (24.7%)	73
2.	I go back to my writing to revise the content and make my ideas clearer.	0 (0%)	2 (2.7%)	13 (17.8%)	40 (54.8%)	18 (24.7%)	73
3.	I go back to my writing to revise and improve my organization.	0 (0%)	4 (5.5%)	17 (23.3%)	35 (47.9%)	17 (23.3%)	73
4.	I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.	0 (0%)	0 (0%)	14 (19.2%)	35 (47.9%)	24 (32.9%)	73
5.	I use a dictionary after I finish writing a draft.	0 (0%)	6 (8.2%)	21 (28.8%)	28 (38.4%)	18 (24.7%)	73
6.	I use a grammar book after I finish writing a draft.	2 (2.7%)	12 (16.4%)	18 (24.7%)	25 (34.2%)	16 (21.9%)	73
7.	I discuss my work with other students to get feedback on how I can improve it.	1 (1.4%)	12 (16.4%)	26 (35.6%)	22 (30.1%)	12 (16.4%)	73
8.	I discuss my work with my teacher to get	0 (0%)	6 (8.2%)	22 (30.1%)	31 (42.5%)	14 (19.2%)	73



	2 feedback on how I can improve it.						
9.	I evaluate others students' writing and give them feedback on how they can improve	2 (2.7%)	9 (12.3%)	25 (34.2%)	26 (35.6%)	11 (15.1%)	73
10.	1 I visit the campus Writing Center to get feedback from a 1 1 tor.	11 (15.1%)	18 (24.7%)	14 (19.2%)	22 (30.1%)	8 (11%)	73
11.	If I do not understand a comment when getting feedback, I ask the person to explain it to 1 1 e.	0 (0%)	3 (4.1%)	18 (24.7%)	35 (47.9%)	17 (23.3%)	73
12.	I make notes or try to remember feedback I get so I can use it the 1 1 xt time I write.	0 (0%)	3 (4.1%)	15 (20.5%)	33 (45.2%)	22 (30.1%)	73
13.	I record the types of errors I have made so I do not keep making the same types of 1 1 rors.	1 (1.4%)	7 (9.6%)	17 (23.3%)	32 (43.8%)	16 (21.9%)	73
14.	I read the feedback from my previous writing and use this feedback in 1 1 y next writing.	2 (2.7%)	2 (2.7%)	15 (20.5%)	33 (45.2%)	21 (28.8%)	73
15.	I use the feedback to help with my other English skills (reading, speaking, and listening).	1 (1.4%)	1 (1.4%)	16 (21.9%)	32 (43.8%)	23 (31.5%)	73

1. Rewarding oneself after writing is common, with 30.1% doing it often and 24.7% most often. Only 4.1% never do this.

2. Revising content to clarify ideas post-writing is a frequent practice, with 54.8% doing it often and 24.7% most often. No one reported never revising their content.

3. Going back to revise and improve organization is common, with 47.9% often doing so and 23.3% most often. No one reported never revising for organization.


4. Editing grammar, vocabulary, spelling, and punctuation after writing is routinely done by 47.9% of students, and 32.9% do it most often. None reported never doing this.

5. Using a dictionary after finishing a draft is done often by 38.4% and most often by 24.7% of the students. No students reported never using a dictionary post-writing.
6. Consulting a grammar book after writing is common, with 34.2% doing so often and 21.9% most often. A small percentage (2.7%) never use a grammar book post-writing.
7. Discussing work with other students for feedback is done often by 30.1% and most often by 16.4% of students. Only 1.4% never discuss their work for feedback.
8. Getting feedback from a teacher is a regular habit for 42.5%, with 19.2% doing so most often. No students reported never discussing their work with a teacher for feedback.
9. Evaluating peers' writing and giving feedback is practiced often by 35.6% and most often by 15.1%. A small number (2.7%) never do this.
10. Making notes or trying to remember feedback for future use is common, with 45.2% often doing it and 30.1% most often. A significant number (15.1%) never make notes of feedback.
11. Visiting a writing center for feedback is a strategy employed often by 30.1% and most often by 11% of the students. A notable number (15.1%) never visit the writing center.
12. Asking for explanations when feedback is not understood is common, with 47.9% often doing so and 23.3% most often. No one reported never asking for clarifications.
13. Recording errors to avoid repetition is done often by 43.8% and most often by 21.9% of students. Only 1.4% never record their errors.
14. Reading previous feedback and applying it to new writing is a common practice, with 45.2% doing so often and 28.8% most often. A small number (2.7%) never read their previous feedback.
15. Using the feedback to help with other English skills like reading, speaking, and listening is done often by 43.8% and most often by 31.5% of the students. A minimal number (1.4%) never use writing feedback to aid in improving other areas of English proficiency.

**Table 2 Use of Learning Strategies – General Learning Strategies**

General Learning Strategies							
No	Statements	N	R	S	O	M	Total
1.	I try to find as many ways as I can to use my English.	0 (0%)	2 (2.7%)	11 (15.1%)	41 (56.2%)	19 (26%)	73
2.	I look for opportunities to read as much as possible in English.	1 (1.4%)	1 (1.4%)	13 (17.8%)	39 (53.4%)	19 (26%)	73
3.	I look for opportunities to listen as much as possible to English	1 (1.4%)	1 (1.4%)	11 (15.1%)	36 (49.3%)	24 (32.9%)	73
4.	I look for opportunities to speak as much as	0 (0%)	3 (4.1%)	12 (16.4%)	31 (42.5%)	27 (37%)	73

	possible to English.						
5.	I think about my progress in learning English.	0 (0%)	1 (1.4%)	9 (12.3%)	37 (50.7%)	26 (35.6%)	73
6.	I try to find out how to become a better learner of English.	0 (0%)	0 (0%)	11 (15.1%)	33 (45.2%)	29 (39.7%)	73
7.	I notice my English mistakes and use that information to help me do better.	0 (0%)	2 (2.7%)	9 (12.3%)	32 (43.8%)	30 (41.1%)	73
8.	I plan my schedule so that I have enough time to study and improve my English.	1 (1.4%)	3 (4.1%)	24 (32.9%)	29 (39.7%)	16 (21.9%)	73
9.	I have clear goals for improving my English skills.	0 (0%)	3 (4.1%)	20 (27.4%)	27 (37%)	23 (31.5%)	73
10.	I give myself a reward or treat when I do well in English.	3 (4.1%)	8 (11%)	14 (19.2%)	25 (34.2%)	23 (31.5%)	73
11.	I try to relax whenever I am afraid of using English.	0 (0%)	2 (2.7%)	15 (20.5%)	29 (39.7%)	27 (37%)	73
12.	I encourage myself to use English even when I am afraid of making mistakes.	0 (0%)	0 (0%)	17 (23.3%)	31 (42.5%)	25 (34.2%)	73
13.	I notice if I am tense or nervous when I am studying or using English.	2 (2.7%)	4 (5.5%)	16 (21.9%)	33 (45.2%)	18 (24.7%)	73
14.	I write down my feelings about learning English in a diary.	10 (13.7%)	14 (19.2%)	13 (17.8%)	21 (28.8%)	15 (20.5%)	73
15.	I talk to someone else about how I feel about learning English.	1 (1.4%)	13 (17.8%)	18 (24.7%)	25 (34.2%)	16 (21.9%)	73
16.	If I do not understand something in English, I ask the person to slow down or say it again.	0 (0%)	1 (1.4%)	19 (26%)	32 (43.8%)	21 (28.8%)	73

17.		1 (1.4%)	9 (12.3%)	16 (21.9%)	29 (39.7%)	18 (24.7%)	73
18.	I practice English with other students.	0 (0%)	4 (5.5%)	18 (24.7%)	29 (39.7%)	22 (30.1%)	73
19.	I ask for help from English speakers.	0 (0%)	12 (16.4%)	22 (30.1%)	20 (27.4%)	19 (26%)	73
20.	I ask questions in English.	0 (0%)	3 (4.1%)	18 (24.7%)	37 (50.7%)	15 (20.5%)	73
21.	I try to learn about the culture of English speakers.	0 (0%)	4 (5.5%)	22 (30.1%)	25 (34.2%)	22 (30.1%)	73

1. Many students actively seek various ways to use English, with 56.2% doing it often and 26% most often. No students reported never doing this.
2. Seeking opportunities to read English is common, with 53.4% often and 26% most often engaging in reading. Only 1.4% never look for chances to read in English.
3. Finding opportunities to listen to English is frequently done by 49.3% and most often by 32.9% of students. A single student reported never seeking listening opportunities.
4. Searching for opportunities to speak English is common, with 42.5% often and 37% most often practicing speaking. No one reported never looking for speaking opportunities.
5. Reflecting on their English learning progress is done often by 50.7% and most often by 35.6% of students. Only one student reported never thinking about their progress.
6. Trying to discover how to be a better learner of English is often done by 45.2% and most often by 39.7% of students. No students reported never seeking ways to improve their learning strategies.
7. Noticing their own English mistakes and using that information to improve is done often by 43.8% and most often by 41.1% of the students. Two students reported never doing this.
8. Planning their schedule to have enough study time is often done by 39.7% and most often by 21.9% of students. Only one student reported never scheduling study time.
9. Having clear goals for improving English is a strategy often used by 37% and most often by 31.5% of students. Three students reported never setting clear goals.
10. Rewarding themselves for doing well in English is common, with 34.2% often and 31.5% most often giving themselves a reward. Three students reported never rewarding themselves.
11. Relaxing to overcome the fear of using English is something 39.7% of students do often and 37% most often. No one reported never trying to relax when afraid of using English.
12. Encouraging themselves to use English even when afraid of making mistakes is often done by 42.5% and most often by 34.2% of students. None reported never doing this.
13. Noticing feelings of tension or nervousness when studying or using English is something 45.2% of students do often, and 24.7% do most often. Two students reported never noticing such feelings.
14. Writing down feelings about learning English in a diary is a less common practice, done often by 28.8% and most often by 20.5% of students. However, 13.7% never do this.
15. Talking to someone about their feelings on learning English is done often by 34.2% and most often by 21.9% of the students. One student reported never talking to someone about this.
16. If they do not understand something in English, asking the speaker to slow down or repeat is often done by 43.8% and most often by 28.8% of students. None reported never doing this.
17. Trying to relax when feeling tense or nervous is practiced often by 45.2% and most often by 24.7% of students. Two students reported never doing this to manage their nervousness.

18. Asking English speakers to correct them when talking is done often by 39.7% and most often by 24.7% of the students. One student reported never asking for corrections.
19. Practicing English with other students is a common practice, with 39.7% doing it often and 30.1% most often. None reported never practicing with peers.
20. Asking questions in English to learn more is frequently done by 50.7% and most often by 20.5% of students. No one reported never asking questions in English.
21. Trying to learn about the culture of English speakers is done often by 34.2% and most often by 30.1% of students. None reported never trying to learn about the culture.

Based on the comprehensive self-assessment questionnaire results, students view self-assessment in the article writing course as a vital tool for identifying and improving their writing talents, according to the results of the extensive self-assessment survey. They acknowledge that they are skilled at creating scholarly writing, using proper grammar, and presenting arguments with clarity. Although some students identify areas of uncertainty, most of them are confident in their ability to use a wide variety of writing mechanics and methods. Students respect the role that self-assessment plays in identifying opportunities for growth, according to the poll, especially when it comes to time management and advanced writing techniques. They consider it as a tool for constructive criticism application and as a way to support autonomous critical thought.

Students also understand that self-assessment is a crucial part of their strategic learning process, which enables them to critically analyse their writing and to fully engage with the assignments at hand. In addition to improving their current writing skills, this self-reflective exercise gets them ready for upcoming academic obstacles.

In summary, students perceive self-assessment as a motivating feature of the Article Writing Course that offers a structure for ongoing self-enhancement and introspective learning. It ensures that students take an active role in their own growth as skilled writers by fostering a sense of autonomy.

#### **4.1.2 The Findings for Research Question 2**

The findings of Research question 2 “how do students self-assess themselves in the Article Writing Course?” were discussed below. The findings include the data from the interview.

##### **4.1.2.1 Findings from the Interview**

Furthermore, the study’s conclusions about how students self-assess themselves in the Article Writing Course showed that they take a thorough and diverse approach. Students utilize

a range of tools and feedback mechanisms, both self-generated and externally provided, to continuously assess and enhance their writing skills.

The findings indicated that students rely heavily on the guidance provided by lecturers, which often includes detailed rubrics and textbooks. The followings were the statements from the students. AR said, "I need to listen to my lecturer's advice because my lecturer also give me kind of like a textbook, so we can have, we can see, I mean, the rubric from the book itself that what aspects that we need to fulfil as the guidelines of our writing." PE added, "Usually, the way I evaluate my writing is through looking at the rubrics that I've seen. So maybe like if my lecturer sends us like requirements of what we need in our writing. I would always refer to that to make sure that I'm in the right, Lane, I guess you could say."

In addition, students give careful consideration to incorporating instructor input into their writing in order to polish and enhance their papers. This input is essential for fixing errors and raising the writing's general caliber. YM stated, "To be honest, I do several techniques. For example, If I am brainstorming, I will use paper and pen to write ideas. Then, after that I will execute it in the form of files like Google Document or Microsoft Word. Then, to correct my grammar mistakes, I will use grammarly and other tools. And to paraphrasing, sometimes I use quillbot. Not only that, I also use my lecturer's feedback to fix my writing's mistakes." It is also important to get feedback from peers or classmates, as UR stated, "after I did the self-assessment, I usually ask my friends, that also requires the same thing for example, like I also need a peer assessment and I will ask that friend to test soft to assess my own work."

Moreover, the use of digital tool such as *Grammarly* is prevalent. This kind of tool provides immediate feedback, allowing students to assess and refine their work immediately. The following statements were from UR and PE. UR said, "that I will use like, you know, like Grammarly, that the type of tools where I can check my own spelling and grammar because it's more quicker, it's quicker in terms of times and also I think that it helps a lot so we can focus on other mistakes that we made in that writing." PE added, "And aside from that, the way I assess myself would be just through other applications, such as Grammarly to check my spelling and grammar."

To sum up, the students in article writing course use a thorough and diversified approach to self-assessment, making extensive use of tools and feedback mechanisms that they supply themselves as well as those that are provided by others. They use lecturer-provided rubrics as their main sources of guidance to make sure their work satisfies the necessary requirements. Students' capacity to quickly modify their work is further enhanced when they incorporate input from digital tools such as Grammarly, which provides instantaneous edits

and suggestions. Feedbacks from lecturer and peer are also very important in order to enabling students to gain diverse insights and further polish their writing.

#### **4.1.2.2 Findings from the Documentation**

A number of students in the Article Writing Course have made Grammarly, an advanced digital writing aid, an essential element of their learning resources when it comes to improving their writing abilities through self-evaluation. These students actively utilize Grammarly, a service that detects grammatical, punctuation, and style issues, to examine their manuscripts. It also provides explanations to assist students comprehend the reasoning behind each correction, along with ideas for development. They may immediately improve their work with the help of this real-time feedback, which also acts as a tool for ongoing learning.

Several students have actively embraced using the comprehensive rubrics that their lecturers have provided as the cornerstone of their self-assessment process within the context of the Article Writing Course. Students can use these rubrics as a guide to critically assess their own work because they clearly define the criteria for grading several parts of writing, such as argument strength, coherence, language, and evidence utilization. Students are able to pinpoint particular parts in their essays that satisfy the desired academic standards and those that need work by comparing them to these set guidelines. Students have been able to improve their writing gradually by following the rubric's instructions to concentrate on one component at a time.

#### **4.1.3 Findings from Research Question 3**

The findings of Research question 3 “How does students’ self-assessment affect their performance in Article Writing Course at English Education Study Program at Sriwijaya University?” were discussed below. The findings include the data from the interview.

##### **4.1.3.1 Findings from the Interview**

The findings suggested that Self-Assessment is a valuable component of the Article Writing Course, significantly contributing to students’ development as writers by enhancing their abilities, giving them more learning autonomy, and inspiring them to attain higher academic standards.

3  
Students reported that Self-Assessment helped them see their strengths and weaknesses in writing. This understanding allowed for more focused development and a more organized strategy for improving their writing abilities. The students' statements were as follows. YM said, "I was a bad writer, then because I self-assessed myself, I know my strength and my weaknesses. Then I use those as a guide for me to write better. When I finally can write better, I realize that writing is fun, therefore I write often than I was." SS added, "Through the self-assessment that I did repeatedly during the article writing course, I was able to find my writing strengths and also my weaknesses. By identifying it, I can try several ways to either improve my strengths or overcome my weaknesses."

The use of linguistic devices like metaphors, synonyms, and antonyms, as well as grammar and readability, were among other areas where students saw noticeable gains in their writing skills. They also recommended improving the organization of their writing structures. As YM stated, "my grammar is fixed, the writing is readable, I often use some language aspects like metaphor, synonym, and antonym, and the organization of the structure is neat." Furthermore, TF expressed, "For example, like, I could improve the, in the grammar, and then, punctuation, and then, the sentences, structure, or the wording style. Like that."

In addition, Self-Assessment was considered a method that increased students' accountability for their education. It helped them become more independent, giving them a greater sense of control over their educational path and self-assurance in their ability to guide their learning. The following were the remarks made by the students. LR said, "In article writing class, when we are encouraged to self-assessment, I found that I have a chance to be more independent in doing my learning." SS added, "I think self-assessment itself empowers me to take control in the article writing by allowing me to be critical and more independent. So, the journey of self-assessment itself without realizing it reminds me to monitor myself while always look at everything objectively."

Furthermore, a number of students mentioned that Self-Assessment inspired them to write at a high caliber. This drive came from wanting to do better academically and from seeing their development, which was tracked over time via Self-Assessment. What the students had to say were as follows. UR said, "I think that it somehow makes me challenge and also motivated to make my writings better. I think for me, I kind of put a high standard for myself that I need to achieve certain grade for that class." AR expressed, "So, yeah, motivation to achieve the higher writing standards, it does have in my experience. I mean because I look at my own progress throughout the process while using the self-assessment."



In conclusion of the findings, self-assessment has been found to be an essential part of the Article Writing Course, greatly improving students' writing skills, learning autonomy, and drive for higher academic accomplishment. Students stated by assessing themselves, they were able to pinpoint their areas of strengths and weaknesses. This allowed them to concentrate on improving certain aspects of their writing, such as readability, syntax, and the use of complex language devices like metaphors. Through this process, their writing got better and they developed a sense of responsibility and independence in their academic endeavors. By assessing their own development, students gained the confidence to take charge of their education, approach their writing with greater critical thinking, and establish higher expectations for themselves. This improved their overall academic performance and increased their pleasure of writing.

#### 4.2 Discussions

The answer to the first research question demonstrates how self-assessment in the article writing course inspires students and cultivates a sense of independence, empowering them to actively participate in their own writing growth. This result is consistent with the theory of learner autonomy, which advocates that self-evaluation fosters accountability and autonomy in learning and was explored by Harris (1997) and Warchulski (2015). According to this notion, students who self-assess are better able to take control of their educational journeys, pinpoint areas in which they require development, and decide what steps are required to advance their abilities (Boud, 1995).

The second research question's finding explains how students use a range of instruments and feedback systems for self-assessment, such as digital tools like Grammarly and rubrics supplied by lecturers. The formative assessment theory (Andrade & Valcheva, 2009; Black & Wiliam, 1998), which views self-assessment as an essential component of the learning process, lends credence to this technique. The notion of formative assessment places a strong emphasis on the value of feedback and the involvement of students in the evaluation process, which enables them to get helpful criticism for their progress. This idea emphasizes how important it is to provide students with structured advice and resources to assist them fulfil learning objectives and develop their writing skills.

The answer to the third research question shows that students' writing abilities, sense of learning autonomy, and academic success are all much improved by self-assessment. This result is consistent with the self-regulated learning approach (Panadero & Tapia, 2013; Zimmerman, 2008), which sees self-assessment as a metacognitive tool that supports students in actively monitoring, evaluating, and controlling their learning processes. Self-regulated

learning, according to Nicol & Macfarlane-Dick (2006), entails goal-setting and method adjustments based on self-evaluation, which enhances academic achievement and fosters a stronger connection with the subject matter.

Furthermore, metacognition theory, which links self-assessment to the observation and control of one's cognitive processes, can also be linked to Finding 3 (Blanche & Merino, 1989; Schraw & Dennison, 1994). This theory backs up the notion that students can enhance their overall language competency by focusing on specific areas for improvement, like the usage of complicated language devices and grammar, by using self-assessment to identify their strengths and deficiencies.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

The examination of the function of self-assessment in the Article Writing Course has revealed its important impact on students' academic growth and writing ability. The results of this study demonstrate the effectiveness of self-assessment in improving students' writing abilities as well as in fostering a sense of academic independence and drive for greater academic success.

Students who self-assess become more aware of their writing strengths and shortcomings, enabling them to concentrate on and improve particular aspects of their writing, such as readability, syntax, and the deft application of sophisticated language devices like metaphors. Students who self-assess their work engage in a reflective learning cycle in which they critically analyze their work, make focused modifications, and iterate on their content from a knowledgeable standpoint. Their writing skills are improved through this iterative process, which also helps them develop critical thinking, self-control, and personal accountability—all crucial academic skills.

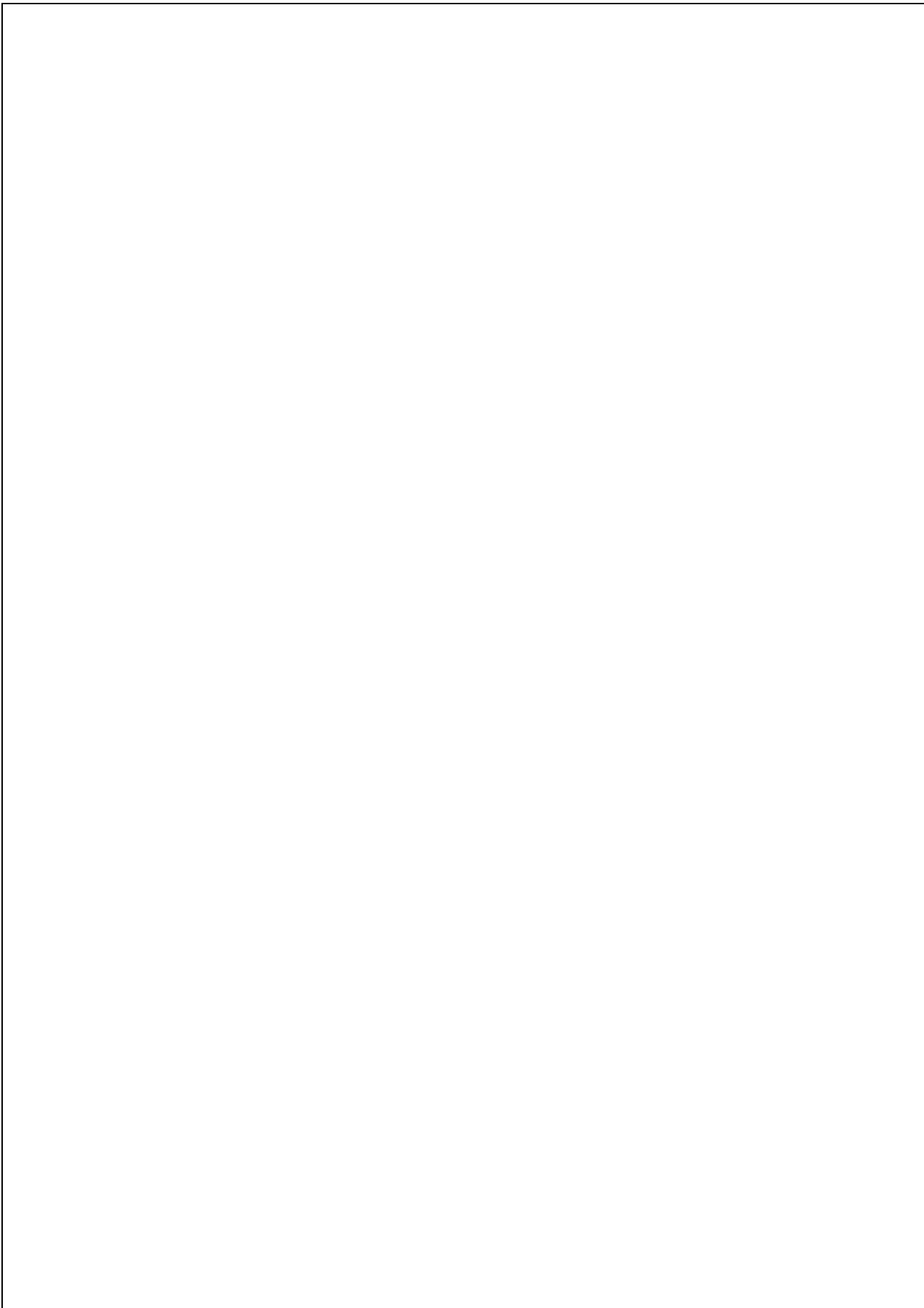
Further, by empowering students to take charge of their own learning paths, self-assessment raises their autonomy and self-efficacy. Their entire academic performance is boosted by this enhanced agency, which also gives them confidence in all areas of their academic pursuits. Self-evaluation also helps students appreciate and be more satisfied with their writing, turning it from a chore into a more interesting and rewarding aspect of their academic lives.

The beneficial impacts of self-assessment documented in this study suggest that when students are actively involved in evaluating their learning processes, they are more likely to align their academic efforts with personal and educational goals, leading to improved outcomes. Therefore, self-assessment should be recognized not merely as a supplementary educational tool but as a central component of teaching strategies aimed at developing more capable, autonomous, and motivated learners.

According to this study's good effects on self-assessment, students who actively participate in analyzing their learning processes are more likely to match their academic endeavors with their personal and academic objectives, which produces better results. As a result, self-assessment ought to be acknowledged as an essential part of instructional practices meant to cultivate learners who are more capable, independent, and driven, rather than just as an additional educational instrument.

## 5.2 Suggestions

The writer has several recommendations for English students, educators, and future researchers. To begin, the writer encourage English students to engage actively in Self-Assessment by regularly evaluating their own work using tools and checklists to identify their strengths and weaknesses, setting specific, measurable, achievable, relevant, and time-bound (SMART) goals for different aspects of their writing, integrating digital tools like Grammarly for instant feedback, and seeking constructive feedback from peers and lecturers for diverse insights. Educators should foster a culture of self-assessment in the classroom, provide clear rubrics and examples, incorporate self-assessment into the curriculum through reflective assignments, and conduct workshops to train students in effective self-assessment techniques. Future researchers should consider longitudinal studies to observe the long-term impact of self-assessment on student writing, explore the effects of self-assessment across different disciplines, investigate various self-assessment models to identify the most effective ones, and assess how technology can enhance the self-assessment process. By embracing these approaches, students, educators, and researchers can significantly enhance the effectiveness of self-assessment as a tool for academic improvement and personal growth in writing.



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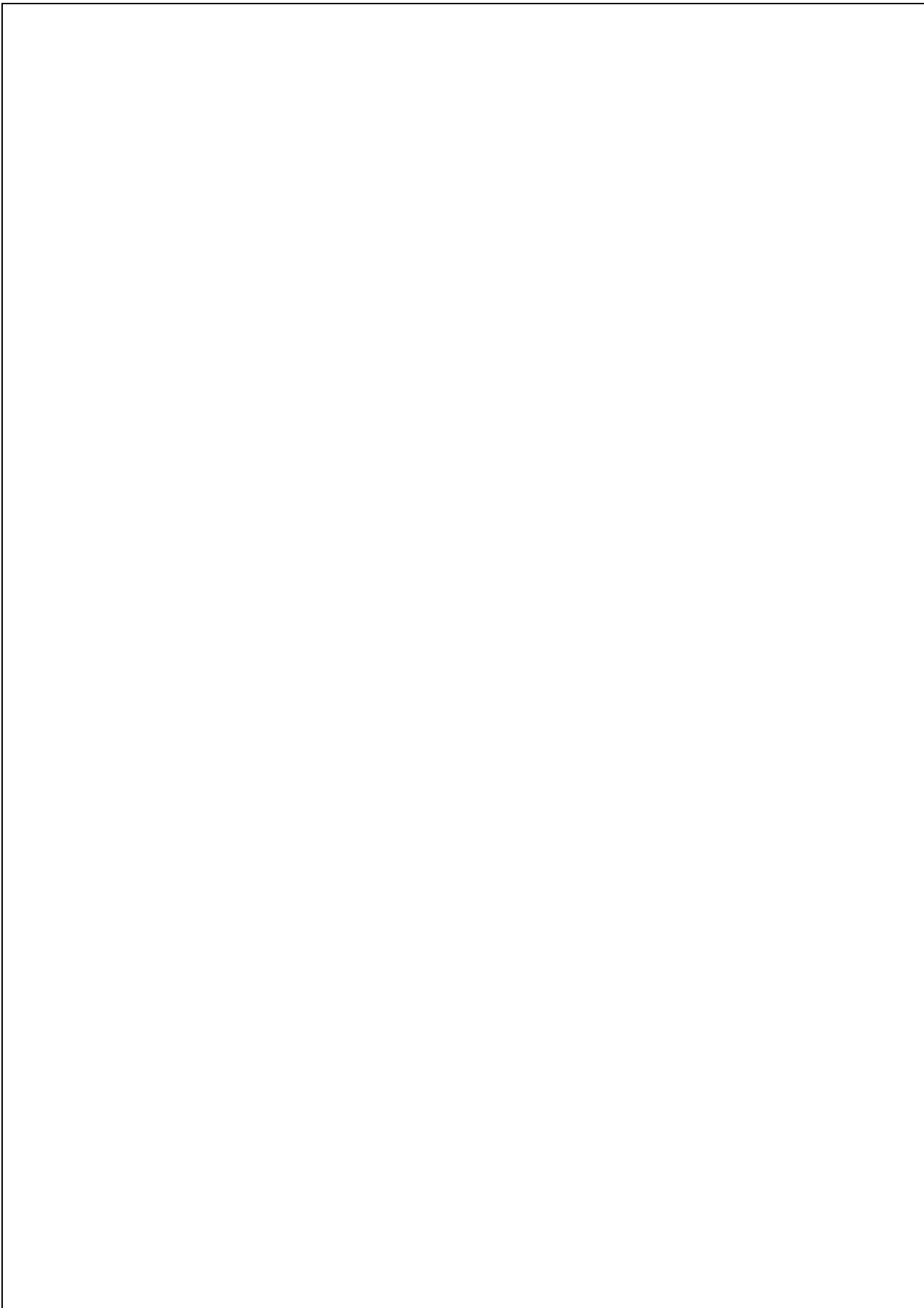
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