

Appendix 1. The Questionnaire

The questionnaire was adapted and modified from Van Der Kleij (2019) to measure students' perception of self-assessment in writing competency.

| No | Dimension | Indicator | Statements | Number |
|----|--|----------------------|------------------------------|----------|
| | | | | of items |
| 1 | Quality of Self- | The quality of self- | By using self-assessment, | 1 |
| | Assessment | assessment is | students can more easily | |
| | | determined by | find ideas in writing. | 2 |
| | A STATE OF THE STA | • Usefulness; | By using self-assessment, | |
| | | The usefulness | students can draft their | 3 |
| | | of self- | writing well. | |
| | 1 5 | assessment for | • By using self-assessment, | 4 |
| | 1 5 | students to | students can find out errors | |
| | | improve their | in their writing. | |
| | | writing | • By using self-assessment, | |
| | | competency | students can improve the | |
| | | 400 | writing they write. | |
| | | DN | a b | |
| | | • Encouragement; | • By implementing self- | 5 |
| | 10000 | Self-assessment | assessment, students are | |
| | | can encourage | motivated to make | 6 |
| | | students to | improvements to their | |
| | | develop their | writing. | 7 |
| | | competency in | • By implementing self- | |
| | | writing. | assessment, students are | 8 |

| | | motivated to produce good |
|--|-------------------|---------------------------------|
| | | writing. |
| | | |
| | | By implementing self- |
| | | assessment, students are |
| | | motivated develop their |
| | _ | abilities in writing. |
| | | By implementing self- |
| | | assessment, students are |
| | ~ SENDID | |
| 12.5 | Service | encouraged to determine |
| 9.7 | AN | their learning strategies to |
| | | produce better writing. |
| \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | Expectation; | • By applying self- 9 |
| | self-assessment | assessment, students are |
| | can clearly show | able to follow each stage in 10 |
| | | |
| 77 | what is expected | |
| | of teachers to | • By applying self- |
| | students in their | assessment, students have |
| | writing | been able to demonstrate 12 |
| | competency | their writing abilities in |
| | | accordance with assessment 13 |
| | | |
| | | given. |
| | | • By applying self- 14 |
| | | assessment, students can |
| | | introspect themselves so 15 |
| | | |

| | | | | they know their strength | |
|----|-----------------|----------------------|---------------|--------------------------------|----|
| | | | | and weaknesses in writing. | |
| | | | • | By implementing self- | |
| | | | | assessment, students can | |
| | | | | assess their writing abilities | |
| | | | | more precisely. | |
| | | | | By implementing self- | |
| | | | | assessment, students | |
| | | MINIMARA | P. | become more active in | |
| | 5 | A | | seeking information to | |
| Y | | | > _ | improve the quality of their | |
| | | | S | writing. | |
| | | V as S | 12 | By applying self- | |
| | | | ə) | assessment, students can | |
| | | | \Rightarrow | more independent in | |
| | | STEEL ST | 14 | writing. | |
| | | 400 | • | By implementing self- | |
| | | DNDIES | 1 | assessment, students are | |
| | | | | more confident in their | |
| | | | - | ability to write. | |
| 2. | Students use of | This dimension focus | • | By implementing self- | 16 |
| | self-assessment | on: | | assessment, it becomes | |
| | | • How self- | | easier for students to assess | 17 |
| | | assessment can | | their writing abilities. | |

| help students in | • By implementing self- 18 | |
|------------------|-------------------------------|--|
| neip students in | by implementing sen- | |
| assessing their | assessment, students are | |
| writing | helped to discover their 19 | |
| competency | weaknesses in writing. | |
| | • By implementing self- 20 | |
| | assessment, students are | |
| | helped to discover their | |
| -NDT | strengths in writing. | |
| " PS BRUNINI | By implementing self- | |
| | assessment, it is easier for | |
| | students to assess their | |
| | ability to write. | |
| Vos | By implementing self- | |
| | assessment, students can | |
| | determine | |
| STILL OF | strategies/techniques/metho | |
| 400 | ds that can help them | |
| ONDIKS | improve their writing skills. | |

Appendix 2. The Interview Guide

| No | Dimension | Indicator | Questions | Number |
|----|------------------|--------------------------------|---------------------------------|---------|
| | | | | of Item |
| 1 | Quality of Self- | The quality of self-assessment | 1. How do you think self- | 1 |
| | Assessment | is determined by | assessment can be useful for | |
| | | • Usefulness; | improving writing skills? | |
| | | The usefulness of self- | | |
| | | assessment for students to | AN C | |
| | | improve their writing | 1 | |
| | | competency | a & 7 | |
| | | • Encouragement; | 2. In your opinion, how can | 2 |
| | | Self-assessment can | self-assessment stimulate your | |
| | | encourage students to | motivation to improve your | |
| | | develop their competency in | writing competence? | |
| | | writing. | | |
| | | • Expectation; | 3. How can using self- | 3 |
| | | self-assessment can clearly | assessment help you realize the | |
| | | show what is expected of | expectations you have to | |
| | | teachers to students in their | achieve in terms of writing | |
| | | writing competency | ability? Menyadari | |
| 2 | Student's use of | This dimension focus on: | 4. In your opinion, how can | 4 |
| | self-assessment | How self-assessment can | self-assessment help you to | |

| | | help students in assessing assess your own writing | |
|----|-----------------|---|---|
| | | their writing competency competence? | |
| 3. | Challenges | To investigate the challenges 5. What challenges do you | 5 |
| | (The challenges | that face by the students in think you face in applying self- | |
| | of | implementing self-assessment. assessment to writing | |
| | implementation | 1. Usefulness for students competency? And how can you | |
| | of self- | 2. How self-assessment overcome these challenges? | |
| | assessment to | encouragement students | |
| | asses students' | their quality of writing | |
| | writing | 3. And how self- | |
| | competency) | assessment clearly | |
| | | showing what students | |
| | | is expected to students | |
| | | writing competence | |
| | | 4. Students' use of self- | |
| | | assessment | |

DIKSE

Appendix 3. Expert Judgement 1

EXPERT JUDGEMENT VALIDATION SHEET

For: Students' Perceptions on Self-Assessment of Writing Competency at Karya Wisata High School Questionnaire

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

| NO | Expert Response | | Suggestion |
|----|-----------------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | V | | |
| 2 | V | | |
| 3 | V | | |
| 4 | V | | |
| 5 | V | | |
| 6 | V | | |
| 7 | V | | |
| 8 | V | | |
| 9 | V | | |
| 10 | V | | |
| 11 | V | | |
| 12 | V | | |
| 13 | V | | |
| 14 | V | | |
| 15 | V | | |
| 16 | V | | |
| 17 | V | | |
| 18 | V | | |
| 19 | V | | |
| 20 | V | | |

Singaraja, 27 Oktober 2023

Detapunt

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

Appendix 4. Expert Judgement 2

EXPERT JUDGEMENT VALIDATION SHEET For: Students' Perceptions on Self-Assessment of Writing Competency at Karya Wisata High School Questionnaire Judge: A.A. Gede Yudha Paramartha, S.Pd.,M.PD Expert Response Suggestion Relevant Irrelevant 9 11 12 13 14 15 16 17 18 20 Singaraja, 27 Oktober 2023 A.A. Gede Yudha Paramartha, S.Pd., M.PD

Appendix 5 Results of the Validity of The Questionnaire Trial Using Excel

| Questionnaire Item | r | Remark |
|--------------------|-------|--------|
| Item 1 | 0.425 | Valid |
| Item 2 | 0.482 | Valid |
| Item 3 | 0.598 | Valid |
| Item 4 | 0.501 | Valid |
| Item 5 | 0.654 | Valid |
| Item 6 | 0.654 | Valid |
| Item 7 | 0.693 | Valid |
| Item 8 | 0.633 | Valid |
| Item 9 | 0.695 | Valid |
| Item 10 | 0.540 | Valid |
| Item 11 | 0.658 | Valid |
| Item 12 | 0.644 | Valid |
| Item 13 | 0.587 | Valid |
| Item 14 | 0.657 | Valid |
| Item 15 | 0.559 | Valid |
| Item 16 | 0.630 | Valid |
| Item 17 | 0.664 | Valid |
| Item 18 | 0.646 | Valid |
| Item 19 | 0.577 | Valid |
| Item 20 | 0.590 | Valid* |

Information:

If r>0.3= valid

If r<0.3= Invalid

| | | Item-Total St | atistics | |
|---------|---------------|-----------------|-------------------|------------------|
| | Scale Mean if | Scale Variance | Corrected Item- | Cronbach's Alpha |
| | Item Deleted | if Item Deleted | Total Correlation | if Item Deleted |
| Item_1 | 59.29 | 24.266 | .371 | .906 |
| Item_2 | 59.27 | 24.138 | .433 | .905 |
| Item_3 | 59.19 | 23.140 | .539 | .902 |
| Item_4 | 59.25 | 23.488 | .430 | .905 |
| Item_5 | 59.20 | 22.597 | .595 | .901 |
| Item_6 | 59.12 | 22.612 | .643 | .899 |
| Item_7 | 59.20 | 23.208 | .584 | .901 |
| Item_8 | 59.19 | 22.662 | .646 | .899 |
| Item_9 | 59.26 | 23.879 | .492 | .903 |
| Item_10 | 59.25 | 23.334 | .474 | .904 |
| Item_11 | 59.18 | 22.775 | .603 | .900 |
| Item_12 | 59.22 | 22.845 | .588 | .901 |
| Item_13 | 59.23 | 23.409 | .533 | .902 |
| Item_14 | 59.18 | 22.859 | .603 | .900 |
| Item_15 | 59.27 | 23.403 | .499 | .903 |
| Item_16 | 59.26 | 23.120 | .578 | .901 |
| Item_17 | 59.23 | 22.815 | .611 | .900 |
| Item_18 | 59.26 | 22.891 | .591 | .901 |
| ltem_19 | 59.32 | 23.025 | .510 | .903 |
| ltem_20 | 59.25 | 23.045 | .526 | .902 |

Appendix 6. The Results of Interview Analysis using Thematic Analysis

Transcript Data

S1

Q1: How do you think self-assessment can be useful for improving writing skills?

Answer: I think self-assessment in writing English is very useful for improving writing skills because in English, writing and pronunciation are different. Because of that, self-assessment of writing in English is very useful for us to increase our skills in writing English.

Q2: In your opinion, how can self-assessment boost your motivation to improve your writing competency?

Answer: In my opinion, I agree, because the use of self-assessment can realize the expectations that must be achieved in terms of English writing skills, such as when I know my weaknesses in writing, then correct them, I can write well and realize my hopes in English writing skills

Q3: How can using self-assessment help you realize the expectations you have to achieve in terms of writing ability?

Answer: In my opinion, self-assessment can help me assess my writing competence in English and from self-assessment I can also correct my writing.

Q4: In your opinion, how can self-assessment help you to assess your own writing competence?

Answer: In my opinion, self-assessment can spur motivation for me to improve my competence in writing English, because I am not yet perfect in writing English, therefore I am very motivated to improve my competence in writing English through self-assessment.

Q5: What challenges do you think you face in applying self-assessment to writing competency? And how can you overcome these challenges?

Answer: Without guidance, I worry about making mistakes and not realizing. I was afraid of getting criticized without knowing how to fix it. No one would tell me if I was doing something wrong. I worry about continuing to make the same mistakes.

S2

Q1: How do you think self-assessment can be useful for improving writing skills?

Answer: In my opinion, self-assessment is very useful for improving writing skills because we can see and assess how good our writing is before other people see it.

Q2: In your opinion, how can self-assessment boost your motivation to improve your writing competency?

Answer: Self-assessment can help us realize the hopes that we have to achieve by never feeling satisfied with the results of our writing, but we must continue to improve the results of our writing so that they match the hopes that we want to achieve.

Q3: How can using self-assessment help you realize the expectations you have to achieve in terms of writing ability?

Answer: Assessment can help us to improve our writing competence by assessing each piece of writing we have previously written and whether there has been any improvement in the writing we have written now.

Q4: In your opinion, how can self-assessment help you to assess your own writing competence?

Answer: In my opinion, self-assessment can stimulate my motivation to write because mistakes or shortcomings in our writing make us motivated to study harder to improve our writing skills.

Q5: What challenges do you think you face in applying self-assessment to writing competency? And how can you overcome these challenges?

Answer: The biggest challenge I face in implementing self-assessment in writing competence is when the results of the writing I produce are always lacking in my own eyes and the way I do this is by actively practicing writing, writing various things that I enjoy, which can help me to improve my writing results and makes me more satisfied with the results of the writing I create.

S3

Q1: How do you think self-assessment can be useful for improving writing skills?

Answer: In my opinion, self-assessment can be beneficial in enhancing writing competency by continuing to examine or improve oneself. For example, by developing self-confidence, we can see that self-assessment is not only influential but also very important in the ability to write something

Q2: In your opinion, how can self-assessment boost your motivation to improve your writing competency?

Answer: Self-assessment is very necessary for its use in realizing our hopes, this is because if we assess ourselves, we can see what strengths and weaknesses we have. And if we know all that, we can know what things and goals we can achieve or achieve in terms of writing ability.

Q3: How can using self-assessment help you realize the expectations you have to achieve in terms of writing ability?

Answer: Self-assessment can really help us in assessing our own writing competence. The reason is that if we successfully carry out our self-assessment, it can encourage us and make us confident in improving our own writing competence. So, we will get better at doing writing activities

Q4: In your opinion, how can self-assessment help you to assess your own writing competence?

Answer: In my opinion, self-assessment can increase my motivation which can usually encourage us to improve our writing competence because by using self-assessment we can find out mistakes in writing.

Q5: What challenges do you think you face in applying self-assessment to writing competency? And how can you overcome these challenges?

Answer: The challenge that I sometimes face in applying self-assessment in writing competitions is the doubt in myself that I can't do it and what if other people's opinions and my opinions are different which makes me not confident in myself.

S4

Q1: How do you think self-assessment can be useful for improving writing skills?

Answer: In my opinion, self-assessment can improve the ability to write because for me self-assessment is like being able to see our mistakes so we can improve our ability to write more.

Q2: In your opinion, how can self-assessment boost your motivation to improve your writing competency?

Answer: Using self-assessment can help me realize my hopes because I can see how I achieved something, so if it is not enough, it can be improved because in self-assessment what you are looking for is definitely a high score.

Q3: How can using self-assessment help you realize the expectations you have to achieve in terms of writing ability?

Answer: I think self-assessment can help me to assess my writing competence. We can compare my writing with others so we can use self-assessment to compare them

Q4: In your opinion, how can self-assessment help you to assess your own writing competence?

Answer: Self-assessment can encourage my motivation because I can see my mistakes and I can see my strengths so it can be a motivation for me to improve my writing competence.

Q5: What challenges do you think you face in applying self-assessment to writing competency? And how can you overcome these challenges?

Answer: There are quite a lot of challenges that I face in applying self-assessment to writing competence. The first is that I am more in the direction of okay, it's okay, like I don't place too much importance on the writing that I write. The second is that I sometimes worry about the writing that I write. The third is that I look at other people's writing more than we think. I really want to be like that. There's only one way to overcome this: we have to be enthusiastic about achieving what we want and we have to try our best and don't give up easily

S5

Q1: How do you think self-assessment can be useful for improving writing skills?

Answer: I think self-assessment is very useful for improving writing skills. Because with self-assessment we can find out the mistakes we made when writing and correct them.

Q2: In your opinion, how can self-assessment boost your motivation to improve your writing competency?

Answer: With self-assessment I will be able to have correct and precise writing so that it will be easier for me to read and interpret it and that is what really helps me in achieving my dreams

Q3: How can using self-assessment help you realize the expectations you have to achieve in terms of writing ability?

Answer: With self-assessment, I can find out my strengths and weaknesses in writing so that I can write correctly.

Q4: In your opinion, how can self-assessment help you to assess your own writing competence?

Answer: With self-assessment, I am aware that my writing is always wrong and always corrected by the teacher, making me motivated to have good and correct writing.

Q5: What challenges do you think you face in applying self-assessment to writing competency? And how can you overcome these challenges?

Answer: Sometimes it's hard to see mistakes or weaknesses in my own writing. I may have been too attached to the writing or lacked objectivity in evaluating it, and the lack of guidance on the use of self-assessment made me make mistakes without knowing what I should avoid.

RENDIDIA.

A. Structuring Code

| Dimension | Indicator | Code | Description |
|------------|---------------------------|--------------------------|---------------------------------------|
| The | Usefulness | Self-assessment is | From all respondents agree that self- |
| Quality of | (Usefulness for | useful to provide | assessment has a very important role |
| Self- | the students and | students with | in spurring motivation to improve |
| Assessment | t <mark>e</mark> achers). | opportunities for | competence in writing. They |
| | 4 | improve their abilities | revealed that through the self- |
| | | (S1/10/SMAKARWIS) | assessment process, especially by |
| | 77 | (S2/11/SMAKARWIS) | identifying errors or deficiencies in |
| | | | their writing, they felt motivated to |
| | | Self-assessment | study harder and improve their |
| | 7.7 | identifies mistakes they | writing skills. Respondents said that |
| | | made in writing | self-assessment can be a |
| | The same | competency. | motivational trigger because |
| | , | (S3/11/SMAKARWIS) | awareness of mistakes in writing can |
| | | (S4/10/SMAKARWIS) | encourage them to study more |
| | | (S5/11/SMAKARWIS) | diligently and correct these |
| | Encouragement | self-assessment helps | shortcomings. In fact, several |
| | (How self- | students to get some | respondents said that seeing |
| | assessment can | feedback that makes | strengths in their writing could also |
| | encourage the | them motivated to | be a motivation to continue |

| | students in | improve their quality of | improving their writing competence. |
|------------|------------------|---------------------------|--|
| | writing) | writing | In addition, there is awareness |
| | | (S1/10/SMAKARWIS) | expressed by students that the |
| | | (S2/11/SMAKARWIS) | teacher's correction of writing errors |
| | | (S3/11/SMAKARWIS) | can trigger motivation to have better |
| | | (S4/10/SMAKARWIS) | and more correct writing. Thus, self- |
| | | (S5/11/SMAKARWIS) | assessment is not only a reflection of |
| | Expectation | Self-assessment is not | mistakes, but also a positive |
| | (The expectation | only seen as an | encouragement to achieve a higher |
| | of the self- | evaluation tool, but also | level of writing competence. |
| | assessment for | to achieve goals and | |
| | increase | increase self- | A) |
| | students' | confidence in writing | 6 |
| - | writing) | abilities | |
| | | (S1/10/SMAKARWIS) | 32 7 |
| | 5 | (S2/11/SMAKARWIS) | |
| | | self-assessment also | |
| | | functions as an | |
| | | identification of the | |
| | 77 | goals that students want | |
| | | to achieve | |
| | 1 | (S3/11/SMAKARWIS) | |
| | | (S4/10/SMAKARWIS) | |
| | | (S5/11/SMAKARWIS) | |
| | Design . | | |
| The use of | The usefulness | self-assessment helps | |
| self- | of self- | students more easily | |
| assessment | assessment for | assess and see the | |
| in helping | the students | extent of their own | |
| students | | abilities in writing | |
| | | competency. | |
| | | (S1/10/SMAKARWIS) | |

| | | (S2/11/SMAKARWIS) | |
|--------------|--|--|--------------------------------------|
| | | (S3/11/SMAKARWIS) | |
| | | | |
| | | • self-assessment | |
| | | is also useful | |
| | | for students to | |
| | | see or measure | |
| | | the extent of | |
| | | their writing | |
| | | abilities | |
| | The state of the s | (S4/10/SMAKARWIS) | |
| | | (S5/11/SMAKARWIS) | At . |
| | | | 'C |
| - | | 7 24 | |
| The | The challenges | • still lack of guidance on | From the results of the student |
| Challenges | | the use of self- | interviews above, it can be |
| when | | assessment led them to | concluded that it turns out that |
| implementi | | make mistakes without | students also face challenges when |
| ng the self- | | knowing. | using self-assessment, such as self- |
| assessment | 77 | (S1/10/SMAKARWIS) | assessment is often inaccurate with |
| | | Self-doubt and | the results of student projects, so |
| | | differences of opinion | students often feel worried about |
| | | (S3/11/SMAKARWIS) | making them. they. mistakes without |
| | | Still too attached or | realizing it. This is what makes |
| | Section 1 | subjective to the | students feel hesitant to use self- |
| | | writing being assessed | assessment in the future, therefore |
| | | (S5/10/SMAKARWIS) | some students say that they need a |
| | | Lack of assessment | guide that they can use to see the |
| | | criteria | mistakes they made. |
| | | (S1/10/SMAKARWIS) | |
| | | (S2/11/SMAKARWIS) | |
| | | • Less confident after | |

| compare with other | |
|--------------------|--|
| students' work | |
| (S3/11/SMAKARWIS) | |
| | |
| | |

B. Determining Themes

From the transcript and coding stages that have been done, several themes were found to be used, namely:

- a. Self-assessment is useful to provide students with opportunities for improve their abilities.
- b. Self-assessment identifies mistakes they made in writing competency.
- c. Self-assessment helps students get some feedback that makes them motivated to improve their quality of writing.
- d. Self-assessment helps to achieve goals and increase selfconfidence in writing abilities.
- e. Self-assessment also functions as an identification of the goals that students want to achieve.
- f. Self-assessment helps students more easily assess and see the extent of their own abilities in writing competency.
- g. Self-assessment is also useful for students to see or measure the extent of their writing abilities.
- h. Lack of guidance on the use of self-assessment.
- i. Self-doubt and differences of opinion.
- j. Still too attached or subjective to the writing being assessed.
- k. Lack of assessment criteria.
- 1. Less confident after comparing with other students' work.