Students' Self-Assessments in Writing Class

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Abstrak

Literatur pendidikan telah memberikan fokus yang cukup besar pada utilitas pedagogis rubrik dalam mendorong pembelajaran siswa dan memfasilitasi umpan balik guru tentang kinerja siswa. Namun, ada sedikit penelitian tentang penggunaan kriteria penilaian diri siswa dalam konteks bahasa kedua atau bahasa asing, dan bahkan lebih sedikit penelitian yang melihat ke dalam variabel yang mempengaruhi kegunaan kriteria penilaian. Penelitian ini bertujuan untuk menyelidiki (1) bagaimana siswa memahami fungsi rubrik dalam mengevaluasi kemampuan menulis mereka; (2) menurut siswa, faktor apa saja yang mempengaruhi keefektifan rubrik evaluasi diri di kelas menulis? Empat puluh siswa kelas sepuluh SMK Kesatrian Purwokerto terlibat dalam penelitian ini. Para peneliti menggunakan rubrik penilaian diri dan jurnal reflektif siswa untuk mengumpulkan data. Temuan dari penelitian ini adalah dengan membantu siswa untuk menetapkan tujuan, membuat rencana, mengawasi diri sendiri, dan melakukan refleksi, rubrik bermanfaat dalam menumbuhkan pembelajaran mandiri siswa dalam keterampilan menulis. Faktor rubrik dan pengguna memengaruhi efisiensi rubrik untuk evaluasi diri pelajar.

Kata Kunci: Penilaian diri, kinerja siswa, rubric, keterampilan menulis

Abstract

The educational literature has devoted considerable focus to the pedagogical utility of rubrics in encouraging student learning and facilitating instructor feedback on student performance. However, there is little study on students' usage of self-assessment criteria in a context including a second or foreign language, and even less research has looked into the variables that affect the usefulness of the assessment criteria. The study aimed to investigate (1) how students perceived the rubric's function in evaluating their writing skills.; (2) according to the students, what factors affected the rubric's effectiveness for self-evaluation in the writing class? Forty students of the tenth grade of SMK Kesatrian Purwokerto got involved in this study. The researchers employed a self-assessment rubric and students' reflective journals to collect the data. The findings of this study were that by helping students to set goals, make plans, keep an eye on themselves, and do reflection, rubrics were beneficial in fostering students' self-learning in writing skills. Rubric factors and users impacted the efficiency of the rubric for learner self-evaluation.

Keywords: self-assessment, student performance, rubric, writing skill

INTRODUCTION

Communicative Language Teaching (CLT) enables students to use the target language to communicate, and the students must be familiar with the linguistic forms, meanings, and functions to accomplish their communicative competence (Larsen-Freeman & Anderson, 2011). Besides, contrary to conventional classroom practice, this method necessitates a change from teacher-centred to student-centred instruction, placing the learners at the center of the teaching and learning process (Purwanti, 2015). Regarding the final stage of the teaching and learning process using this method, a teacher must assess how well the students understand and implement the materials in the context of daily life as well as how far their ability or knowledge in a given domain is. Assessment can be interpreted as a methodical procedure of gathering data and information that reveals each student's progress and assesses their achievement of learning objectives concerning curriculum accomplishment (Harianto, 2021). According to Brown (2000); Fulcher & Davidson (2007); and Brown (2019), an assessment covers a considerable portion compared to a test. The teacher can assess the student's performance whenever they answer a question, make a comment or try out a new term or structure. In addition, the assessment can occur during the students' activities in the classroom, specifically in assessing speaking and writing, which is performance-based.

Assessing the students' writing abilities is inevitably the most challenging thing to carry out by a teacher. It is obliged to figure out several aspects essential in designing an assessment task or scoring procedure, such as the purposes, the types, the test takers, the test evaluators or proctors, the test constraints, etc. (Weigle, 2016). The students' writing performance is not merely rated by one rater, yet it needs another rater to check it so that the score will be more objective. Also, in responding to the student's writing, the teacher's attention to the content and organization of the student's writing is just as important as the accuracy of their writing performance. Nevertheless, at the stage of correcting, the teacher can correct errors in the student's performance on matters like syntax, concord, collocation, or word choice (Harmer, 2004).

This long and time-consuming process can be minimized by conducting students' self-assessments in which they get involved in developing their responsibility to assess their own and or other students' writing. Schendel & O'Neill (1999) assert that students must evaluate their performances during self-assessments. Self-assessment is a practice-based approach that offers guidance on motivating students to self-evaluate, encouraging students to think critically and with goals in mind about their writing, or incorporating different types of reflective writing and evaluation across an entire course. Takarroucht (2021) demonstrates how self-evaluation is a learning process approach that can

increase students' understanding of the standards of excellent work and, as a result, their opinions of their writing skills. It implies that self-evaluation can enhance their sense of self-efficacy.

There is a vast number of definitions of self-assessment stated by several scholars. Miqawati (2019) defines self-assessments as a prominent tool to enhance students' second language learning. Brown (2005) states that self-assessment is a technique that learners use to monitor and check their learning progress, identify and fix any issues with their work, and pick up a new language and writing techniques. Besides, it can be a reflective medium to provide feedback so that they can create better compositions. Andrade (2019) highlights that Self-assessment is a method of instruction that allows students to provide comments. That encourages learning and enhancement in performance. Oscarson (2009) defines self-assessment of writing skill as the type of reflection that ultimately requires the learner to communicate their writing process model. It is in line with the constructivist learning theory, in which each person constructs and governs themselves, and is also based on the notion that students need experience, and experience leads to more knowledge for the person.

Another definition comes from Comert & Kutlu (2018), claiming that students evaluate their writing in class while the teacher evaluates their product. Self-assessment concerning writing in a foreign language is crucial for students to learn foreign languages.

The value of self-assessment as a self-regulated learning technique has been emphasized, and it can be viewed from both formative and summative perspectives. Students are responsible for compiling data regarding their knowledge, performance, and accomplishments while studying and reporting on it. Before formal evaluation, students propose and assess potential strategies for enhancing various areas of learning against unique or specified standards or criteria, and they alter their work as necessary (Zhang & Zhang, 2022). Based on the definitions of self-assessment stated previously, it can be inferred that self-assessment is a means of learning employed by students to learn, enhance, get involved, monitor, check, produce, and communicate while acquiring a foreign language, specifically in English writing.

Several researchers have conducted various research about self-assessment in writing skills. First, Litz (2009) studied self-assessment in academic writing. In order to determine the degree to which students had the capacity and resources to accurately and reliably judge themselves on a completed written output, the researcher's study looked at the correlation between student and teacher evaluations of a university-level writing assignment. The research's conclusions supported the use of self-assessment to help students in this particular setting better comprehend English writing conventions and, eventually, enhance their general writing abilities. Even though the context of her study was at university, she merely focused on self-assessment in academic writing

assignments and the ratings of the students and the teacher. The second research by Khodadady & Khodabakhshzade (2012) focused on the impact of a portfolio and self-evaluation on writing prowess and independence. The method of research employed in their study was experimental research. According to their study, the two groups' writing and self-regulation skills did not significantly differ when the course began. However, the experimental group not only performed considerably better on the writing assignment than the control group (F = 14.390, df = 1, p.000), but they also improved their ability to self-regulate as a result of creating writing portfolios and performing self-evaluation (F = 58.235, df = 1, p.000). Although this study applied self-assessment and portfolio to enhance students' writing ability and autonomy, they failed to prove that such a way could not significantly improve their writing ability.

Huang & Gui (2014) studied the Impact of Rubrics on Chinese EFL Learners' Self-Assessment and Speaking Ability: Articulating Teachers' Expectations Ahead. A 16-week experiment and a questionnaire were used to examine the impact of applying rubrics on EFL learners' oral English. The study had 61 college students, with 20 in the control group and 41 in the rubric-mediated group. Six activities of three different types—conversation, description, and discussion—were expected of them. Three rubrics outlining the various task assessment criteria were given to participants in the group that used rubrics to mediate communication. Additionally, students had to record

their speeches, evaluate their performance in light of the rubrics, edit their speeches if they realized they did not match the requirements, and finish the questionnaire. The identical activities were presented to the students in the control group, but no rubrics were provided. To gauge the improvement in their speaking abilities, the researchers gave two oral exams at the beginning and end of the research. The findings showed that rubrics had little effect on linguistic accuracy but had good benefits on discourse length, organization, and linguistic flexibility. According to questionnaire responses, students viewed rubrics as helpful practice and self-evaluation tools. Reframing self-assessment as a core ability was investigated by Brown & Harris (2014) as the future of self-assessment in classroom practice. This study suggested that student self-assessment should no longer be considered an evaluation but a crucial skill for self-control. As a result, the researchers provided a prospective curriculum strategy that may direct teachers toward using self-assessment technologies correctly.

Next, a study was conducted by Hasanah (2015) on the use of self-evaluation to enhance students' English writing abilities. The objective of her research was to investigate whether or not students' performance in their English writing skills increased due to using self-assessment. A quasi-experimental research method was utilized in this study. The finding revealed that using self-assessment in writing English skills effectively improved students' ability, and they could take responsibility for their learning.

Despite the efficacy of self-assessment in enhancing students' writing performance, this study could not look into a broader research method resulting in the insufficiency of the measurement and unpredictable and unsustainable occurrence. Subsequently, Purwanti (2015) researched the use of self-evaluation in writing classes. The purpose of the study was to look into the use of self-assessment as a teaching tool in writing classes. The method employed in the study was a case study with a self-assessment checklist to examine students' reactions and help them revise their essays. Her research manifested a notion that the majority of pupils received self-assessment well. The majority of students thought it was beneficial to reflect on their learning. The students demonstrated their ability to revise the essays at the phrase, surface, content, and lexical levels after the introduction of self-assessment. Their grammatical accuracy did not greatly improve, however. Although the researcher could point out the potency of the self-assessment in boosting the students' writing skills, she restricted her focus to one class. Besides, her research did not ameliorate the students' grammar mastery.

The research was undertaken by Arsyad (2015), spotlighting the use of self-evaluation methods to help eleventh-grade pupils become better writers. The study aimed to determine how improving one's writing abilities through self-evaluation affected students in MAN 2 Model Palu's eleventh grade. The outcomes demonstrated that by utilizing the self-assessment technique, the student's writing abilities might be enhanced, as evidenced by the post-test (81.47) outweighed the pre-test (64.66), and t-counted (8.61) was more eminent than the t-table (1.725). While she intended to enhance students' writing by utilizing self-assessment, her research took place in a senior high school. Harus & Fatmawati (2015) studied the impact of self-evaluation on EFL students' writing abilities. In this study, the difference in scores between students who self-assessed and those who did not was investigated using a quasi-experimental design and a post-test. The study showed substantial disparities between pupils who underwent self-assessment and those who did not. It showed that using self-evaluation to boost students' writing skills was a great idea.

Ndoye (2017) studied peer and personal evaluation and student learning. This study examined students' perceptions of how peer and self-assessment could aid their learning. More specifically, the study looked at how students thought creating a supportive and encouraging learning environment would encourage them to take responsibility for their learning and develop their collaborative learning skills. This study included graduate students who were enrolled in a course. According to the findings, peer and self-assessment boost students' learning by providing them with useful feedback, creating a positive learning environment, and encouraging student participation. The later study by Comert & Kutlu (2018) entitled the impact of one's evaluation of one's writing abilities. The study aimed to examine how self-evaluation affected non-native students' English writing

abilities. A control group with a pretest-posttest setup was used in the investigation. Pretest and Posttest English Writing Tasks, a scoring matrix, and an interview form devised by the researcher were used to gather the necessary data for the study. Two-way ANOVA for mixed measures was used to analyze the data from the pretest and posttest, while content analysis was used to examine the information from the interviews. It had been discovered that writing lessons involving students practising self-evaluation were more successful at enhancing their writing abilities than conventional methods. This study's weakness was the technique used in the control class, which was not suitable for the one in the experimental class.

Gorjipour & Hoseinpoor (2018) studied the Impact of Scoring Rubrics and Self-Control Techniques on Reading Improvements in EFL Intermediate Students. This study's major goal was to investigate the impact of rubrics and self-regulation tactics on the reading comprehension improvements of Iranian learners across genders by combining them with reading-based rubrics. 60 male and female EFL students were chosen for the study based on their PET results. The experimental and control groups and the male and female groups were then given a reading comprehension pretest to ascertain their degree of ability. The experimental group was then instructed on self-control techniques and applying a reading rubric. The reading comprehension post-test was given again at the end of the course. The findings showed that, in terms of the students' increases in reading comprehension, there was a statistically significant difference between rubric-free classrooms and lessons that included students using self-regulation tools. The findings also revealed that male students fared better than female students in using self-regulation techniques and rubrics for reading comprehension. Additionally, the results pointed to certain theoretical and methodological consequences for teachers, syllabus designers, and language learners.

Kasimatis & Papageorgiou (2019) conducted research entitled "Using rubrics as an alternate method for project self-evaluation. The project technique included various knowledge, abilities, and skills through different learning materials and activities. It investigated how well the project method worked as a self-assessment tool when applied with a rubric. The data analysis revealed statistically significant differences in the students' self-assessment levels depending on the student's gender and department of study (as determined by the rubric). Additionally, the tool allowed the students to examine the results of their work, enabling them to understand the value of the rubric as a tool for self-evaluation. Wisnu & Pradana (2020) conducted a study on students' self-assessment in article writing class, aiming to determine the student's understanding of and implementation of self-assessment. They used a participatory photo-voice narrative inquiry method to gather the data for their study. The results showed that using self-assessment in the teaching and learning process could be advantageous for both

teachers and students, including knowing the students' abilities, developing students' writing skills, increasing students' participation in class, inspiring students to take more responsibility for their learning process, and enhancing students' interest in writing.

Miqawati (2019) researched whether self-evaluation might help students write a descriptive text. Besides, her research discussed self-assessment's benefits and practical implementation to assist the students' writing process. The findings revealed that the teacher and the pupils could get many advantages by asking the students to get involved in assessing their work. The three before-mentioned research did not apply a wider research method, such as mixed methods, yielding the delicacy of the research findings. Gupta & Chauhan (2020) conducted a study exploring rubrics as a tool for pre-service teachers' self-evaluation. This study aimed to analyze the efficacy of rubrics as a self-assessment tool resulting in enhanced learning experiences in an English writing class at an Indian institution for pre-service teachers. According to preliminary findings, students thought the teaching-learning process was more disciplined and powerful because rubrics not only improve student learning but also eliminate failure by stating that any learner can succeed. Bradley, Anderson, & Eagle (2020) studied "Use of a marking rubric and self-assessment to provide feedforward to level 5 undergraduate Sport students: student perceptions, performance and marking efficiency". The study's purpose was to determine if level 5 sports students

used a rubric and self-evaluation to provide comments on a lab report and if the rubric improved performance and marking efficiency. A questionnaire was distributed to 58 students to help determine perceptions and compare the marking period, report grades, and classification to the previous academic year. It was also reported that there were more passes in the upper categories, that the reporting mark had improved by 7% (p=0.029), and that the mean marking time had decreased by 25 minutes. Most people viewed the rubric favourably in terms of improving the students' comprehension of the assessment. The rubric was useful since it enabled students to recognize their areas of strength and growth during the self-evaluation process.

Another study related to self-assessment was undertaken by Takarroucht (2021) concerning the impact of self-evaluation on the growth of writing self-efficacy in EFL. The study looked into how writing self-efficacy among EFL students grows through self-evaluation. An embedded mixed-methods design was used for the research, and a sample of 60 control and experimental subjects was used. The results showed that self-assessment was a learning technique that may improve students' understanding of the standards of quality work and, as a result, boost their confidence in their writing abilities. It implied that self-evaluation could enhance their sense of self-efficacy. Vasileiadou & Karadimitriou (2021) undertook a study entitled "Examining the impact of self-assessment with rubrics on

primary school students' performance." This study aimed to enhance primary school students' performance using students' self-assessments. Seventy-fifth and sixth graders were involved; 31 were in the control group, and 39 were in the experimental group. The students in the experimental groups' employed self-assessment with rubrics in the subjects of Language, History, and Writing for a total of two and a half months. All students took a knowledge test to compare their results before and after the intervention. The findings demonstrated that student self-evaluation positively impacted students' academic performance, particularly in writing. Although this study could justify that the learner's academic performance had increased after utilizing the self-assessment, the researchers solely employed a knowledge test which did not appropriately measure the skill test, specifically in writing skills.

Sari (2021), in her research entitled *"Pengembangan Self-Correction E-Assessment Rubric (SCeAR) Pada Kelas Intermediate Writing."* To assist students in evaluating their writing skills, the Intermediate Writing class developed the Self-Correction E-Assessment Rubric (SCeAR). Development research techniques were used in this development. SCeAR was divided into four categories: organization, content, textual characteristics, and language use. Before using the product, the researcher had it validated by a linguist and a material specialist. The 47 participants in this study served as the subjects. 45 IKIP Budi Utomo Malang Participants in

the study were students taking Intermediate Writing. One material expert and one display design expert made up the other three. The outcomes of the IT expert validation were related to how simple it was for students to apply the e-assessment rubric. It could be stated that the assessment rubric's components and criteria were highly specific and easy to comprehend based on the positive results of validation by IT specialists, graphics, and materials.

Zhang & Zhang (2022) conducted a study entitled Effects of applying self-assessment on students' foreign language writing performance and rating accuracy in maintaining learners' writing progress. Their research sought to ascertain the impact of using self-assessment of writing on EFL students' writing performance in the setting of Chinese tertiary education. In order to conduct a self-assessment-based intervention in Chinese tertiary EFL writing classrooms, they utilized a quasi-experimental strategy. Students were, after that, randomly allocated to either a comparison class that used peer assessment as a classroom technique to support students' sustainable development of writing skills or an intervention class that used self-assessment. The study's findings showed that, compared to the comparison group, the intervention group's overall writing ability and rating accuracy increased more noticeably. Krebs, Rothstein, & Roelle (2022) studied rubrics to increase accuracy and decrease cognitive burden during self-evaluation. Our main results showed that the rubric group showed higher absolute accuracy and decreased bias.

The rubric also lessened the mental strain of self-evaluation. These results supported the idea that improving judgment accuracy is one mechanism by which rubrics manifest their effectiveness.

The latter research undertaken by Al-Mwzaiji & Alzubi (2022) was on Online self-evaluation with an emphasis on writing in the EFL. This study sought to determine students' ability to evaluate their writing in English as a second language online (EFL). The methods used were a mixed-method design, achievement exams, self-evaluation questionnaires, self-monitoring checklists, and student portfolios. The findings revealed that learners often made errors with casual language, capitalization, punctuation, and subject-verb agreement. Additionally, it was believed that students were behaving properly regarding where and how they should be. The study demonstrated a substantial correlation between the student's self-evaluation and writing skills. However, the effect size was small.

The studies above sought to investigate how effective the self-assessment was toward the students' writing skills without annexing other points like religious and moral self-assessment. Another study was conducted by Alkhowarizmi & Hamdani (2022), concentrating on how the self-assessment technique affects the writing abilities of EFL students. This study set out to determine the students' writing abilities in narrative texts before and after applying the self-assessment technique, as well as to determine the significant and favorable impact on students' writing achievement in narrative texts. Quasi-experimental research was the methodology adopted in this study. The researchers used a t-test as their research design to collect the data. The test was applied through writing in the form of basic writing for the pre-test and post-test in order to get data from the two groups. Both controlled and experimental classrooms were used by the researchers. The results of their study demonstrated the usefulness of the self-assessment technique in improving pupils' writing abilities. The t-test result showed that the experimental group's mean score was greater than that of the control group, which received scores of 54.50 and 64.50, respectively. The self-assessment technique was also said to have a considerable impact on students' success in creating narrative texts, according to the results of the data homogeneity, normality, and hypothesis tests. The research, as mentioned above, focused on enhancing students' narrative text-writing skills using self-assessment.

Mphahlele (2022) held a research entitled "Students' Perception of the Use of a Rubric and Peer Reviews in an Online Learning Environment." A mixed method approach was employed in an undergraduate module at the University of Johannesburg to examine students' perceptions of the use of peer assessments with a rubric that used a Likert scale and an online qualitative questionnaire. Despite the low response rate, a clear performance aim, structured writing, a sophisticated learning approach, and critical thinking emerged. The study also showed how inadequate

peer assessments and rubrics prepared students for formal summative review. According to the results, the rubric and peer evaluations should help students in online learning environments build a thorough approach with some adjustments.

Notwithstanding that several scholars have undertaken studies on self-assessment in various educational contexts, the researchers pay tremendous attention to how self-assessment can be implemented before and after teaching and learning writing skills, specifically in Indonesia. Purwanti (2015) asserts that the teacher is the essential component of EFL instruction in Indonesia. It results in the students' lack of self-assessment or even peer assessment. Moreover, the teacher is vital in directly providing the students' writing scores and encouraging them with few comments and feedback that do not promote self-learning and achievement. This notion follows what Andrade, Du, & Mycek (2010) stated: the pupils obtained little informative feedback on their work. Based on the latest syllabus of English subjects for senior high school, several types of texts are taught in Indonesian vocational high schools in the tenth grade. They are descriptive, announcement, recount, narrative text, memo, menu, schedule, and traffic signs. The students are expected to compose those texts by referring to the scoring rubrics provided by their teacher. The scoring rubrics, which the teacher commonly uses, cover content, organization, grammar, vocabulary, and mechanics.

The researchers have several underlying reasons for conducting the current study on enhancing students' writing skills using self-assessment. First, the learners struggle to generate an idea before writing a text. Second, they lack vocabulary and grammar mastery—subsequently, they lack feedback and comments from their teacher. Next, the teacher does not provide them with self-assessment and uses it to make a better writing version. It contradicts some scholars' notion that students must be equipped with self-assessments to learn language independently (Brown, 2005; Andrade, Wang, Du, & Akawi, 2009; Zhang & Zhang, 2022).

Referring to the above facts, the researchers intended to conduct research on self-assessment for writing skills in an Indonesian vocational high school context. In this study, the researchers intended to investigate how students view the role of the rubric in their evaluation of the tenth-grade students at Vocational High School (SMK) Kesatrian Purwokerto. It addressed two questions in particular:

(1) How did students perceive the rubric's function in evaluating their writing skills?
(2) According to the students, what factors affected the rubric's effectiveness for self-evaluation in the writing class?

The results of this study are anticipated to offer teachers and students new perspectives on the teaching and learning of English writing. This study also has the advantage of providing students with a crucial tool for self-evaluation before, during, and after producing a piece. Besides, this study can benefit

the future of education, specifically in sharpening and educating students to be independent learners.

RESEARCH METHODS

This study sample included forty students of the tenth grade at SMK Kesatrian Purwokerto taken purposively. The researchers used purposive sampling to allow in-depth analysis and comprehension of the fundamental themes and conundrums the researcher intended to examine. This study used a classroom-based inquiry research methodology to examine students' perspectives on the role the rubric plays in their self-evaluation of the tenth-grade students at Vocational High School (SMK) Kesatrian Purwokerto. There were two instruments utilized in this research: the self-assessment rubric and the student reflective journal. The researchers decided to use the self-assessment rubric adapted from Zimmerman & Moylan (2009) to analyze the reflecting diaries and interviews of the students. The underlying reason to use this rubric is that this rubric might serve as the student's mentor during each of the three self-regulated learning phases, which involve planning, doing, and reflecting. The writing genre that the researchers chose was a recount text because this material was being discussed when the researchers conducted the study, and the English teacher at the school had approved it.

FINDINGS AND DISCUSSION

1. How did students perceive the rubric's function in evaluating their writing skills?

Utilizing the rubric for self-assessment helped the students move through all three stages of self-regulated learning, which involves planning, doing, and reflecting identified by Zimmerman & Moylan (2009), according to an examination of the students' reflective journals.

Table 1. Data from students' reflective reflections with themes and codes

Codes and themes	Prevalence
Theme 1: The role of the rubric during the planning stage	12
code 1: Setting goals	3
code 2: preparing a strategy for the writing assignments	9
Theme 2: The importance of the rubric during the performance stage	20
code 3: developing self-monitoring practices/abilities	20
Theme 3: The function of a rubric at the stage of self-reflection	25
code 4: aiding the development of self-feedback	15
code 5: increasing the self-objectivity grading	10
Theme 4: Factors inside the rubric that determine the effectiveness	19
code 6: categories covered	10
code 7: format and system	14

Theme 5: Performance quality criteria	5
code 8: description of language	16
Theme 6: Scoring scale	16
code 9: limited score range	11
Theme 7: Understanding of the writing domain	11
code 10: students' initial standards	25
code 11: English language ability of students	5
code 12: understanding of essay themes among pupils	10
Theme 8: Intervention duration	10
code 13: sufficient usage of the criteria or rubric	12
code 14: range of application	4
code 15: instrumental behaviors	3
	5

Planning stage

Students found the rubric to be a definitive and thorough outline of what was anticipated of them concerning both individual EFL writing assignments and long-term EFL writing growth, such as setting personal goals, creating an EFL writing assignment, and planning your approach to the writing assignment. The rubric played a facilitative function in assisting student goal setting in mental processes and how students directed their efforts toward other learning tasks.

Doing stage

The use of the rubric by the student to monitor their writing process indicates that the rubric supports the growth of students' self-monitoring habits and abilities throughout the doing stage. The assessed rubric might be considered effective in training students in self-monitoring and improving their vigilance for EFL writing difficulties during the performance stage.

Reflecting stage

During the self-evaluation phase, students utilized the rubric as a reference to identify their writing strengths and flaws and to create comments for themselves. Students were able to get better feedback on a particular aspect of the writing, like structure or word choice, thanks to the performance quality hierarchy of the rubric. It was also worth noting that most students found the scoring component of the rubric empowering. It could provide diagnostic data and increase the objectivity of their self-assessment. Additionally, because it was generally regarded as "an essential method of quantifying performance in writing and making it measurable, which primarily guaranteed the objectivity of self-assessment," students also highly

valued the scoring in the self-assessment. The students greatly regarded the rubric as a tool for recognizing the developmental stages of EFL writing, helping to generate feedback, and assessing their EFL writing performance during the self-assessment stage.

2. According to the students, what factors affected the rubric's effectiveness for self-evaluation in the writing class?

Five elements that affected the efficacy of student self-assessment criteria were also discovered through analysis of student reflection journals.

The scope and composition of the rubric
The assessment factors covered by the rubric were not comprehensive, which drew criticism. One student pointed out, for instance, that "the criteria comprised only five parts of the EFL writing, but the rubric did not include the student's writing style and voice, which might be as essential as criteria." Additionally, the definitions of the assessment criteria's quality of the rubric were disputed by the students, particularly those that called for more "subjective" evaluations.

Descriptors of performance quality
Students also complained that the rubric's definitions of performance quality, such as "excellent," "good," "very good," "poor," etc., were unclear and misleading and that they tended to ignore these standards when utilizing self-evaluation.

Score range
The relative narrowness of the "4-point" scale, which some students claimed contributed to the accuracy of their self-evaluation, was another complaint. One student, in particular, stated that the limited range of marks made it difficult for her to achieve after receiving a negative evaluation of her writing performance. In conclusion, another element affecting students' writing and EFL diagnoses was the perceived small range of assessment scores.

Domain knowledge about writing
Another factor that reduced the usefulness of the self-assessment criterion was students' proficiency in written English or their native Indonesian, which showed up in three ways: (1) Initial criteria established by the student based on prior writing experience; (2) English proficiency; and (3) knowledge of the prescribed text themes.

Length of intervention
The students recognized the period of intervention on the assessment criteria as a factor affecting the efficacy of the assessment criteria. They claimed that a reasonably long intervention period was necessary for the rubric's use to be effective. They first had sufficient experience using the rubric to understand its evaluation criteria and recognize its educational usefulness.

The study outlined students' evaluations of the rubric's use in their self-evaluation of their EFL writing and identified factors determining its effectiveness. The study also revealed five characteristics that affected how

well student self-assessment criteria worked, highlighting the difficulty of student-related learning and assessment.

CONCLUSION

This study supports the concept by highlighting automated learning processes that the rubric activates and the variables influencing the rubric's efficiency in enhancing writing ability. The use of the rubric has instructional implications for pupils. The traits of the voting users, as seen in this study, were also noted as important elements influencing the efficacy of the rubric. Despite the educational value of such criteria, relying too heavily on them might lead to pupils adopting an instrumental approach to learning, which increases the risk of seeing a decline in the diversity of student responses in the classroom. Additionally, further research is recommended to make creative rubric-use strategies. The students must fully realize the rubrics' instructional potential, encourage them in self-evaluation, and advance their development in self-controlling education.

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