Students' Perception and Challenges on the Use of Self-Assessment in English Writing Competence at Junior High School

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A B S T R A K

Guru mengalami kekhawatiran mengenai kurang konsistennya pelaksanaan dan tidak adanya pedoman yang jelas dalam perencanaan pembelajaran, termasuk permasalahan dalam pengembangan bahan ajar bagi guru. Oleh karena itu, guru berpendapat bahwa penerapan self-assessment memiliki berbagai tantangan. Salah satunya adalah tantangan yang datang dari mahasiswa. Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap penggunaan self-assessment untuk meningkatkan kompetensi menulis di SMP. Penelitian ini melibatkan siswa dari kelas 7 dan 8 untuk mengidentifikasi pandangan mereka terhadap penggunaan penilaian diri dan tantangan yang mereka hadapi. Metode penelitian menggunakan survei dengan pendekatan kualitatif. Data dikumpulkan melalui survei dan wawancara dan dianalisis menggunakan metode analisis tematik. Hasil penelitian menunjukkan bahwa siswa cenderung mempunyai persepsi positif terhadap penerapan self-assessment, siswa menjadi lebih percaya diri dalam merancang tulisan, dan memotivasi siswa untuk meningkatkan kualitas tulisannya dengan kesadaran diri sehingga akan memenuhi harapan siswa dalam menulis. menulis sehingga memudahkan siswa dalam menentukan strategi pembelajaran berkelanjutan dan dapat meningkatkan keterampilan menulis siswa. Namun terdapat beberapa tantangan yang teridentifikasi seperti siswa masih merasa bingung dalam menilai tulisannya, kurangnya pemahaman terhadap kriteria penilaian, dan ketakutan siswa terhadap kritik dan penilaian diri yang negatif.

A B S T R A C T

Teachers experience concerns regarding the lack of consistency in implementation and the absence of clear guidelines in lesson planning, including problems in developing teaching materials for teachers. Therefore, teachers think that implementing self-assessment has various challenges. One of them is the challenge that comes from students. This study aims to analyze students' perceptions of using self-assessment to improve writing competence at Junior High School. The study involved students from grades 7 and 8 to identify their views towards the use of self-assessment and the challenges they face. The research method used a survey with a qualitative approach. Data were collected through surveys and interviews and analyzed using the thematic analysis method. The results showed that students tend to have a positive perception of the application of self-assessment, students become more confident in designing writing, and motivated students to improve the quality of their writing with self-awareness so that it will meet students' expectations in writing so that it makes it easier for students to determine sustainable learning strategies and can improve students' writing skills. However, there are some challenges identified such as students still feeling confused in assessing their writing, lack of understanding of the assessment criteria, and students' fear of criticism and negative self-evaluation.

1. INTRODUCTION

Educational mobility in the 21st century is the concept that education should be more accessible, flexible, and continuous throughout life. It reflects a response to dynamic changes in society and technology. Educational mobility is closely related to curriculum change, especially in the context of 21st-century education. In Indonesia, the transition from the 2013 curriculum to the Emancipated curriculum reflects a transformation in the way learning and assessment are approached. The emancipated curriculum is a simplification of the 2013 curriculum (Al Shammari, 2021; Supriyatin et al., 2020). This curriculum transition affects the student assessment process where the learning approach plays a significant role. Therefore, this concept changes the role of assessment in the learning process, making it a tool that not only measures learning outcomes (assessment of learning) but also supports active student learning (assessment as learning). Consequently, students are not only assessed by teachers based on the material they have learned but they are also actively involved in evaluating and reflecting on their learning process (Lestari et al., 2023; Uleanya, 2022). According to the Assessment and Learning Guidelines from the Ministry of Education, Culture, Research, and Technology, learning in the new paradigm places students as

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the primary focus, providing freedom to educators to design learning and assessments that align with the needs and characteristics of the students (Lozano-Peña et al., 2021). In this context, assessment is integrated in the learning process, where students are required to actively take part in their self-assessment to help students develop their understanding and take ownership of their learning (Haatainen & Aksela, 2021; Rojahn et al., 2007).

Self-assessment is a key aspect of learning, as it gives students control over their progress, identifies areas of improvement, and develops problem-solving skills. Furthermore, according to previous study self-assessment can have a positive impact on students by increasing awareness, assisting in decision-making, and improving goal orientation and student motivation (Ahmad, 2020; Fatimah & Santiana, 2017). By conducting self-assessment, students can indirectly take over the control of learning, as an important factor in motivation and achievement. This process allows students to assess the quality of their work, identify their strengths and weaknesses, and actively participate in authentic assessment, helping to shape self-understanding and improve the quality of learning (Jiwandani et al., 2021; Suciati et al., 2020). Therefore, self-assessment is not just a routine, but also an important tool to develop students' self-understanding and improve the quality of learning.

The role of self-assessment becomes significant because the focus of learning centered on the concept of self-directed learning shifts from the role of the teacher to the role of the student (Bystrova, 2020; Fatimah & Santiana, 2017). However, there are several challenges in implementing self-assessment faced by teachers. According to other study these challenges are categorized into challenges of digital technology, challenges in developing students' higher-order thinking skills, challenges of integrating self-assessment with the curriculum, challenges of assessment standards, and finally, challenges related to providing feedback (Wijayanti et al., 2023). The use of self-assessment can provide benefits in learning, but it also poses several challenges for teachers.

In self-assessment, there are various skills that can be developed by students, and one of the important ones includes students' writing ability, where the assessment focus can be placed on writing skill development. The Graduation Competency Standards regulated in the Regulation of the Minister of National Education Number 5 Year 2022 for early childhood education, primary education, and secondary education levels mention the expected learning competencies for writing for junior high school students, which include the ability to engage in various types of writing activities to convey thoughts, feelings, and information in written form such as simple essays, instructions, letters, announcements, dialogues, forms, speech texts, reports, summaries, as well as writing experiences and thoughts with simple concepts (Bystrova, 2020; Fatimah & Santiana, 2017).

Previous study states that writing involves the entire brain, both the emotional (right brain) and logical (left brain) parts, so when writing, both hemispheres work optimally (Bystrova, 2020). Writing is a complex skill, and to master it, students need more than just instruction from teachers they need to be active agents in their own writing learning process. Because the ability to write requires students to compose thoughts, organize ideas, and convey messages in writing. This process requires deep reflection on how they think and organize ideas (Prasetya, 2021; Ramandanu, 2019). This is a significant difference compared to reading or listening skills which tend to focus on oral or interpretive comprehension. According to previous study writing is a purposeful act of thinking towards a specific goal (Graham et al., 2013). It involves skillful management of the writing environment and is constrained by elements such as the writing topic, the writer's intention, and the necessary knowledge and skills. In facing challenges when implementing self-assessment, improving writing skills can be a solution to address these challenges. Writing can assist students in developing higher-level skills and alleviate the burden on teachers in conducting assessments.

The writing skills of junior high school students are crucial to be further examined as they can have an impact on their future educational levels, as seen in research on writing skill instruction at the high school level (Al Shammari, 2021; Fatimah & Santiana, 2017). This result is reflected in their average score which is still below the set graduation standard. The majority of students face difficulties in developing ideas, applying correct grammatical structures, and expanding their vocabulary. In addition, the organization of ideas in their writing often does not follow the correct chronological order. Because writing is a complex skill. Therefore, they need to understand and master the skills in the writing process, such as the ability to choose the correct language or writing structure (Fatimah & Santiana, 2017; Priyastuti, M. T., 2020). Those who have the ability and can choose the appropriate language structure can think, feel, and do what they want to do. Thus, students need to be aware of their writing and develop their abilities in the writing process, so there is a need for innovative approaches to help students produce better writing, one of which is by implementing self-assessment.

Nowadays, self-assessment has been implemented based on Emancipated curriculum guidelines. Several studies explore the use of self-assessment according to teacher perceptions, where teachers have a positive view of the use of self-assessment in students' writing competencies (Adiguna et al., 2023; Takrouni & Assalahi, 2022). Teachers think that self-assessment is an effective tool to encourage self-reflection, feedback, development of writing ideas, and strengthen students' confidence and independence in writing. They also see self-assessment as a means to identify students' strengths and weaknesses in writing competence. Then further research conducted by previous study reported that teachers have implemented self-assessment in their subjects through online questionnaires but not all teachers teach how to do self-assessment (Mäkipää, 2021).

Based on preliminary observations made by researchers at the Junior High School Laboratory Undiksha, Singaraja. It is known that the English teacher at the school has implemented self-assessment of grade 7 and grade 8 students in the learning process which applies the Emancipated curriculum, especially in assessing student writing. Meanwhile, grade 9 is still implementing the 2013 curriculum. However, there is limited time to conduct self-assessment so that self-assessment of students is only carried out at the end of the lesson (not throughout the learning process).

For teachers, this self-assessment is felt to have a positive impact on students. However, in the implementation process, there are still some obstacles faced. For example, there are still students who are not responsive in the implementation of self-assessment. This is in line with what is revealed although teachers have a positive view of self-assessment in the student writing process, integrating self-assessment in teaching writing is considered too complex because it is influenced by various factors, one of which is curriculum design (Takrouni & Assalahi, 2022). This is in line with the opinion of whose study found not all teachers hold a positive view; some harbor a skeptical perception towards the Emancipated curriculum (Athifah Muzharifah et al., 2023).

They express concerns regarding the lack of consistency in implementation and the absence of clear guidelines in lesson planning, including issues in developing teaching materials for teachers. Therefore, teachers assume that implementing self-assessment has various challenges. One of them is the challenge that comes from students. Therefore, the researcher wanted to analyze how students perceive the use of self-assessment in assessing their writing competence and the challenges they face in conducting self-assessment. The novelty of this study is focus on students' perception and challenges on self-assessment.

2. METHOD

The design used in this research was survey research design. Survey research is a process of collecting information from a group of individuals through their responses or answers to a series of questions (Bolanakis, 2019). In this study, a qualitative research approach was employed to gain a deeper understanding of the phenomena under investigation. This approach allows for the collection of rich, detailed data through the use of open-ended questions, which enable respondents to provide more nuanced and comprehensive responses. To complement the qualitative data, a 4-point Likert scale was also incorporated, facilitating the quantification of attitudes and perceptions. This mixed-methods strategy ensures a more holistic view by capturing both qualitative insights and quantitative measurements, thereby enhancing the robustness and validity of the findings. By leveraging these combined methodologies, the research aims to offer a well-rounded perspective that is both descriptive and analytical.

This research was conducted at the junior high school level, namely SMP Laboratory Undiksha, especially for students. In this study, the sample used is students who have or are implementing self-assessment in writing skills and implementing an Emancipated curriculum where in this case grade 7 and grade 8 students at Junior High School Laboratory Undiksha meet these criteria. Grade 9 does not fulfill the criteria because it still applies the 2013 curriculum in the learning process.

In the analysis of the collected questionnaire data, Excel was employed to calculate the median of responses, which facilitated the identification of prevailing trends in students' perceptions. This quantitative approach provided an initial overview of the central tendencies within the data. Following this, a thematic analysis was conducted to interpret the data more deeply. Thematic analysis involved examining and categorizing the responses based on recurring themes and patterns, particularly focusing on the indicators highlighted in the questionnaires. To enrich the analysis, results from open-ended questions and interviews were compared with the quantitative findings. This comparative approach allowed for a comprehensive understanding of students' perceptions by integrating both numerical data and qualitative insights, thus providing a nuanced perspective on the research topic.

3. RESULT AND DISCUSSION

Result
Students' Perception of Self-Assessment in Writing Competence

This study aims to explore students' views on self-assessment in their writing skills, as well as to identify barriers or challenges that arise when they apply it. From the questionnaires that have been given to respondents at Undiksha Laboratory Junior High School consisting of grades 7 and 8 with a total of 93 students. The results of the questionnaire are used to describe the perceptions of English language students towards the use of self-assessment in writing competence. The results of the questionnaire data can be seen in Figure 1.
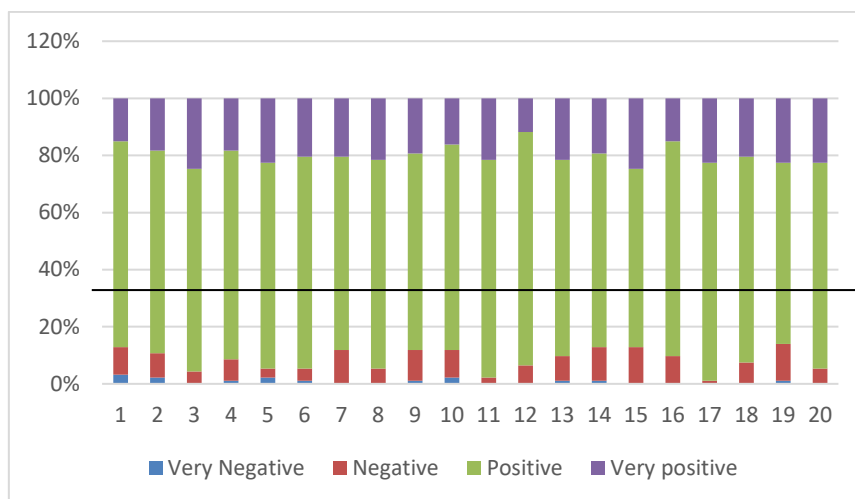
Figure 1. The Results of the Questionnaire Data

This research explores two dimensions, the first of which is the quality of the self-assessment which is determined by a number of indicators, including its usefulness to students, its ability to encourage them to revise their work, and clearly indicating what is expected of them. In addition, students' use of self-assessment reflects how students can use self-assessment as a tool to help them assess their writing competence. This process involves students' self-understanding of the quality of their writing, their ability to revise their work, and a clear understanding of their expectations. From the Chart above, it can be seen that the results of students' perceptions of assessment in writing competence tend to be positive. From the data, the median value is 50%, which confidently interprets that students perceive self-assessment in writing skills positively. By looking at the median value of the data, this provides a more representative picture of students' responses to the application of self-assessment in writing competencies.

Self-assessment provides many uses for students. Which was deepened by Open-ended question and interviews with several students who confirmed that they felt the usefulness of self-assessment. Students can assess or reflect on themselves, especially in assessing their writing skills. They can better understand their strengths and weaknesses in writing through self-assessment. Self-assessment can empower students to engage in critical self-reflection, identify errors in writing, and improve their overall writing competence effectively. In addition, students are also facilitated in coming up with ideas when they write, and help them design their writing according to the ideas they find. The students' perception also self-assessment serves as a facilitator for idea generation, acting as a catalyst for their creative expression. In this context, students perceive self-assessment as a tool to facilitate students in finding relevant and diverse ideas when they are in the writing process, the ability to "bring out creativity" indicates self-assessment plays an important role in exploring students' creative potential in conveying their thoughts in writing, so self-assessment is not only a practical guide in finding ideas for students when writing. The students' acknowledgment also indicates that self-assessment not only makes it easier for them to find ideas in writing but also helps them organize and design their writing more effectively. It also underlines that self-assessment guides students to identify and define the content of their writing so that they can create a more structured framework or plan for their writing.

Other than that Self-assessment also motivates students to develop their competence in writing. Students can identify their strengths and weaknesses in the writing process when applying self-assessment. This in-depth understanding can provide encouragement to be motivated to overcome and improve aspects that still need to be developed in their writing skills, besides that students also relate the reading activities they do as one of the references that can stimulate their motivation in writing. However, some students do not like writing but are motivated to determine their learning strategies through self-assessment. not all students have a high interest in writing, but self-assessment can also encourage students to be motivated to determine appropriate learning strategies. Self-assessment is also not only useful for students who have an intriguing interest in writing, but self-assessment can be an effective tool to motivate and guide those who initially have no interest to become motivated to develop their writing skills more effectively. Students also perceived that they could be motivated to continuously strive to improve the quality of their writing and achieve their expected goals. This indicates that through the self-assessment process, students not only identify areas of improvement, but also use the information as an incentive to achieve higher standards in their writing skills.

Self-assessment also helps students to improve the quality of their writing with their awareness that they understand where their weaknesses are that must be improved, especially in their writing competence. With the

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awareness of the strengths and weaknesses in their writing ability, students can more effectively improve the aspects that need to be improved, especially those related to writing competence. With the awareness of these weaknesses, students can follow the stages of writing better and make efforts to develop their writing skills. In addition, self-assessment also allows students to seek additional information from other sources, such as more expert people or through the internet, to adjust the knowledge they gain with their writing skills. This allows them to evaluate the extent to which their writing skills have developed and improve their writing competence based on that realization. Thus, self-assessment not only raises self-awareness of strengths and weaknesses but also becomes the foundation for the improvement and development of students' writing skills.

Self-assessment serves as a pivotal tool, aiding students in surpassing their writing expectations by fostering a deeper understanding of their strengths and areas needing improvement. By implementing self-assessment, students feel more able to identify and evaluate the strengths and weaknesses in their writing. This deeper understanding of their writing ability enables them to go beyond the set expectations. Therefore, self-assessment not only helps them recognize aspects that need improvement in their written work but also facilitates the development of their overall writing ability, so that they can meet or even exceed the teacher's expectations in any given writing assignment. self-assessment not only helped them fulfil teachers' expectations, but also enabled them to achieve their personal expectations to be more independent in their writing. By being directly involved in the assessment process, students feel encouraged to seek information on how to write well, correct any flaws they find in their written work, and improve the overall quality of their writing. Thus, self-assessment is not only a tool to fulfil external expectations, but also a driver for students to achieve their personal expectations and hopes in developing their writing skills and improving the quality of their writing. self-assessment can be a tool for students to achieve their personal goals where by self-assessment students can understand their personal abilities and can achieve a better level of writing skills. Students believe that by understanding their own abilities, they can study harder towards achieving better writing so that this includes students' efforts to become better writers and indirectly improve their ability in English.

Lastly, self-assessment can be a guide for students because they can adjust the method or strategy in writing according to the learning style of each student. with self-assessment students are able to adjust their learning strategies according to the needs of each individual, students can actively seek methods or strategies that are suitable for their learning style. Thus, self-assessment has an important role in guiding students to develop their competence in writing. self-assessment they are able to show their strengths in the form of their perseverance and resilience in facing challenges, and vice versa they explore their weaknesses such as taking longer to write.

The Challenges Face by the Students When Implementing the Self-Assessment in Writing Competence

From students' positive perceptions of the implementation of self-assessment, students also feel challenges when implementing self-assessment, especially in writing competence. Students feel less confident when assessing the quality of their writing, students often doubt whether the assessment they do is by the objective standards that have been set or not. These challenges may create a sense of discomfort and apprehension among students, which may hinder the self-assessment process. This requires efforts to increase student confidence, one of which is given clearer guidance on assessment criteria so that students feel more effective and confident in evaluating. students who have negative perceptions have the same challenges as students who have positive perceptions. Students stated that they lacked confidence in assessing the quality of their writing so they considered self-assessment less useful for students. This also indicates that students may have difficulties or lack of skills in using self-assessment self-tools to improve their writing ability. Through clearer guidance and additional learning, students who initially feel less confident can be more confident and skilled in using self-assessment as a tool to improve the quality of their writing.

Then the next challenge that students feel is the lack of understanding of the assessment criteria influences students to conduct self-assessments regarding their writing ability. This is a challenge for students as they struggle to understand the parameters that should be used to assess the quality of their writing. This lack of understanding leads to judgments that are not objective and consistent. some students lacked an understanding of the assessment criteria that covered certain aspects such as writing structure. This lack of understanding creates subjective and inconsistent assessments that result in students tending to interpret the assessment criteria and additional practice so that students understand well the aspects that should be assessed in their writing.

Lastly, the challenges that need to be addressed are the fear of criticism and negative self-evaluation is a profound aspect of the student experience. Students often worry that judgments about the quality of their writing or performance may result in adverse criticism and lower their self-confidence. The urge to self-evaluate is hampered by the fear of a negative view, resulting in them tending to hold back in objectively assessing their abilities. the fear of criticism and negative self-evaluation is a profound aspect of students' experiences. They felt uncertain in assessing their writing for fear that the judgment might be too good or too bad, to the detriment of their confidence. The fear of negative comments from classmates or teachers is also a factor that deepens students' anxiety about writing. Students are afraid of getting comments that make them feel inferior, which can affect their

level of confidence in expressing ideas in their writing. This leads to students' lack of courage to experiment or take risks in composing their writing for fear of negative responses. Therefore, understanding and addressing these concerns and uncertainties is important to create an environment that supports and motivates students in developing their writing skills.

Discussion

The findings show that students at Junior High School Laboratory Undiksha have a positive perception regarding the use of self-assessment on students' writing competence. They agree that self-assessment plays an important role in the development of English writing skills. Based on the findings in the form of a graph analysed using Excel, it shows that students tend to agree where the median of the data is 50%. Then the interview results show that the respondents still have some challenges when students apply self-assessment in writing competence. The next part will delve into a comprehensive discussion of the questionnaire results and interview findings within the context of relevant theories.

Firstly, students have a positive perception towards the use of self-assessment which is in line with expert views, as expressed by previous study that highlighted that the self-assessment process allows students to develop self-awareness in analyzing the understanding of their writing (Mahapoonyanont, 2020). Students' positive responses to self-assessment based on the findings above reflect that allowing them to evaluate their work actively contributes to this process of developing self-awareness. In addition, students who feel confident through self-assessment can better understand their level of learning and focus on areas that need improvement, along with planning strategies for better writing development. In addition, self-assessment also makes it easier for students to find ideas and bring out their creativity in writing. This self-assessment process allows students to reflect on their work and can encompass creative thinking and assist in the ideation process. When students have the opportunity to assess themselves, it will create an environment that supports the exploration of ideas and creative expression in their writing. This is in line with research conducted which states that self-assessment can support students in producing more structured writing, help students become thorough, critical, and thoughtful writers, and make it easier for students to incorporate interesting ideas in their writing (Florensio Wijaya, 2023). Students can also design writing more easily through the ideas included in their writing where they can pay attention to the use of tense, and paragraph writing structure, creating coherent and cohesive paragraphs (Fatimah & Santiana, 2017; Kim et al., 2021). From the results of the study, it can be stated that self-assessment has great benefits for students to improve their writing competence.

Second, the findings state that self-assessment can motivate students to improve their writing quality. Through the application of self-assessment, it can help students to be motivated to improve their shortcomings. In addition, deeper understanding through reading also plays a role as inspiration for writing, showing that self-assessment can spur creativity and lead to the development of writing competence. According to previous study self-assessment can increase students' desire to learn and contribute to improving students' writing and reading skills, so self-assessment not only affects developing of writing skills but also affects students' intrinsic motivation during learning (Liu & Brantmeier, 2019). In addition, involving students directly in assessment practices also has a positive effect on student motivation where students are also motivated to practice writing more (Al Shammari, 2021; Dudu & Vhurumuku, 2012). Thus, students are encouraged to determine their learning strategies to improve their writing skills. Students also feel self-motivation where students will continue to strive to achieve better goals in their writing skills. Students may also use the results of self-assessment to identify areas that are lacking in their writing and set higher targets or goals in writing. According to previous study states that students who are motivated to learn something use higher cognitive processes in learning it will be motivated to do something can appear in themselves in many ways to achieve it (Filgona et al., 2020). This can be a personality trait or a stable long-term interest in doing something. Therefore, with self-motivation, students can achieve better writing targets or goals by applying self-assessment regularly.

Third, self-assessment is crucial in helping students improve their writing quality by increasing self-awareness. The application of self-assessment is one of the foundations for students to give them an overview of their strengths and weaknesses in writing. Self-assessment allows students to see their previous results as a benchmark to develop their writing better, so it will make students accustomed to building self-awareness of their writing abilities. This is reflected in students' ability to clearly describe their strengths and weaknesses in writing. This finding is in line with research conducted which shows that students are aware of the weaknesses, strengths, and mistakes in their writing and they try to correct the mistakes they make so that their writing is better than before (Ni'ma et al., 2019). Students can seek additional information or knowledge from external sources to improve students' shortcomings in writing, where the process of self-awareness by thinking about oneself involves a thinking process that includes reflection, contemplation, metacognition and attention (Bystrova, 2020; Fatimah & Santiana, 2017). This shows that students have self-awareness not only to understand their internal abilities but also to integrate external knowledge to enrich and improve writing skills. According to previous study this implies

that self-assessment is one of the methods to improve students' writing skills that has been proven effective (Alturise, 2020; Zheng et al., 2017).

Fourth, students' use of self-assessment when writing can be considered an important tool to achieve expectations in writing. This is supported by the responses of respondents who stated that self-assessment helped students become more confident in writing and improve the quality of their writing. Students who can use self-assessment well feel able to improve their shortcomings and meet the expectations of quality writing than before. They can also demonstrate their ability to write according to the tasks given by the teacher, which confirms that self-assessment helps them meet these expectations. In line with research conducted by previous study it is stated that the practice of applying self-assessment and self-regulated learning can increase students' interest and motivation when leading themselves to be able to create good writing (Vasileiadou & Karadimitriou, 2021). In this way, students can develop their self-efficacy higher and improve their writing skills to achieve their satisfaction and can describe what they have achieved in writing. In addition, self-assessment can help students to achieve their expectations to meet their personal goals, especially in writing competence. Goal setting is an important component of self-regulation and behavior modification (Locke & Latham, 2019; Schippers et al., 2020). Previous study emphasized that achieving certain goals can have a positive impact on one's general abilities. In this case, improved writing ability is expected to have a positive impact on overall English fluency (Effendi, 2016; Suparman, 2016).

Fifth, self-assessment can be a method that can help students to identify learning strategies that suit their needs. According to previous study the use of strategies in academic contexts can be a strong indicator or marker of the extent to which a person can achieve success in their academic performance (Al-Ahdal & Abduh, 2021). Through self-assessment, students can determine their learning strategies to achieve success in writing which can be characterized by an increase in the quality of student writing. Other study stated that self-assessment can provide an assessment of the effort, understanding and strategies used by students on a task (Paris et al., 2001). Through self-assessment students can also find specific information that can improve the quality of their writing, such as punctuation, ideas and other aspects. This shows that self-assessment does not only focus on the final evaluation of writing but gives students the space to explore and adjust writing strategies according to their preferences. In practice, self-assessment can be one of the learning strategies for students, where students can reflect on their writing and can be an alternative assessment for summative purposes (H. Andrade & du, 2007; H. L. Andrade, 2019; Yan, 2020). Students also become more proactive and independent in identifying areas for improvement and can adopt methods that suit their needs.

Behind the advantages that students feel regarding the application of self-assessment in improving their writing competence, students also have several challenges they face when implementing self-assessment where students feel less confident in assessing their writing, giving rise to feelings of worry because students feel afraid of making mistakes, doubts. regarding the appropriateness of their assessment as well as concerns regarding understanding and fulfilling the specified criteria. Previous study stated that a person's inability to assess themselves is considered a lost opportunity for improvement (Rahmah & Muslim, 2019). As stated by other study when students are given the task of writing in a language, students tend to feel afraid of making mistakes such as errors in grammar and vocabulary used (Shang, 2016).

Overall, it can be seen that self-assessment is a tool that can provide effective benefits in writing competence, where self-assessment can provide an in-depth understanding of students' strengths and weaknesses in writing so that students can improve weak areas in their writing. The results showed that, when students applied self-assessment, they felt an increase in confidence in writing, allowing students to identify weaknesses and correct errors in their writing. However, there are still challenges that some students face, such as a lack of confidence, understanding the assessment criteria, and fear of criticism, which require special attention. To optimize the benefits of self-assessment, efforts need to be made to build students' confidence, provide clear guidance on assessment criteria, and create an environment that supports acceptance of constructive criticism. With this holistic approach, self-assessment can be an effective instrument in developing students' writing skills.

4. CONCLUSION

Based on the findings of this study, it prove that students at Junior High School Laboratory Undiksha have a positive perception regarding the application of self-assessment in improving students' writing competence. This study identifies the benefits as well as challenges faced by students to empower students to develop their writing skills. The results showed that by implementing self-assessment students can understand how their strengths and weaknesses in writing, stimulate self-confidence, and motivate students to improve their shortcomings based on their self-awareness in fulfilling their expectations in writing. However, behind the benefits of self-assessment, students also often experience challenges when applying it, including students lacking the confidence to be able to assess their writing objectively, then students lack of understanding of the criteria or

aspects of writing that must be assessed and students feel afraid if they evaluate themselves negatively because it makes students less confident.

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