REFERENCES

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. A. (2019). *Introduction to research in education* (10th ed.). Cengage.
- Bourke, R. (2018). Self-assessment to incite learning in higher education: Developing ontological awareness. *Assessment and Evaluation in Higher Education*, 43(5), 827–839. https://doi.org/10.1080/02602938.2017.1411881
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research* in *Psychology*, 3(2), 77–101. https://doi.org/https://doi.org/10.1191/1478088706qp063oa
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge University Press. https://books.google.co.id/books?id=W8y_1D59SyIC
- Carter, T. J., & Dunning, D. (2008). Faulty self-assessment: Why evaluating one's own competence is an intrinsically difficult task. *Social and Personality Psychology Compass*, 2(1), 346–360. https://doi.org/10.1111/j.1751-9004.2007.00031.x
- Creswell, J. W., & Poth, C. N. (2009). *Qualitative inquiry and research design* (4th ed.). Sage Publishing.
- Duque Micán, A., & Cuesta Medina, L. (2017). Boosting vocabulary learning through self-assessment in an English language teaching context. *Assessment and Evaluation in Higher Education*, 42(3), 398–414. https://doi.org/10.1080/02602938.2015.1118433
- Earl, L., & Katz, S. (2006). Rethinking classroom assessment with purpose in mind. In *Learning*. Manitoba Education, Citizenship and Youth (MECY). www.wncp.ca
- Frey, B. (2013). *Modern classroom assessment*. Sage Publications.
- Goodrich, H. W. (1996). Student self-assessment: At the intersection of metacognition and authentic assessment.
- Harmer, J. (2004). *How to teach writing* (1st ed.). Pearson Education Limited.
- Hati, G. M., Yunita, W., & Dewi, A. C. S. (2021). Self-assessment for higher language learner's autonomy. *Journal of Applied Linguistics and Literature*, 6(2), 264–276. https://doi.org/10.33369/joall.v6i2.15418
- Hoffmann, T. (1999). The meanings of competency. *Journal of European Industrial Training*, 23(6), 275–286. https://doi.org/10.1108/03090599910284650
- Jamrus, M. H. M., & Razali, A. B. (2019). Using self-assessment as a tool for English language learning. *English Language Teaching*, 12(11), 64–73. https://doi.org/10.5539/elt.v12n11p64
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of Writing Research*, *I*(1), 1–26.

- https://doi.org/http://dx.doi i.org/10.17239/jowr-2008.01.01 1.1
- Kenza, T. (2021). The effect of self-assessment on the development of EFL reading comprehension skills the effect of self-assessment on the development of EFL reading Comprehension Skill. *Journal of English Education and Teaching* (*JEET*), 5(2), 231–247.
- Liu, H., & Brantmeier, C. (2019). "I know English": Self-assessment of foreign language reading and writing abilities among young Chinese learners of English. *System*, 80, 60–72. https://doi.org/10.1016/j.system.2018.10.013
- Mackey, A., & Gass, S. M. (2016). Second language research: Methodology and design (2nd ed.). Routledge.
- Macrae, C. N., & Bodenhausen, G. V. (2001). Social cognition: Categorical person perception. *British Journal of Psychology*, 92(1), 239–255. https://doi.org/10.1348/000712601162059
- Marzuki, A. G., Alek, Farkhan, M., & Deni, R. (2020). Self-assessment in exploring EFL students' speaking Skill. *Al-Ta Lim Journal*, 27(2), 208–214. https://doi.org/10.15548/jt.v27i2.613
- Masruria, W. W., & Anam, S. (2021). Exploring self-assessment of speaking skill by EFL high school students. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 387–400. https://doi.org/10.31539/leea.v4i2.2285
- Mazloomi, S., & Khabiri, M. (2016). The impact of self-assessment on language learners' writing skill. *Innovations in Education and Teaching International*, 55(1), 91–100. https://doi.org/10.1080/14703297.2016.1214078
- McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40–49. https://www.jstor.org/stable/42923742
- Meihami, H., & Razmjoo, S. A. (2016). An emic perspective toward challenges and solutions of self- and peer-assessment in writing courses. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1), 1–20. https://doi.org/10.1186/s40862-016-0014-7
- Meyers, A. (2002). Composing with confidence: Writing effective paragraphs and essays (6th ed.). Longman. https://books.google.co.id/books?id=JaYVHt2m9dwC
- Mistar, J. (2011). A study of the validity and reliability of self-assessment. *TEFLIN Journal*, 22(1), 45–58. https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v22i1/45-58
- Oscarson, M. (1989). Self-assessment of language proficiency: Rationale and applications. *Language Testing*, 6(1), 1–13. https://doi.org/10.1177/026553228900600103
- Oscarson, M. (2013). Self-assessment in the classroom. In *The companion to Language Assessment* (pp. 712–729). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla046

- Panadero, E., Brown, G. T. L., & Strijbos, J. W. (2016). The Future of Student Self-Assessment: a Review of Known Unknowns and Potential Directions. *Educational Psychology Review*, 28(4), 803–830. https://doi.org/10.1007/s10648-015-9350-2
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–28. https://doi.org/10.3968/10055
- Ratminingsih, N. M., Marhaeni, A. A. I. N., & Vigayanti, L. P. D. (2018). Self-Assessment: The effect on students' independence and writing competence. *International Journal of Instruction*, 11(3), 277–290. https://doi.org/10.12973/iji.2018.11320a
- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (15th editi). Pearson Education.
- Sweet, G., Mack, S., & Olivero-Agney, A. (2019). Where am I? where am I going, and how do I get there?: Increasing learner agency through large-scale self assessment in language learning. *Educational Linguistics*, *37*, 175–195. https://doi.org/10.1007/978-3-030-01006-5_10
- Thienpermpool, P. (2021). Teachers' practice and perceptions of self-assessment and peer assessment of presentation skills. *English Language Teaching*, 14(12), 183–188. https://doi.org/10.5539/elt.v14n12p183
- Thongpai, J., & Deerajviset, P. (2017). Effects of self-assessment on writing of Thai EFL students in different groups of learning styles. ASEAN/Asian Academic Society International Conference Proceeding Series.
- van der Kleij, F. M. (2019). Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. *Teaching and Teacher Education*, 85, 175–189. https://doi.org/10.1016/j.tate.2019.06.010
- Vasileiadou, D., & Karadimitriou, K. (2021). Examining the impact of self-assessment with the use of rubrics on primary school students' performance. *International Journal of Educational Research Open*, 2, 100031. https://doi.org/10.1016/j.ijedro.2021.100031
- Wang, W. (2016). Using rubrics in student self-assessment: student perceptions in the English as a foreign language writing context. Assessment and Evaluation in Higher Education, 42(8), 1280–1292. https://doi.org/10.1080/02602938.2016.1261993