

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:	•	The lecturer explained the self-assessment procedure in assessing	13
		 Lecturer participation in the assessment The implementation of self-assessment in assessing writing 	DI	writing skill during online learning properly The lecturer guided me during the process of	14
		skills during online learning		assessing my writing using self-assessment	15
		- Self-assessment suitability for assessing various writing courses	Y	during online learning I think self-assessment is suitable for college students in assessing	16
				writing skills during online learning I think self-assessment	17
				can replace traditional assessments (multiple	18
		ONDER	7	choice, true or false, matching, etc.) in assessing writing skills	19
			•	during online learning I know when to use	20
			•	self-assessment in writing courses during online learning I can detect	21
				punctuation errors in my writing using self- assessment during	22
			•	online learning I can detect grammar	23
			•	errors in my writing using self-assessment during online learning I can detect vocabulary	24

	errors in my writing using self-assessment during online learning I can detect organization errors in my writing using self- assessment during online learning I can revise my writing properly according to the punctuation errors I found using self- assessment during online learning
	properly according to
CONTRACT	the grammar errors I found using self-
TABLE	assessment during
	online learning
	I can revise my writing properly according to
	the vocabulary errors I
	found using self-
W 1577	assessment during
	online learning
	I can revise my writing properly according to
	the organization errors
	I found using self-
	assessment during
	online learning

Students memories on students' memories that include: - Their experience or memory of using self-assessment in assessing writing skills during online learning - The benefits of self-assessment wing skills during online learning - The benefits of self-assessment during online learning skills during online learning - The benefits of self-assessment during online learning skills during online learning skill using self-assessment during online learning self-assessment during online learning - I knew how to assess my writing skill using self-assessment during online learning online learning self-assessment in assessing writing skill during online learning - I believe that self-assessment helps me identify the grammar errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-assessment helps me identify the yocabulary errors during online learning - I believe that self-asse		G. 1 . 1	TE1: 1: : : : :	I	- 111 10	
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courses during online learning						
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				•		
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		AND PENDI	for my writing (grammar) and can be used in the future by other writing courses during online learning I thought self-assessment is useful for my writing (vocabulary) and can be used in the future by other writing courses during online learning I thought self-assessment is useful for my writing (organization) and can be used in the future by other writing courses during online learning	
3.	Students' impression	This dimension focuses on students' impression that include:	I think self-assessment during online learning makes me a competent	26
	(- The impression of self-assessment in assessing writing	 student in writing I believe that self-assessment provides 	27
		skills during online learning - The point of view of self-assessment in	positive motivation to create high quality writing during online learning	28
		assessing writing skills during online learning	I believe that self- assessment during online learning	29
			improves my thinking ability to examine and develop written ideas	30
			• I think self-assessment makes it easier for me to detect the	31
			punctuation errors during online learningI think self-assessment	32
			makes it easier for me	

	to detect the grammar errors during online	33
	learning	
	• I think self-assessment	34
	makes it easier for me	٥.
	to detect the	
	vocabulary errors	
	during online learning	
	• I think self-assessment	
	makes it easier for me	
	to detect the	
	organization errors	
	during online learning	
	I feel more confident	
	with my writing after	
	using self-assessment	
	during online learning	
G BEINT	• I believe that self-	
TAL	assessment makes me	
	aware and will not	
AY 1	repeat the same	
5 6 763	mistakes in the next	
	work during online	
	learning	

Appendix 2. The Interview Guide

No	Dimension	Indicator	Question	Number of Item
1.	Students' evaluation	This dimension focuses on students' evaluation of self-assessment in assessing writing skills during online learning 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	 Please mention the participation of the lecturer during the process of self-assessment! What advantages and disadvantages did you get or feel during the application of self-assessment to assess writing skills during online learning? In your opinion, what type of assessment is effective and efficient to use to assess writing skills during online learning? 	2 items (3, 4)
2.	Students' memories	This dimension focuses on: Their experience or memory of using self-assessment in assessing writing skills during online learning The benefits of self-assessment in assessing writing skills during online learning	• Please mention the problems you experienced	2 item (1, 2)

	1	T		
			learning!	
3.	Students'	This dimension focuses	• What	2 items (4, 5)
	impression	on:	impression did	
		- The impression of	you get when	
		self-assessment in	the self-	
		assessing writing	assessment was	
		skills during online	applied to	
		learning	assess writing	
		- Their point of view	ability during	
		of self-assessment in	online	
		assessing writing	0	
		skills during online		
		learning	your opinion	
			about the	
			application of	
			self-assessment	
		A Service	in assessing	
	A	- CERVAIN	writing skill	
	#	100	during online	
		- A	learning!	



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		Response	Suggestion
of Item	Relevant	Irrelevant	
1	V		
2	$\sqrt{}$		
3	V		
4	V		
5			
6			
7			
8		and the same of th	
9			
10		P	
11	V	a BEND	
12	V	187	
13	V		
14	√	5(1)	
15	$\sqrt{}$	65	
16	$\sqrt{}$		
17	$\sqrt{}$		
18	V		
19	V	(3.7//	THE RESERVE OF THE PERSON OF T
20	V		THE STATE OF THE S
21	V	MANA	MANAM
22	V		
23	V		
24	V		
25	V	175	
26	V	100	
27	V		
28	V		O. Contraction
29	V		
30	V		
31	V		
32	V		
33	V		
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	Expert 1	Response	Suggestion
of Item	Relevant	Irrelevant	
1	$\sqrt{}$		
2	$\sqrt{}$		
3	$\sqrt{}$		
4			
5			
6	$\sqrt{}$		
7	$\sqrt{}$		
8	$\sqrt{}$		
9	$\sqrt{}$		
10	√	A	
11	V	07.50	Mrs.
12		480.	
13	$\sqrt{}$		
14	1	5(1)	
15	$\sqrt{}$		
16	$\sqrt{}$	- 1 B.	// (d) == (
17	$\sqrt{}$		
18	$\sqrt{}$		
19	$\sqrt{}$		
20	√		
21	√	MAAA	MATERIAL STATES
22	$\sqrt{}$		
23	$\sqrt{}$	>	
24	V		
25	V	Da	
26	V	TO THE	SE
27	V		
28	V		
29	V		
30	V		
31	V		
32	V		
33	V		
34	$\sqrt{}$		

Singaraja, 22 April 2022

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

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

R				M	em	orie	s D	ime	ensi	on			Total
K	1	2	3	4	5	6	7	8	9	10	11	12	Score
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
		N	Mea	n							45.3	8	

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

Ъ					Eval	luatio	on Di	imen	sion					Total
R	13	14	15	16	17	18	19	20	21	22	23	24	25	Score
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
			Mea	an				53.35						

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

R			Imp	ressi	on D	imen	Total			
K	26	27	28	29	30	31	32	33	34	Score
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	3 1
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
		Mea	an					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 beralamat 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