

## REFERENCES

- Amaya, P., Agudo, J. E., Sánchez, H., Rico, M., & Hernández-Linares, R. (2013). Educational e-portfolios: uses and tools. *Procedia - Social and Behavioral Sciences*, 93 (2014), 1169-1173.
- Andrade, H., & Du, Y. (2007). Student responses to criteria referenced self-assessment. *Assessment & Evaluation in Higher Education*, 32 (2), 159-181.
- Appana, S. (2008). A review of benefits and limitations of online in the context of the student, the instructor and the tenured faculty. *International Jl. on E-Learning* , 7(1), 5-22.
- Arifin, H. S., Fuady, I., & Kuswarno, E. (2017). Factor analysis that effect university student perception in untirta about existence of region regulation in serang city. *Jurnal Penelitian Komunikasi dan Opini Publik* , 21(1), 88-101.
- Ariyanti. (2016). Shaping students' writing skills: The study of fundamental aspects in mastering academic writing. *Indonesian Journal of EFL and Linguistics* , 1(1), 63-77.
- Ary, D. (2002). *Introduction to research in education (sixth edition)*. USA: Wadsworth Thompson Learning.
- Axmedova, & Kenjayeva. (2021). Advantages and disadvantages of online learning. *Eurasian Journal of Humanities and Social Sciences*, 3, 48-50.
- Babbie, E. (1990). *Survey research methods, second edition*. California: Wadsworth Publishing Company.
- Baleghizadeh, S., & Masoun, A. (2013). The effect of self-assessment on efl learners' self-efficacy. *TESL CANADA JOURNAL/REVUE TESL DU CANADA*, 31 (1), 42-58.
- Basera, C. H. (2019). Learners' perceptions of assessment strategies in higher education. *Journal of Education and e-Learning Research*, 6 (2), 76-81.

- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a sars-cov-2 coronavirus (covid-19) pandemic in georgia. *Pedagogical Research*, 5 (4), 2-9.
- Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of english . *Language Testing* , 27(1), 5-31.
- Creswell, J. W. (2013). *Research design qualitative, quantitative, and mixed methods approaches*. London: SAGE Publications, Inc.
- Dhull, I., & Sakshi. (2017). Online learning. *International Education & Research Journal [IERJ]* , 3(8), 32-34.
- Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory Into Practice*, 55 (2), 153-159.
- Durga, V. S., & Rao, C. S. (2018). Developing students' writing skills in english - a process approach. *Journal for Research Scholars and Professionals of English Language Teaching* , 1-5.
- Earl, L., & Katz, M. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*. Columbia: Manitoba Education, Citizenship & Youth.
- Ebrahimi, M., Izadpanah, S., & Namaziandost, E. (2021). The impact of writing self-assessment and peer assessment on iranian efl learners' autonomy and metacognitive awareness. *Education Research International* , 1-12.
- Fahimi, Z., & Rahimi, A. (2015). On the impact of self-assessment practice on writing skill. *Procedia-Social and Behavioral Sciences* , 730-736.
- Garrison, C., & Ehringhaus, M. (2011). Formative and summative assessments in the classroom. 1-3.
- Gregory, R. (2000). *Psychological testing principles and application*. USA: Allyn & Bacon, Inc.
- Gurbanov, E. (2016). The challenge of grading in self and peer-assessment (undergraduate students' and university teachers' perspectives). *Journal of Education in Black Sea Region*, 1 (2), 82-91.
- Handayani, F., & Syarif, H. (2021). Online writing assessment during the covid-19 pandemic : Challenges, options and scenarios. *Proceeding of International Conference on Language Pedagogy*, 1 (1), 64-73.

- Harmer, J. (2004). *How to teach writing*. England: Pearson Education Limited.
- Harus, P. W., & Fatmawati. (2022). The effectiveness of self-assessment on the writing performance of efl students. *ELEJ*, 1 (1), 43-51.
- Hasanah, & Hafnidar, S. (2016). Student perception on learning methods in economic and bussiness faculty of muhammadiyah jakarta University (case studies of 2015 feb umj students). *Student Perception On Learning Methods In Economic And Bussiness Faculty* , 97-112.
- Hasanah, U. (2015). The use of self assessment in improving students' ability in writing english skill. *Ethical Lingual*, 2 (1), 16-26.
- Heidarian, N. (2016). Investigating the effect of using self-assessment on iranian efl learners' writing. *Journal of Education and Practice*, 7 (28), 80-89.
- Hermanto, Y. B., & Srimulyani, V. A. (2021). The challenges of online learning during the covid-19 pandemic. *JURNAL PENDIDIKAN DAN PENGAJARAN*, 54 (1), 46-57.
- Hiranrithikorn, P. (2019). Advantages and disadvantages of online learning. *International Academic Multidisciplines Research Conference in Berlin* , 14-17.
- Inayah, I. R. (2018). The use of self-assessment in teaching writing report text to the eleventh grader of sman 1 taman sidoarjo. *RETAIN*, 6 (3), 38-47.
- Jamrus, M. H., & Razali, A. B. (2019). Using self-assessment as a tool for english language learning. *English Language Teaching*, 12 (11), 64-73.
- Javaherbakhsh, M. R. (2010). The impact of self-assessment on iranian efl learners' writing skill . *English Language Teaching* , 3(2), 213-218.
- Jiwandani, M., Utami, I. L., & Wahyuni, L. G. (2021). The effect of self- assesment on students' selfefficacy and writing competency. *PRASI: Jurnal Bahasa, Seni, dan Pengajarannya*, 16 (1), 1-11.
- Kamara, S. S., & Dadhabai, S. (2022). Assessment factors influencing students' academic achievement. *Journal of Management Information and Decision Sciences*, 25 (1), 1-13.
- Koren, M. B. (2011). Teachers' roles in self-evaluation in education. *Management, Knowledge and Learning* , 531-537.

- Lamatokan, A. (2018). Students' perception toward teachers' teaching styles and the use of learning strategies in teaching english. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* , 2(2), 41-46.
- Lesmana, N., & Rokhyati, U. (2020). The implementation of doing self-assessment in higher education. *Journal of English Language Studies*, 5 (1), 60-72.
- Macrae, N., & Boudenhousen, G. (2001). Social cognition: Categorical person perception. *The British Psychological* , 239-255.
- Madya, S. A., & Abdurahman. (2020). Online learning implementation in the covid-19 pandemic. *Advances in Social Science, Education and Humanities Research* , 539, 26-31.
- Maryati, M., Zubaidah, E., & Mustadi, A. (2019). A content analysis study of scientific approach and authentic assessment in the textbook of Curriculum 2013. *Jurnal Prima Edukasia*, 7 (2), 128-138.
- Mathers, Nigel & Fox, Nick & Hunn, Amanda. (2000). Using Interviews in a Research Project.
- Miles, M. B., & Huberman, M. A. (2000). *Qualitative data analysis (2nd edition)*. CA: Sage Publications.
- Miqawati, A. H. (2019). Self-assessment to assist students in writing descriptive texts. *Journal of English in Academic and Professional Communication JEAPCo*, 6 (1), 2356-2862.
- Momeni, H. R. (2016). The effects of self- and peer-assessment on iranian efl learners' argumentative writing performance. *Theory and Practice in Language Studies*, 6 (4), 716-722.
- Mukhsinah, A. F. (2020). The use of e-portfolio assessment to improve students' writing ability. *RETAIN*, 8 (2), 164-170.
- Naeni, J. (2011). Self-assessment and the impact on language skills. *International Research Journals*, 2 (6), 1225-1231.
- Nasab, F. G. (2015). Alternative versus traditional assessment. *Journal of Applied Linguistics and Language Research* , 2(6), 165-178.

- Negari, G. M. (2011). A study on strategy instruction and efl learners' writing skill. *International Journal of English Linguistics* , 1(2), 299-307.
- Nunan, D. (2003). *Practical english language teaching*. Singapore: Mc Graw Hill.
- Papantymou, A., & Darra, M. (2019). Student self-assessment in higher education and professional training: conceptual considerations and definitions. *European Journal of Education Studies*, 6 (3), 183-199.
- Paramartha, A. (2016). Exploring the role of self-efficacy in the implementation of self-assessment for english writing. *Jurnal Pendidikan Indonesia* , 5(1), 56-68.
- Patel, D. M., & Jain, P. M. (2008). *English language teaching (methods, tools & techniques)*. Jaipur: SUNRISE PUBLISHERS & DISTRIBUTORS.
- Perveen, A. (2016). Synchronous and asynchronous e-language learning: A case study of virtual university of pakistan. *Open Praxis*, 8 (1), 21-39.
- Purwanti, T.T. (2015). The implementation of self-assessment in writing class: A case study at stba lia jakarta. *TEFLIN Journal*, 26 (1), 97-116.
- Putri, N. V. (2018). Self-assessment in english writing classroom. *RETAIN*, 6 (3), 1-10.
- Qiong, O. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15 (4), 18-28.
- Quynh, N. N. (2021). Using peer assessment in writing for efl learners. *Advances in Social Science, Education and Humanities Research*, 533, 297-302.
- Reinking, J. A., & Osten, R. v. (2017). *Strategies for successfull writing, a rhetoric and reader*. United States of America: Pearson.
- Sari, I. F. (2020). Online learning for english language teaching. *Jurnal Pendidikan dan Pembelajaran*, 1 (2), 216-230.
- Sari, N. (2017). A survey on fifth grade students and teachers' reception on the use of ict based interactive game in sukasada district. . *Ganesha University of Education* .

- Setyowati, L. (2016). Analyzing the students' ability in writing opinion essay using flash fiction. *Journal of English Language Teaching and Linguistics*, 1 (1), 2503-1848.
- Shatri, Z. G., & Zabeli, N. (2018). Perceptions of students and teachers about the forms and student self-assessment activities in the classroom during the formative assessment. *Journal of Social Studies Education Research*, 9(2), 28-46.
- Sugiyono. (2012). *Memahami Penelitian Kuantitatif, Kualitatif, dan R& D*. Bandung: Alfabeta.
- Taufik, M., & Cahyono, B. Y. (2019). Developing efl students' writing skill through self-assessment integrated with e-portfolio. *IJEE (Indonesian Journal of English Education)*, 6 (2), 171-186.
- Taufiqulloh, Yuvita, & Sulistianingsih, E. (2018). Analysis of student attitudes to develop a self-assessment model of genre-based writing. *Lingua Cultura*, 12 (3), 253-258.
- Taufiqulloh. (2014). A self-assessment model in teaching academic writing for indonesian efl learners. *English Review: Journal of English Education*, 3(1), 50-58
- Upa, R., Sudirman, A. M., & Suardi. (2018). Self assessment in the teaching of argumentative writing. *Prosiding Seminar Nasional*, 4 (1), 327-482.
- Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 3-14.
- Wisnu, C., & Pradana, S. A. (2020). Students' self-assessment in article writing class. *English Education: Jurnal Tadris Bahasa Inggris*, 13 (1), 15-31.
- Ximenes, L., Guterres, C., & Pereira, S. (2019). A study on the ability of 4th semester students' writing skill of English study program in the academic year 2018. *ISCE: Journal of Innovative Studies on Character and Education*, 3 (1), 155-164.
- Yan, Z., & Boud, D. (2021). Conceptualising assessment-as-learning. In I. Z. Yan, & L. Yang, *Assessment as learn-ing: Maximising opportunities for student learning and achievement* (pp. 11-24). New York: Routledge.

Yunita, W., & Maisarah, I. (2020). Students' perception on learning language ay the graduate program of English education amidst the Covid 19 pandemic. *Linguist: Journal of Linguistics and Language Teaching*, 6 (2), 107-120.

