

CHAPTER V

CONCLUSION

The final chapter presents the conclusion and suggestions based on the findings discussed in the previous chapter.

5.1 Conclusion

This study aimed to investigate the effectiveness of self-assessment in improving EFL students' writing performance and to identify the challenges they face during its implementation. Based on the Systematic Literature Review (SLR) of 35 studies, it can be concluded that self-assessment is an effective strategy that helps students improve their writing performance. By using self-assessment, many students become more aware of their own writing skills. They begin to understand what they have done well and what still needs to be improved. This process not only promotes self-reflection but also leads to better writing outcomes, including improved coherence, grammar usage, vocabulary development, and overall organization.

However, the study also found that self-assessment is not always easy for students. Some studies show that students were not sure how to assess their own writing properly. They felt confused about the criteria or unsure if their evaluation was correct as they often rely on the teacher feedbacks. Other studies show that the students lacked of confidence or didn't fully understand what good writing looks like. In addition, the studies reveal that students who were still learning English found it more difficult to express what they wanted to say in writing, which affected how they judged their own performance, especially with the limited time they had in the class.

While this study provides valuable discussions about self-assessment in EFL writing, several limitations should be acknowledged. First, the research was conducted through a Systematic Literature Review (SLR) which relies on existing studies rather than direct classroom observation or interviews. This means that the findings are based on what other researcher found, and not from researcher's own classroom experience. Second, most of the studies focused on higher education

contexts, so the results may not apply to young learner levels. Therefore, future research involving empirical methods such as classroom-based studies and in a wide range of education level is recommended. Third, this SLR study only used Google Scholar as the database. Thus, future research involving Systematic Literature Review (SLR) related to this topic can use different databases as the sources of collecting the studies.

5.2 Suggestion

Based on the findings and conclusion of this study, several suggestions can be offered to improve the implementation of self-assessment in writing activities. For teachers, it is important for English teachers to provide clear instructions and detailed rubrics when introducing self-assessment. Many students struggle to assess their own work because they do not fully understand the criteria or what is expected in good writing. Therefore, teachers should not only provide the rubrics but also explain them thoroughly, using examples of both strong and weak writing. This can help students better recognize the elements of good writing and evaluate their own work more accurately.

For students, they should be given training or guided practice in how to carry out self-assessment. Some students in the reviewed studies admitted they were unsure how to evaluate themselves effectively. By conducting peer-assessment sessions, modeling how to reflect on writing, or allowing students to revise their writing after self-assessment, teachers can gradually help students build confidence and skill in this area. Encouraging regular use of self-assessment throughout the writing process, can also build a habit of self-reflection and critical thinking.

For future researchers, it is recommended to explore the implementation of self-assessment using a wider range of methods, such as interviews, classroom observations, or learning journals. This will provide deeper insights into students' real experiences and perceptions. Moreover, future studies can involve a larger number of participants or compare different levels of students to understand how self-assessment affects various learners.