



## **APPENDICES**

### Appendix 1. The Questionnaire

The questionnaire was modified from Taufiqulloh, Yuvita, & Sulistianingsih (2018), Purwanti (2015), and Taufik & Cahyono (2019) to measure students' perception of self-assessment in assessing writing skill during online learning.

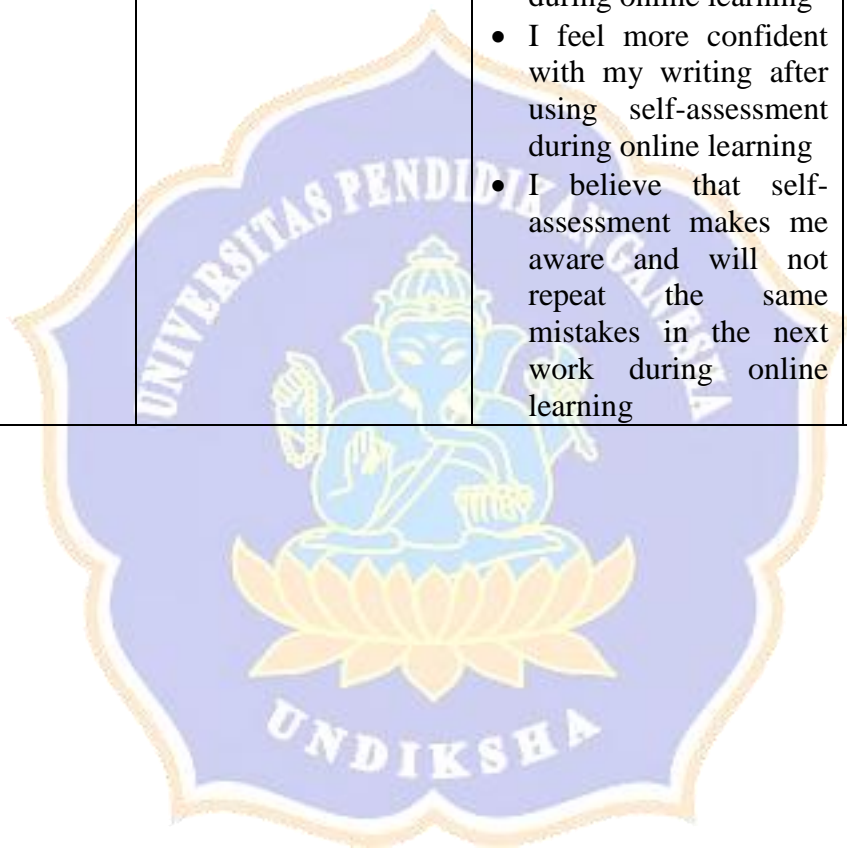
No	Dimension	Indicator	Statement	Number of Item
1.	Students' evaluation	This dimension focuses on students' evaluation that include: - Lecturer participation in the assessment - The implementation of self-assessment in assessing writing skills during online learning - Self-assessment suitability for assessing various writing courses	<ul style="list-style-type: none"> <li>The lecturer explained the self-assessment procedure in assessing writing skill during online learning properly</li> </ul>	13
			<ul style="list-style-type: none"> <li>The lecturer guided me during the process of assessing my writing using self-assessment during online learning</li> </ul>	14
			<ul style="list-style-type: none"> <li>I think self-assessment is suitable for college students in assessing writing skills during online learning</li> </ul>	15
			<ul style="list-style-type: none"> <li>I think self-assessment can replace traditional assessments (multiple choice, true or false, matching, etc.) in assessing writing skills during online learning</li> </ul>	16
			<ul style="list-style-type: none"> <li>I know when to use self-assessment in writing courses during online learning</li> </ul>	17
			<ul style="list-style-type: none"> <li>I can detect punctuation errors in my writing using self-assessment during online learning</li> </ul>	18
			<ul style="list-style-type: none"> <li>I can detect grammar errors in my writing using self-assessment during online learning</li> </ul>	19
			<ul style="list-style-type: none"> <li>I can detect vocabulary</li> </ul>	20
			<ul style="list-style-type: none"> <li>I can detect punctuation errors in my writing using self-assessment during online learning</li> </ul>	21
			<ul style="list-style-type: none"> <li>I can detect grammar errors in my writing using self-assessment during online learning</li> </ul>	22
<ul style="list-style-type: none"> <li>I can detect vocabulary</li> </ul>	23			
<ul style="list-style-type: none"> <li>I can detect punctuation errors in my writing using self-assessment during online learning</li> </ul>	24			

			<p>errors in my writing using self-assessment during online learning</p> <ul style="list-style-type: none"> <li>• I can detect organization errors in my writing using self-assessment during online learning</li> <li>• I can revise my writing properly according to the punctuation errors I found using self-assessment during online learning</li> <li>• I can revise my writing properly according to the grammar errors I found using self-assessment during online learning</li> <li>• I can revise my writing properly according to the vocabulary errors I found using self-assessment during online learning</li> <li>• I can revise my writing properly according to the organization errors I found using self-assessment during online learning</li> </ul>	25
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2.	Students' memories	<p>This dimension focuses on students' memories that include:</p> <ul style="list-style-type: none"> <li>- Their experience or memory of using self-assessment in assessing writing skills during online learning</li> <li>- The benefits of self-assessment in assessing writing skills during online learning</li> </ul>	<ul style="list-style-type: none"> <li>• I did self-assessment on my writing competence during online learning</li> <li>• I knew what to assess on my writing skill using self-assessment during online learning</li> <li>• I knew how to assess my writing skill using self-assessment during online learning</li> <li>• I knew the procedure for conducting self-assessment in assessing writing skill during online learning</li> <li>• I believe that self-assessment helps me identify the punctuation errors during online learning</li> <li>• I believe that self-assessment helps me identify the grammar errors during online learning</li> <li>• I believe that self-assessment helps me identify the vocabulary errors during online learning</li> <li>• I believe that self-assessment helps me identify the organization errors during online learning</li> <li>• I thought self-assessment is useful for my writing (punctuation) and can be used in the future by other writing courses during online learning</li> <li>• I thought self-assessment is useful</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p>
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			<p>for my writing (grammar) and can be used in the future by other writing courses during online learning</p> <ul style="list-style-type: none"> <li>• I thought self-assessment is useful for my writing (vocabulary) and can be used in the future by other writing courses during online learning</li> <li>• I thought self-assessment is useful for my writing (organization) and can be used in the future by other writing courses during online learning</li> </ul>	
3.	Students' impression	<p>This dimension focuses on students' impression that include:</p> <ul style="list-style-type: none"> <li>- The impression of self-assessment in assessing writing skills during online learning</li> <li>- The point of view of self-assessment in assessing writing skills during online learning</li> </ul>	<ul style="list-style-type: none"> <li>• I think self-assessment during online learning makes me a competent student in writing</li> <li>• I believe that self-assessment provides positive motivation to create high quality writing during online learning</li> <li>• I believe that self-assessment during online learning improves my thinking ability to examine and develop written ideas</li> <li>• I think self-assessment makes it easier for me to detect the punctuation errors during online learning</li> <li>• I think self-assessment makes it easier for me</li> </ul>	<p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p>

			to detect the grammar errors during online learning	33
			<ul style="list-style-type: none"> <li>• I think self-assessment makes it easier for me to detect the vocabulary errors during online learning</li> <li>• I think self-assessment makes it easier for me to detect the organization errors during online learning</li> <li>• I feel more confident with my writing after using self-assessment during online learning</li> <li>• I believe that self-assessment makes me aware and will not repeat the same mistakes in the next work during online learning</li> </ul>	34



## Appendix 2. The Interview Guide

No	Dimension	Indicator	Question	Number of Item
1.	Students' evaluation	<p>This dimension focuses on students' evaluation of self-assessment in assessing writing skills during online learning that include:</p> <ul style="list-style-type: none"> <li>- Lecturer participation in the assessment</li> <li>- The implementation of self-assessment in assessing writing skills during online learning</li> <li>- Self-assessment suitability for assessing various writing courses</li> </ul>	<ul style="list-style-type: none"> <li>• Please mention the participation of the lecturer during the process of self-assessment!</li> <li>• What advantages and disadvantages did you get or feel during the application of self-assessment to assess writing skills during online learning?</li> <li>• In your opinion, what type of assessment is effective and efficient to use to assess writing skills during online learning?</li> </ul>	2 items (3, 4)
2.	Students' memories	<p>This dimension focuses on:</p> <ul style="list-style-type: none"> <li>- Their experience or memory of using self-assessment in assessing writing skills during online learning</li> <li>- The benefits of self-assessment in assessing writing skills during online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Please mention the problems you experienced when implementing the self-assessment to assess writing ability during online learning!</li> <li>• Please mention one of the benefit of self-assessment in assessing writing skills during online</li> </ul>	2 item (1, 2)

			learning!	
3.	Students' impression	<p>This dimension focuses on:</p> <ul style="list-style-type: none"> <li>- The impression of self-assessment in assessing writing skills during online learning</li> <li>- Their point of view of self-assessment in assessing writing skills during online learning</li> </ul>	<ul style="list-style-type: none"> <li>• What impression did you get when the self-assessment was applied to assess writing ability during online learning?</li> <li>• Please explain your opinion about the application of self-assessment in assessing writing skill during online learning!</li> </ul>	2 items (4, 5)





### Appendix 3. Expert Judgment Sheet 1

#### EXPERT JUDGEMENT SHEET

For: Students' Perception Questionnaire

Judge: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

Number of Item	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		
34	√		

Singaraja, 22 April 2022



Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.

**Appendix 4. Expert Judgment Sheet 2**

**EXPERT JUDGEMENT SHEET**

For: Students' Perception Questionnaire

Judge: A.A. Gede Yudha Paramartha, S.Pd., M.Pd.

Number of Item	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		
34	√		

Singaraja, 22 April 2022



A.A. Gede Yudha Paramartha, S.Pd., M.Pd.

**Appendix 5. The Result of Students' Perception on Memories Dimension**

R	Memories Dimension												Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	
R1	4	3	3	3	4	4	4	4	4	4	4	4	41
R2	5	5	5	5	5	5	5	5	5	5	5	5	55
R3	4	4	4	4	5	5	5	5	5	5	5	5	51
R4	4	3	3	3	4	4	4	4	4	4	5	4	42
R5	4	4	3	3	4	4	4	4	4	4	4	4	42
R6	5	4	4	4	5	5	5	5	4	4	5	5	50
R7	4	3	3	4	4	4	4	4	4	4	4	4	42
R8	5	3	4	3	5	5	5	5	5	5	5	5	50
R9	4	3	3	3	4	4	4	4	4	4	4	4	41
R10	5	4	4	4	3	4	4	3	4	4	4	4	44
R11	4	4	4	4	4	4	4	4	4	4	4	4	44
R12	4	4	4	4	4	4	4	4	4	4	4	4	44
R13	4	4	5	4	5	4	4	4	5	5	4	5	48
R14	4	4	4	4	4	4	4	4	4	4	4	4	44
R15	4	4	3	3	3	4	4	4	4	4	4	4	42
R16	4	3	3	3	3	3	3	3	3	3	3	3	37
R17	4	3	3	3	5	5	5	5	5	4	3	3	43
R18	5	5	5	4	5	5	5	5	5	5	5	5	54
R19	5	4	4	4	5	5	5	5	5	5	5	5	52
R20	4	3	3	2	4	4	4	4	4	4	4	4	40
R21	5	5	5	4	4	5	4	5	4	4	4	5	50
R22	4	3	3	3	5	3	5	5	5	5	4	4	44
R23	4	4	3	3	4	4	4	4	5	5	5	5	46
R24	5	5	5	5	5	5	5	4	5	5	5	5	54
R25	5	4	4	4	4	4	4	4	4	4	4	4	45
R26	4	5	5	4	5	5	4	4	4	4	4	4	52
R27	5	4	4	3	3	3	4	3	4	4	4	4	42
R28	4	3	3	3	3	3	3	3	3	3	3	3	37
R29	4	4	4	4	4	4	4	4	4	4	4	4	44
R30	4	5	4	4	4	4	4	4	4	4	4	4	45
R31	4	4	4	3	5	3	4	4	5	3	4	4	42
Mean								45.38					

### Appendix 6. The Result of Students' Perception on Evaluation Dimension

R	Evaluation Dimension													Total Score
	13	14	15	16	17	18	19	20	21	22	23	24	25	
R1	3	3	4	4	4	4	3	4	4	4	3	4	3	47
R2	5	5	5	5	5	5	5	5	5	5	5	5	5	65
R3	4	4	5	4	4	5	5	5	5	5	5	5	5	61
R4	4	5	4	3	4	4	4	4	4	4	4	4	4	52
R5	3	4	4	4	4	4	4	4	4	4	4	4	4	51
R6	4	4	4	5	4	4	4	4	4	4	4	4	4	53
R7	3	3	4	4	4	4	4	4	4	4	4	4	4	50
R8	5	5	5	5	5	4	4	4	4	4	4	4	4	57
R9	3	3	4	3	4	3	4	4	3	3	4	4	4	46
R10	3	3	4	4	4	4	3	4	3	4	4	4	4	48
R11	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R12	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R13	5	4	5	4	4	4	4	4	5	4	4	4	4	55
R14	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R15	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R16	3	3	3	3	3	3	3	3	3	3	3	3	3	39
R17	5	5	5	5	5	5	5	5	5	5	5	5	5	65
R18	5	5	5	4	4	5	4	4	4	5	5	5	5	60
R19	5	5	5	4	4	5	5	5	5	5	5	5	5	63
R20	3	4	4	4	4	4	4	4	4	4	4	4	4	51
R21	4	5	5	5	5	5	4	5	4	5	5	5	5	62
R22	5	5	5	5	4	5	4	5	4	5	4	5	5	61
R23	4	4	5	4	4	4	4	4	4	4	4	4	4	53
R24	4	4	5	4	5	5	5	5	5	5	5	5	5	62
R25	4	4	4	4	4	4	4	4	4	3	4	3	4	50
R26	5	4	5	4	4	4	4	4	5	4	4	4	4	55
R27	4	4	4	4	3	3	3	3	3	3	3	3	3	43
R28	4	3	3	4	4	2	3	3	3	3	3	3	3	41
R29	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R30	4	4	4	4	4	4	4	4	4	4	4	4	4	52
R31	4	3	5	5	4	5	3	4	4	5	2	4	4	52
Mean									53.35					

**Appendix 7. The Result of Students' Perception on Impression Dimension**

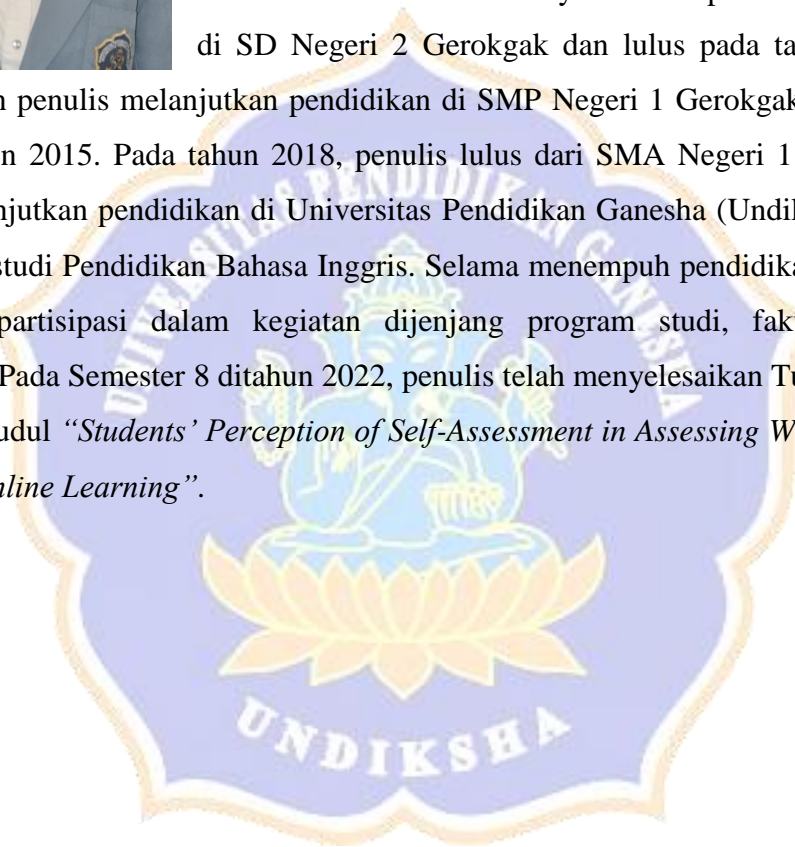
R	Impression Dimension									Total Score
	26	27	28	29	30	31	32	33	34	
R1	4	4	4	4	4	4	4	4	3	35
R2	3	4	4	5	5	5	5	5	3	39
R3	3	5	5	5	4	5	5	4	3	39
R4	3	4	4	4	4	4	4	4	3	34
R5	4	4	4	4	4	4	4	4	4	36
R6	4	4	4	4	4	4	4	4	4	36
R7	4	3	4	4	4	4	4	3	3	33
R8	4	3	5	5	5	5	5	5	3	40
R9	4	4	4	3	4	4	3	4	4	34
R10	4	4	4	3	3	3	3	3	3	30
R11	4	4	4	4	4	4	4	4	4	36
R12	4	4	4	4	4	4	4	4	4	36
R13	5	4	4	4	5	5	5	5	5	42
R14	4	4	4	4	4	4	4	4	4	36
R15	4	4	4	4	3	3	3	3	3	31
R16	3	3	3	3	3	3	3	3	3	27
R17	3	3	3	5	5	5	5	5	5	39
R18	4	3	5	5	5	5	5	5	3	40
R19	3	5	5	4	4	4	4	5	5	39
R20	4	4	4	4	4	4	4	4	4	36
R21	3	4	5	5	5	5	5	5	3	40
R22	4	4	5	4	5	4	4	4	5	39
R23	4	4	4	4	4	4	4	4	5	37
R24	3	4	3	5	5	5	5	4	4	38
R25	4	3	4	4	3	3	3	4	3	31
R26	3	3	3	5	5	5	5	4	4	37
R27	3	4	4	3	3	4	3	4	4	32
R28	3	3	3	3	3	3	3	3	3	27
R29	4	4	4	4	4	4	4	4	4	36
R30	4	4	4	4	4	4	4	4	4	36
R31	4	4	5	5	3	4	3	4	5	37
Mean						35.74				

## RIWAYAT HIDUP



Made Astitiani lahir di Gerokgak pada tanggal 15 Februari 2000. Penulis lahir dari pasangan suami istri Bapak Made Widiada dan Ibu Ketut Gorsining. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis bertempat di Banjar Dinas Gerokgak, Desa Gerokgak, Kecamatan Gerokgak, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Gerokgak dan lulus pada tahun 2012.

Kemudian penulis melanjutkan pendidikan di SMP Negeri 1 Gerokgak dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Gerokgak dan melanjutkan pendidikan di Universitas Pendidikan Ganesha (Undiksha) pada program studi Pendidikan Bahasa Inggris. Selama menempuh pendidikan, penulis aktif berpartisipasi dalam kegiatan dijenjang program studi, fakultas, dan lembaga. Pada Semester 8 ditahun 2022, penulis telah menyelesaikan Tugas Akhir yang berjudul “*Students’ Perception of Self-Assessment in Assessing Writing Skill during Online Learning*”.



**PERNYATAAN**

Dengan ini saya menyatakan bahwa karya tulis berjudul "Students' Perception of Self-Assessment in Assessing Writing Skill during Online Learning" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 04 Juli 2022

Yang membuat pernyataan,



Made Astitiani

NIM. 1812021056