

CHAPTER I

INTRODUCTION

Chapter one as an introduction covers description of the research background. It consists of Rationale, Research Questions, Research Objectives, Research Scope, and Research Significance.

1.1 Rationale

Writing is the ability to convey ideas, thoughts, or messages in the written form. It is used as a way to communicate with readers using structured and meaningful words. That's why, writing is one of the most challenging skills for students of English as a Foreign Language (EFL). Fachrunnisa et al. (2024) emphasize that writing is not only important for communication, but also for improving creativity, critical thinking, and academic achievement. Despite its importance, many EFL students still face difficulties in improving their writing proficiency, such as the use of grammar and limited vocabulary. Zhang et al. (2022) add that these kinds of challenges often caused by limited practice, insufficient feedback from the environment, and struggles with evaluating their own work effectively. Therefore, to address these issues, effective strategies are needed, so that the EFL students can enhance their writing performance.

Self-assessment is one of the strategies that has shown great potential in English language education. It is a process that can be done by the students to evaluate their own work to identify its strengths and weaknesses without relying on the teacher or others influences. Yan et al. (2023) states that self-assessment allows students to reflect on their work, identify areas for improvement, and set goals to enhance their learning outcomes. This process requires students' active participation in the learning process as they do their work and evaluate it themselves, so they have to take responsibility for their progress.

There are several studies that relate to this study. First, a study by Takrouni & Assalahi (2022), the purpose of this study is to explore the EFL teachers' perceptions on the implementation of student self-assessment into teaching academic writing at Saudi University. The teachers' perceptions were gathered

using questionnaires, and also open-ended questions to explore the teachers' experience and challenges related to the implementation of self-assessment itself. The findings showed that the teachers generally had positive perceptions toward self-assessment and its benefits for student learning. However, the study also revealed that the teachers faced several challenges and felt unprepared to effectively implement self-assessment into their teaching in writing. The similarity of this study is in the discussion about self-assessment in writing context. The differences are this study used teachers' perceptions as its data, the methods that were used, and the object that used teachers in Saudi University.

Second, another study by Amellia et al. (2023), investigated the effectiveness of self-assessment through recount texts in improving writing skills among 36 twelfth-grade language students at SMA N 1 Tahunan. This pre-experimental quantitative study employed pre-tests, post-tests, and questionnaires to measure changes in students' writing abilities. The results, analyzed using SPSS 22, showed significant improvement in students' writing scores after the implementation of self-assessment. While the findings indicated the strategy was quite effective, some students did not fully benefit, suggesting the need for enhanced implementation and training in self-assessment practices. The similarity of this study is in the discussion about self-assessment in writing context. The differences are in the methodology and the subjects.

Third, a study that was conducted by Abdelaziz (2024), that examined the perceptions of Egyptian EFL teachers and adult learners regarding self-assessment as a learning tool in adult writing classes at a private language institution in Cairo. This mixed-methods study collected data through questionnaires and interviews involving 40 teachers and 40 adult learners. Quantitative and qualitative findings revealed that both groups held positive perceptions of self-assessment, recognizing its role in enhancing learner autonomy and writing awareness. However, challenges such as insufficient training, learner resistance, and unclear criteria were identified. The study emphasized the need for standardized self-assessment practices and targeted training to support successful implementation in adult EFL contexts. The similarity of this study is the discussion about self-assessment in writing context.

The differences are that this study focused more on teachers and learners' perceptions, and also different in methodology.

While previous studies have provided valuable insights into self-assessment in EFL contexts, covering its impact on various language skills such as speaking, writing, and grammar, as well as its influence on motivation, self-efficacy, and confidence, there remains a lack of a comprehensive review specifically focused on the implementation of self-assessment in EFL writing especially in the current period of time. Therefore, this research addresses that gap by conducting a Systematic Literature Review (SLR) that focuses on the effectiveness of self-assessment in improving EFL students' writing performance and identifies the challenges students face during the process. The findings are expected to contribute to a deeper understanding of how self-assessment supports writing development and to provide practical implications for enhancing its implementation in EFL writing classrooms.

1.2 Research Questions

Based on the rationale explanation above, the research questions are as follow:

1. Is self-assessment effective in improving EFL students' writing performance?
2. What are the challenges faced by EFL students during self-assessment of writing?

1.3 Research Objectives

Based on the research questions above, this research has the following objectives:

1. To explore the effectiveness of self-assessment in improving EFL students' writing performance.
2. To investigate the challenges faced by EFL students during self-assessment of writing.

1.4 Research Scope

This Systematic Literature Review (SLR) focuses on studies published from 2021 until 2025 that examine self-assessment practices among EFL students in writing contexts. All selected studies are sourced from Google Scholar to ensure a wide range of accessible academic literatures. The review covers various educational settings, from secondary to higher education. It analyzes both quantitative, qualitative, and mixed-method studies to understand the effectiveness of self-assessment on writing performance and the challenges faced by the students.

1.5 Research Significance

This research holds significant value both theoretically and practically in the field of EFL education.

1. Theoretical

This study contributes to the theoretical development of self-assessment in EFL writing by systematically synthesizing findings from multiple studies. It strengthens the theoretical foundation of Self-Regulated Learning by Zimmerman (2000) by highlighting how self-assessment fosters cognitive, metacognitive, and motivational strategies in EFL writing contexts. Furthermore, this review identifies gaps in the current literature and informs the area that still needs to be improved. The findings are anticipated to contribute to the development of better theories about self-assessment and writing in EFL classrooms. A more detailed explanation of the underlying theory is discussed in Chapter 2.

2. Practical

This research provides useful insights for students, educators, and researchers. It helps to identify effective practices in EFL writing contexts, leading to improved student proficiency and self-learning. Educators can use this research to develop better teaching and assessment strategies that can enhance students' engagement and achievement in writing. For the researcher, this research serves as a source of information in doing research related to self-assessment in writing.

3. Methodological

Methodologically, this study demonstrates the value of using the Systematic Literature Review (SLR) method in synthesizing research on self-assessment in EFL writing. It offers a transparent and replicable process for identifying, evaluating, and analyzing peer-reviewed studies. The use of established guidelines (PRISMA) enhances the rigor and credibility of the research process. Additionally, the study identifies methodological trends, strengths, and weaknesses in the existing body of literature, offering direction for future research.

1.6 Clarification of Key Terms

To avoid confusion and ensure a clear understanding of this research, it is important to explain the main terms used in this study. The following definitions provide simple explanations based on how each term is understood and applied in the context of this research:

1. Systematic Literature Review (SLR): According to Page et al. (2021), Systematic Literature Review is a method used in research that involves identifying, evaluating, and synthesizing findings from multiple studies to address specific research questions.
2. Self-Assessment: In this study, self-assessment means the process where students review and evaluate their own writing. Takrouni & Assalahi (2022) state that the students reflect on what they did well, recognize areas that need improvement, and decide what actions they can take to write better, all based on certain guidelines or criteria.
3. EFL Students: Zhang et al. (2022) explain that English as a Foreign Language (EFL) students are learners who study English in a country or environment where English is not used as the main language in daily life. These students usually learn English in a classroom setting.
4. Writing: Writing in this study refers to the activity of creating texts that express thoughts or information clearly. It involves organizing ideas

well and using correct grammar, vocabulary and sentence structure to make the message easy to understand Takrouni & Assalahi (2022).