THE IMPLEMENTATION OF SELF-ASSESSMENT IN WRITING CLASS: A CASE STUDY AT STBA LIA JAKARTA

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Abstract: Self-assessment has become a means of realizing the goals of learner-centered education. It is conducted to help students grow to be independent learners. With regard to this point, this case study is aimed at investigating the implementation of the self-assessment as a learning tool in writing class. Its purpose is to examine students' reactions to the use of self-assessment checklist and how it helps them revise their essays. To do this, the data of (1) students' essays; (2) students' self-assessment checklist; and (3) students responses to the questionnaires on their attitudes towards self-assessment practice obtained from nine students were analyzed. The findings revealed that most students welcomed the use of self-assessment. Most students found the process of reflecting on one's own learning to be helpful. After the implementation of self-assessment, the students show that they can revise the essays at phrase level, surface level, content level, and lexical level. However, their grammatical accuracy did not progress significantly.

English Language Teaching (ELT) has experienced a paradigm shift from teacher to student-centered teaching. Unlike in traditional classroom practice, now learners are positioned as the central figure of teaching and learning process. Harris (1997) states that the effectiveness of teaching and learning should depend on learners' perceptions of the learning process and of themselves as

language learners. In a similar vein, Hunt, Gow, and Barnes (1989) assert that successful language teaching must start from the learners rather than the teachers so language learners must be made aware that they are the most important element in the learning process. Consequently, teachers should be able to facilitate learners with the opportunities to develop their self-awareness of their needs, goals, and learning process.

The concern for involving students to develop their own responsibility towards their learning progress has raised some scholars' interests in implementing self-assessment in the class. Self-assessment has also gained much attention in recent years because of its growing emphasis on learner independence, learner autonomy and significant pedagogic value. O'Malley and Valdez (1996) emphasize that self-assessment practice not only promotes students' critical thinking towards their performance but also encourages them to look for solutions to the constraints encountered. According to Chen (2008), active involvement of the learners in assessing their performance will enable them to gain ownership of their learning. In her justification for self-assessment, Dickinson (1987) notes that, in contrast to external modes of assessment, which can increase inhibition, self-assessment helps to reduce competition in the classroom and increases cooperation among learners. Li (1998) found that implementing self-assessment in a secondary school in Hong Kong is a meaningful activity to sensitize students to the experience of greater participation and to make students more involved in learning.

There are varied opinions among the scholars about the definition of self-assessment. Richard and Schmidt (2002, p. 475) define self-assessment as "checking one's own performance on a language learning task after it has been completed". They claim that self-assessment is an example of metacognitive strategy in language learning. According to Dickinson (1987), self-assessment is a process of collecting information about students' own learning in order to monitor consciously their knowledge development. Harris and McCann (1994, p. 36) describe the concept of self-assessment as "useful information about students' expectations and needs, their problems and worries, how they feel about their own (learning) process, their reactions to the materials and methods being used, and what they think about the course in general".

Another scholar, Brown (2004) asserts that self-assessment is any assessment that requires students to judge their own abilities or performance. In line with Brown's opinion, Bachman (2000) claims that self-assessment provides an approach in which learners typically rate themselves according to a number

of criteria or dimensions. Boud (1995) summarizes that self-assessment comprises two main elements: the students make decisions about the standards of good performance and then grade their own work in relation to these standards. Klenowski (1995, p. 146) points out that self-assessment is "the evaluation or judgment of the worth of one's performance and the identification of one's strengths and weaknesses with a view to improve one's learning outcomes". In addition, Boekarts (1991, p. 2) asserts that "Self-assessment is a form of appraisal that involves a comparison between one's behavioral outcomes and internal and external standard".

In higher education, the progressive shift from teacher-centered to learner-centered classroom has forced the teacher to help learners take charge of their own learning. To do so, the main goal of education in college and university contexts should be directed to "help students learn effectively and efficiently than they could on their own" (Angelo and Cross, 1993, p. 3). Therefore, learners should be continuously involved in the process of goal setting and taking responsibility for the learning outcome.

Zimmerman (2001, p. 5) advocates that self-assessment sits within bigger picture of self-regulation, which is described as students being "metacognitively, motivationally, and behaviorally active participants of their own learning." Table 1 shows that students are involved in observing their learning progress by identifying what they can achieve in completing a certain task. Then, they should be able to measure their achievement based on their personal goal and the external standard.

Table 1. Elements of Self-Regulation (Zimmerman 2001, p. 5)

	What students do	**Reference points for judgements**
Self-assessment	Collect evidence of learning and interpret meaning of evidence	Personal goal, external standard
Self-evaluation	Compare their work	Goal, criteria, exemplar, feedback
Self-correction	Make changes or adjustments Set new goals	Goal, criteria, exemplar, feedback
Self-monitoring	Monitor progress towards closing the gap or reaching amended goal	Goal, criteria, exemplar
Self-reflection	Think about processes, thinking, dispositions towards task	Expressed notions of what learning entails

Furthermore, Schunk (2004) claims that in the view of metacognition theory, students should be trained to consciously control particular cognitive skills such as selecting, predicting, self-monitoring and self-evaluation which are needed to enhance their learning and achievement. Self-assessment can train students to exercise a variety of learning strategies and higher order thinking skills that not only provide feedback to the students but also provide direction for further learning (Chammot & O'Malley, 1994).

According to Oscarsson (1989), the rationale of self-assessment in language learning is to promote learning as it requires students to exercise a variety of learning strategies and higher order thinking skills. He further argues that when doing self-assessment, students raise their level of awareness. It means that they know what their abilities are, how much progress they are making and what they can (or cannot) do with the skills they have acquired. Then, they can engage actively to improve their goal orientation. This continuous assessment technique can help students realize that they do not have to depend entirely on the teacher's opinion. Alexander, Argent & Spencer (2008) believe that a competent learner owns three element characteristics, such as having willingness to do self-assessment, to take risk, and being active. If learners possess these qualities, they are leading themselves towards autonomous learners.

As shown in Figure 1, the theoretical model behind self-assessment provided by Rollheiser and Ross (2005, p. 2) indicates that self-assessment plays a key role in fostering an upward cycle of learning.

The theoretical model in Figure 1 shows how self-assessment contributes to the achievement of goal. The model states that when students evaluate their performance positively, the result of it encourages them to set higher goals (1) and commit more personal resources or efforts (2). The combination of goals and efforts equals achievement (3). Then, a student's achievement results in self-judgment (4). The result of self-judgment is self-reaction (5). Then, goals, effort, achievement, self-judgment, and self-reaction all can combine to impact self-confidence (6) in a positive way. Thus, self-assessment is actually the combination of self-judgment and self-reaction components of the model. Teacher's task is to teach the students to do this better to enhance learning.

Rollheiser and Ross (2005, p. 2) are convinced that self-assessment system shown in Figure 1 can help students learn better because (1) self-assessment will focus student's attention on the learning objectives; (2) the assessment provides teachers with information they would otherwise lack; (3) students will

pay more attention to the assessment, and (4) students' motivation will be enhanced.
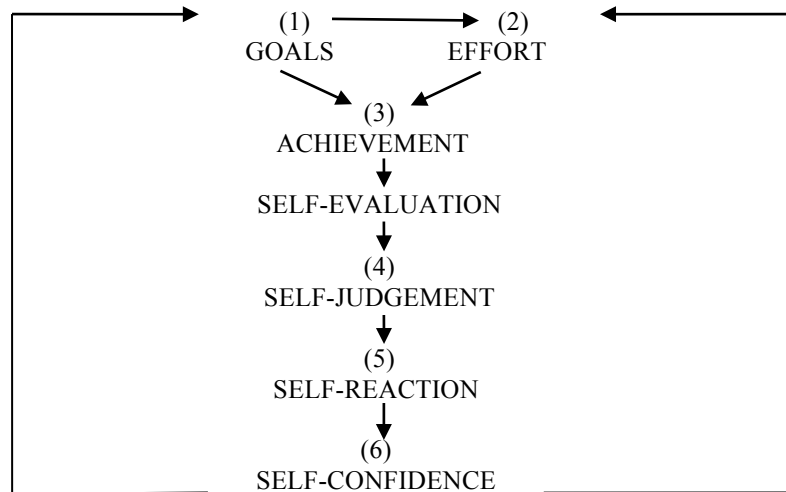
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(1) ─────────► (2)
GOALS              EFFORT
        ╲         ╱
         ▼       ▼
         (3)
      ACHIEVEMENT
          │
          ▼
    SELF-EVALUATION
          │
          ▼
         (4)
    SELF-JUDGEMENT
          │
          ▼
         (5)
     SELF-REACTION
          │
          ▼
         (6)
    SELF-CONFIDENCE
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Figure 1. How Self-Evaluation Contributes to Learning (Rollheiser and Ross, 2005, p. 2)

There are many benefits of implementing self-assessment in the language classroom. Oscarsson (1989) mentions that it can promote learning, raise level of awareness, improve goal-orientation, expand range of assessment, share assessment burden and bring beneficial post-course effects. Blue (1994) identifies the benefits of having self-assessment as encouraging more efforts, boosting self-confidence and self-consciousness of learning strengths and weaknesses, and facilitating awareness of the distinction between competence and performance. Boud (1995) argues that self-assessment can train learners to gradually develop critical attitude towards their learning. In the long run, self-assessment can empower learners to gain ownership of their learning and life-long learning skills. Butler and Lee (2010) found that self-assessment also finds stronger position in leading to a shift of classroom mode from teacher-centered into learner-centered. They argue that self-assessment meets all three domains of self-regulated learning: metacognitive domain, learning strategy, and affective domain. Since language teaching focuses on learners, Blue (1988)

says that self-assessment can be used as a learning strategy because learners are encouraged to identify whether they have achieved their goals in learning or not and to plan how to achieve them.

In the literature, most research on self-assessment has been carried out in higher education. One of the reasons is because adult learners are not in the process of acquisition like those of young learners so that they are believed to have the ability of knowing the framework for self-monitoring their own learning. Furthermore, adults are among others who are successful when learning without guidance (Brown, 2004). When Lam (2010) implemented self-assessment towards the end of the semester in the writing class, the students were enthusiastic. In addition, he discovered that the students felt motivated to improve their writing. In Birjandi and Siyyari's study (2010), it is reported that self-assessment can significantly improve the writing performance of learners in comparison to the learners who were not given the opportunity to assess their own performance.

Other related studies show different models for the implementation of self-assessment for learning. Hasani and Moghadam (2012) implemented self-assessment in a ten-stage study of essay writing in English in Iran. They investigated the effect of self-assessment on writing skills and proficiency of Iranian EFL learners. The result indicated that the experimental group members who received self-assessment training did much better than those of the control group. Naeni (2011) investigated the relationship between learners' self-assessment scores and their writing performance. In this study, self-assessment was applied in the experimental group to provide self-guidance and reflection. Students were trained to use self-assessment checklist as guides to their writing performance. The results showed that self-assessment motivated students to be more aware with their problems in the course. Similar results were revealed in the implementation of self-assessment training to 189 non English major students of Zhejiang University, China. The finding showed that self-assessment can contribute to students' learning processes and help students enhance their writing skills. The self-assessment training has a positive effect on students' writing achievement (Zheng, Huang, Chen, 2012, p. 41).

When introducing self-assessment in academic writing to students in the University of Arab Emirat, Litz (2009) found that the students are capable of accurately assessing themselves on a finished writing task. In addition, self-assessment is helpful in assisting students to master English writing convention and improve their overall ability. To investigate whether self-assessment gives

impact on Iranian EFL learners' writing skill, Javaherbakhsh (2010) administered the self-assessment techniques to the experimental group. The experimental group assessed their compositions themselves by using a checklist and were given feedback by the teacher whereas the control group's compositions only received the teacher's feedback. Finally, both groups were invited to write a composition as the posttest. The comparison of the results of the posttest showed that administering self-assessment techniques to the experimental group significantly improves the students' writing skill.

In some learning contexts, fostering an autonomous learning environment is considered a demanding job. In Iran, Khodadady and Khodabakhshzade (2012) explored the effect of portfolio and self-assessment on writing tasks and self-regulation ability by assigning sixty freshman undergraduate university students majoring in teaching English as a foreign language to a control and experimental group. Despite the fact that the experimental group was reluctant at the beginning to use the checklists to monitor their writing improvement for the first few sessions, they eventually responded enthusiastically. This demonstrated that the regular implementation of the self-assessment checklist in class as well as outside class in the experimental group had great effects on the students' sense of independency in writing activities. In Hongkong, Lam (2010) studied the role of self-assessment in students' writing portfolio. Self-assessment can boost students' motivation in their writing; however, the students thought that self-assessment could only help them to tackle surface errors such as the mechanics of writing and the appropriate use of vocabulary. Only few of them attended to global errors with the content and organization of their writing.

In Indonesian EFL instruction, the teacher plays the most vital role. This may explain why self-assessment has not yet been thoroughly researched. A study was done by Manuputty (2000) who introduced self-assessment in a writing class of Pattimura University to help students learn independently. After the inclusion of self-assessment practice for one semester, the result of the study reflected that students' writing performance was better in the aspect of development and organization. Surprisingly, the aspect of writing convention such as mechanics, which was not taught, improved as well.

The present study on the use of self-assessment was implemented in the writing class for some reasons. Many students in this class find the writing process a stressful and difficult process. They should make thoughts and ideas concrete, which require ability and effort. Upon closer reflection, I realized that

the students relied on my comments on their work as the only source of the information for their writing skill development. However, students seemed to learn only few ideas from these comments about how to refine their work. Furthermore, the focus of asking the students to rewrite their writing products was only to get better score. It means that, as a teacher, I did not promote student-centered learning in my writing class. This is contradictory to some scholars' opinion that encourages teachers to provide opportunities for students to continue learning the language independently (Grow, 1991; Boud, 1995). As Candlin (2001) points out, language learning requires learners "to become independent and to display positive attitudes towards language learning" (p. 232).

Being concerned with the need to foster learners' responsibility in monitoring their language learning development and to lessen the students' dependency on the teacher's comments and corrections, I was motivated to conduct a research on integrating self-assessment practice in the writing. Thus, in this study I investigate the implementation of self-assessment by: (1) describing the students' attitudes towards self-assessment practice in Writing IV Course at STBA LIA Jakarta, and (2) describing how the students can employ the self-assessment checklist to revise their essays. It is expected that such practice can reduce students' over reliance on their teachers and improve their writing performance.

The results of this study are expected to contribute some insights on the implementation of self-assessment for adult learners in writing class. By doing self-assessment, learners are required to be aware of their strengths and weaknesses in their essays. Thus, they can find strategies to improve their writing skills. Finally, self-assessment can be used as a tool to help learners be accustomed to monitoring their own learning and reducing their dependency on teacher's assessment. This activity results in shaping students to be more independent learners.

METHOD

This study used a case study design for some reasons. Firstly, the focus of the study was to understand the L2 teaching and learning process from the perspective of a specific group of learners who share similar contextual conditions. Secondly, this study was to trace the writing skill development of a particular group of learners. Thirdly, no hypothesis with regard to the research questions was to be tested. Finally, the group was not randomly chosen.

Since the primary purposes of this study were to document students' attitudes towards self-assessment practice and to document changes in students' writing performance after using self-assessment checklist, the writer used several kinds of data as the source of information. The data were taken from: (1) two writing tasks: the first draft essays and the second draft essays of both comparison and cause/effect essays; (2) two self-assessment check lists: self-assessment 1 (SA 1) and self-assessment 2 (SA 2); and (3) one questionnaire about the students' attitude towards self-assessment

To find out the students' attitudes towards self-assessment in writing class, students' responses to the statements in the questionnaire were categorized into some aspects: students' previous experience of self-assessment, students' attitudes towards the use of self-assessment, and difficulties students faced in carrying out self-assessment. To examine the extent to which the students employ the self-assessment checklist to revise their essay, I (1) summarize each student's SA for Writing Task 1 and Writing Task 2; (2) identify all revisions or changes students did in final draft of Writing Task 1 and Writing Task 2; (3) categorize the pattern of changes or revisions students did by using a Coding Scheme for Revision which is adapted from Sze (2002, pp. 35-36); (4) summarize the changes found in the final drafts of Writing Task 1 and Writing Task 2 using a table showing the frequency of revisions; and (5) analyze the patterns of changes or revisions.

FINDINGS AND DISCUSSION

Findings

The results of the questionnaires showed that most students who never had a chance to do self-assessment in language learning indicated positive attitudes towards the implementation of self-assessment in this context. They believed that the self-assessment practice could help them identify the mistakes they make when writing. They believed that it may enhance their awareness of their learning development; therefore, they would use it for their future needs.

Despite the fact that the students found self-assessment practice useful for learning, they did not feel confident with the way they perceived their own work. Some students admitted that they knew they made some mistakes in writing the essays. However, they did not know how to correct them. They

thought that they were not competent learners, so they did not know whether their language use was appropriate or not.

From all essays collected, I analyzed 18 cause effect essays and 18 argumentative essays. After comparing the first draft and the second draft, the revisions were counted to find out the frequency of each type of revision. The findings showed that there were, in total, 112 revisions that the students had made. They are classified into 5 level changes: surface, lexical, phrase, structural, and content changes. At surface level, there are 27 changes (2 in punctuations, 13 in word correction forms, 9 in substitutions, 1 in spelling, 1 in capitalization, and 1 in pluralization). At lexical level, there are 16 changes (4 in stylistic substitutions and 12 in additions or deletions of single words). At phrasing level, there are 45 changes (30 in syntactic and 15 in structural). At content level, there are 24 changes (20 in adding new material, 4 in deleting material, and no changes in altering idea or argument). Finally, there are no revisions found at structural level. Table 2 shows frequency and percentage of all levels of revisions done by the students in their second draft.

Table 2. Frequency and Percentage of Revisions in the Students' Second Draft

Level	Total Frequency	Percentage
1. Surface	27	24.10 %
2. Lexical	16	14.30 %
3. Phrasing	45	40.18 %
4. Structural	0	0 %
5. Content	24	21.42 %
Total :	112	100 %

Of all the revision changes performed on the two tasks, the most dominant revision is at phrase level (45 revisions). The revisions are divided into syntactic changes and structural changes. Some samples of the revisions are described in the following tables (Table 3, 4, 5, 6, 7, 8, and 9). The changes are typed in bold.

Table 3. Sample of Revisions at Phrase Level (Syntactic Changes)

Student A (Task 2)	
First draft	This article will show you why students who have part time jobs are more advantageous than full-time students in some evidence.

Student A (Task 2)	
Second draft	**There are some reasons** why students **with** part time jobs **have more advantages** than full-time students.

Student A made this syntactic revision in his thesis statement. He deleted and added several words to avoid awkward construction. The revised sentence shows that this student could identify the grammatical errors and correct them. The changes make the thesis statement more effective without changing the meaning.

Table 4. Sample of Revisions at Phrase Level (Structural Changes)

Student G (Task 1)	
First draft	What are consequences that they should be face?
Second draft	**There are many consequences that they should be face.**

Student G formerly wrote a question for her thesis statement. In the second draft, she changed it into a statement. This revision is classified into a structural change. However, she was unable to see the grammatical mistake in the phrase **they should be face** which should read **they should face**.

The second most common revision is at surface level. There are 27 revisions which cover the punctuation, word form correction, spelling, and substitutions.

Table 5. Sample of Revisions at Surface Level (Punctuation Changes)

Student C (Task1)	
First draft	students mind
Second draft	**students'** mind

It was found that only Student C made the punctuation changes. The change was done to correct the use of apostrophe **s** to show possession. He changed **students mind** into **student's mind.**

Table 6. Sample of Revisions at Surface Level (Substitution Changes)

Student G (Task 2)	
First draft	We need to write letters or send them a telegram, which takes time and cost us an amount of money.

Student G (Task 2)	
Second draft	We **had** to write letters or send them a **telex**, which **took** time and cost **a lot.**

Student G substituted some words in the sentence. She changed the verbs in present tense form into past tense form. The words **need** and **takes** are changed into **had** and **took**. He replaced the word a **telegram** with **a telex.**

The changes at content level consist of 24 revisions. The students did 20 changes in adding new material and 4 in deleting the material.

Table 7. Sample of Revisions at Content Level (Adding New Material)

Student I	
First draft	(The sentence below did not appear in the first draft)
Second draft	**To summarize, all of these will not happen if their parents always support their children.**

In the first draft, Student I did not write a concluding sentence but he wrote two sentences which cannot be categorized as concluding paragraph. Then he added a sentence **To summarize, all of these will not happen if their parents always support their children** as an opening sentence in the concluding paragraph.

The last revision is at lexical level. There are 16 revisions at this level which cover stylistic substitutions and additions or deletions of single words.

Table 8. Sample of Revisions at Lexical Level (Stylistic Substitutions)

Student F	
First draft	They will learn how to use their time more efficiently for now they will have to be responsible not only for themselves, but also for the sake of everybody else whom they work with.
Second draft	They will learn how to use their time more efficiently for now they will have to be responsible not only for themselves, **but also for people** whom they work with.

Student F reduced the wordy phrase **but also for the sake of everybody else** into **but also for people.**

Table 9. Sample of Revisions at Lexical Level (Additions or Deletions of Single Words)

Student F	
First draft	Part time work during school also gives students insight to the hard work that a future job will entail.
Second draft	**Doing** part time work during school also gives students insight to the hard work that a future job will entail.

In the first draft, Student F put **Part time work during school** as the subject of the sentence. Then, he revised the subject by adding the word **doing** in front of the sentence.

There was no revision done at the structural level. It means that the students did not find any mistakes in the organization and paragraphing. This may be due to the fact that the outline of the essays was initially discussed in the group. Therefore, all students perceived that they had no problems with their organization and paragraphing.

Discussion

Though the students' initial reactions towards the implementation of self-assessment in writing class were various, the findings indicated that the students who were totally inexperienced in self-assessment gave positive responses to this activity. Most of them appreciated the use of self-assessment checklist as a tool to assist their learning and did not show much resistance to having a new experience which required greater initiative and responsibility for their own learning.

Of all the comments made by the students, the point that self-assessment helps them find mistakes is the one that most students mentioned. However, this is contradictory with their perceptions of difficulties in doing self-assessment. It is discovered that they consider it difficult to identify the mistakes. This may have been caused by their learning experience in the past that they usually relied on their teacher to pinpoint the mistakes in their writing classes. Many were not sure whether they used the correct grammar or chose the appropriate expressions. To check the grammar and vocabulary they referred to grammar book and used computer to check the spelling. They mentioned that they still saw the importance and the need of teacher's feedback to help them assess their essays based on the criteria set in the self-assessment.

Doing self-assessment is found to be difficult for some students. This is in line with Harris (1997, p. 13) who states that self-assessment requires "high-order thinking skills". This may explain the resistance coming from one student who would never use self-assessment in their future work because he believed he would never find mistakes in his writing product. Similar attitude was also revealed in Sert's study (2006, p. 191) among Turkish students who claimed that the person who should undertake the evaluation was the teacher. Some students wrote "How dare I evaluate myself, I am only a student who can be easily mistaken. What are the teachers for if I am supposed to evaluate myself?" in the questionnaire. Nevertheless, the positive responses shown in the study indicate that students were in favor of self-assessment and welcomed its adoption into the writing classroom.

From the analysis of the students' revision on their writings, it is found that no revision was done at the structural level as all students perceived in the self-assessment practices that their organization of their writing products was good. This shows that the self-assessment checklist could only help students assess their essays in lower level (surface, phrase, and lexical). Many ungrammatical sentences remained unchanged, which meant that the self-assessment checklist could not improve students' grammatical accuracy. Even though there were no changes in the organization and paragraphing, it can be seen that some students had problems with paragraph development as many irrelevant sentences were not detected during the self-assessment.

These results regarding the structural level revisions could have been caused by the students' previous writing classroom contexts. Students experienced that teachers focused the feedback on the form. This might have made the students perceive that improvement in their writing mainly concerned surface and phrasal errors and neglected the global errors, such as content, coherence, and organization. Another possible reason could be the students' low grammatical competence and their inadequate knowledge of writing.

This supports the findings in Lam's study (2010). When the students were asked about which aspects of their writing they could further improve, they mentioned that they were to avoid careless grammatical errors and inappropriate sentence structures. This was reflected in their revised writing products. They only made changes at the surface and phrase levels. In short, students' responses implied that even though the notion of self-assessment was a novelty in their learning context, they were not resistant to the implementation of self-assessment in writing class.

The reflection of this study indicates that the inclusion of self-assessment in Writing IV Course which was administered two times was not instantly effective. From the patterns of revisions, it can be seen that the self-assessment practices did not automatically improve the accuracy in the students' second draft essays. It is worth noticing that they still have problems related to structural and grammatical relationship, word choice, mechanics, and proper use of pronouns and verb agreement.

Because the students never had the experience of using self-assessment before, the self-assessment checklist used in the present study which contained open-ended questions may be demanding. As a result, many students only chose the option *Yes* or *No* in the checklist and left the plan for improving each essay empty. They did not seem to have the capacity to reflect on how to monitor their learning process. This may be due to their inadequate knowledge of writing (such as knowledge of rhetorical structure, paragraph development, and coherence) and their low grammatical competence. This can be seen from the document analysis that the students seem to be unable to identify what to master. It is, therefore, unrealistic to expect to use the tools of autonomous learning effectively only in one short period of time.

To yield better revision results, it may be more effective to implement self-assessment practice gradually. In the beginning, teacher could select the focus of what is being assessed in an essay. For example, the first session can start with training students to focus on the organization and paragraphing. Then, students can be guided to assess their grammar accuracy and finally they can be taught to see their choice of words and mechanics. Railton and Watson (2005, p. 192) likewise emphasize the significance of guidance in the autonomous learning process: "autonomous learning is as much a skill as learning to drive - it must be taught, it requires practice, and it is assessed against specific criteria. Unless they are taught, how to take the wheel for themselves, learner students, like learner drivers, may be at risk."

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the research findings, it can be summed up as follows: (1) None of the students had the experience of doing any kind of self-assessment in formal instruction; (2) All students stated that self-assessment could help them identify

their strengths and weaknesses in their essays; (3) All students agreed that self-assessment could help them reflect on what should be revised; (4) Most of them said that they became aware of the mistakes and tried not to repeat them for the next writing assignments; (5) They claimed that self-assessment was helpful and wanted to do it again for the future needs in other courses. Moreover, from the analysis of the students' revised essays, the dominant revision of all the changes performed on the two writing tasks was at phrase level. The second most common revisions was at surface level, with the content level coming third and lexical level coming fourth. None of them claimed that their essays did not have problems with the organization and paragraphing.

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Suggestions

The results from the study suggested some pedagogical implications for teachers. First, teachers could introduce the inclusion of self-assessment activity in the earlier Writing Class to familiarize students with self-assessment because it is an on-going process. It takes time and efforts to establish an environment that encourages self-assessment which cultivates independent writers. When the students have been accustomed to using self-assessment to control

their writing development at the early stages, they might be more capable of identifying problems and improving their essay better. Second, much more extensive research is needed to train students to evaluate their writing products. The descriptors written in self-assessment checklist should be specific enough to help students pay more attention to linguistic accuracy, and the development in content and organization. Further research should also be conducted in a longer period of time, so the students could feel more comfortable with doing self assessment. This habit could make them aware that self-assessment practice is an essential part of their learning process. In addition, more detailed reflection may be revealed if students used Indonesian language as a medium for them to write their responses in self-assessment checklist. It may also be helpful to interview the students to clarify the vague answers found in the self-assessment.

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