

Student' Perspectives on Self-Assessment in English Language Teaching (ELT): The Implementation and Challenges at Tadulako University

 <https://doi.org/10.31004/jele.v10i6.1863>

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A B S T R A C T

This study investigates students' perspectives on self-assessment in English Language Teaching (ELT), focusing on its implementation and challenges at Tadulako University. The research employed a qualitative descriptive design supported by quantitative data to gain insights into students' experiences. Data were collected through semi-structured interviews with five students and a five-point Likert-scale questionnaire administered to thirty students of the English Education Study Program who had experience using self-assessment in English courses. The data were analyzed using thematic analysis to identify key themes related to students' understanding and challenges of self-assessment. The findings indicate that students perceive self-assessment as a reflective learning process that helps them monitor progress, identify strengths and weaknesses, and take responsibility for learning. Self-assessment enhanced motivation, confidence, learner autonomy, and English language skills. However, challenges such as limited objectivity, unclear assessment criteria, and insufficient lecturer feedback were identified. These findings suggest self-assessment requires guidelines, rubrics, and lecturer support.

Keywords: *Students' Perspectives, Self-assessment, English Language Teaching (ELT), Implementation, Challenges*

Article History:

Received 04th December 2025

Accepted 27th December 2025

Published 29th December 2025



INTRODUCTION

English Language Teaching (ELT) is a multifaceted and evolving discipline that integrates innovative pedagogical strategies and assessment techniques (Lee, 2016). The convergence of technology, shifting student demographics, and the increasing demand for communicative competence have collectively transformed ELT into a more student-centered paradigm (Zou et al., 2024). This transformation highlights the importance of fostering learner autonomy and developing lifelong learning skills (Hosseini & Nimehchisalem, 2021). As a result, assessment is now considered not only as a tool to measure learning outcomes, but also as a crucial element of the learning process itself (Rahman, 2020).

Furthermore, assessment in ELT consists of several types, each serving different purposes and offering distinct advantages and disadvantages. Traditional assessments, such as tests and quizzes, are widely applied for summative purposes, providing only a snapshot of students' understanding (Susrini et al., 2022). In contrast, alternative assessments, including portfolios, projects, and presentations, allow learners to demonstrate their competencies in authentic and meaningful contexts. Formative assessment, conducted as an ongoing process, provides continuous feedback that assists students in improving their performance and deepening their understanding (Delaney & Hata, 2020).

Among the various assessment approaches, self-assessment has emerged as a promising strategy to promote learner autonomy and enhance self-regulated learning (Zou et al., 2024). This strategy empowers students to actively reflect on their learning, evaluate their progress, and identify areas needing improvement. Techniques such as reflective journals, self-evaluation checklists, and peer-feedback activities cultivate students' awareness of their

learning processes. Consequently, self-assessment not only fosters a sense of responsibility among learners but also strengthens their critical thinking skills.

Within the broader framework of English Language Learning Assessment (ELLA), multiple dimensions of assessment namely self-assessment, peer assessment, and teacher assessment are interconnected to provide a balanced evaluation of language learning. Self-assessment helps learners internalize criteria and take responsibility for their progress. Peer assessment enables students to evaluate one another, thereby developing collaborative and analytical skills. Teacher assessment remains essential in offering expert evaluation and professional judgment, ensuring that learning objectives are met. The integration of these assessment types contributes to a more holistic and learner-centered ELT environment.

Specifically, within Tadulako University, self-assessment plays an important role in the English Language and Literature program. The program is designed to equip students with linguistic, literary, and pedagogical competencies essential for future professional engagement. By embedding self-assessment into core subjects such as phonology, morphology, syntax, academic writing, and research methods students are encouraged to monitor their own development and engage more deeply with the learning process. This practice also provides valuable feedback for instructors, allowing them to adapt their teaching strategies to better address individual student needs.

Several previous studies have investigated the role of self-assessment in language learning. Atrash et al. (2023) reported that self-assessment enables students to take greater responsibility for their own learning while fostering critical reflection on their strengths and areas for improvement. Another relevant study by Wang and Lee (2022) demonstrated that self-assessment contributes to the development of self-regulated learning, particularly in terms of setting goals and monitoring progress. Similarly, Lopez and Reyes (2023) underlined that the effectiveness of self-assessment is strongly influenced by students' motivation and active participation in the learning process.

In addressing the research gap, the distinction between previous studies and the present research can be seen in their focus. Earlier studies mainly examined how self-assessment supports responsibility, self-regulation, and motivation, whereas the current study emphasizes students' perspectives on the implementation and challenges of self-assessment in English Language Teaching (ELT) at Tadulako University. Therefore, this study aims to explore how students perceive the practice of self-assessment in ELT and the difficulties they encounter during its application.

The Concept of Self-Assessment in Language Learning

Self-assessment is generally understood as a process in which students actively evaluate and reflect on their own learning progress based on specific objectives or criteria. In the field of English language learning, it is recognized as an essential tool for fostering metacognitive awareness, learner autonomy, and self-regulation (Zou et al., 2024). In particular, Andrade and Beekman (2023) note that self-assessment allows learners not only to evaluate their performance but also to develop a deeper understanding of the subject matter. Similarly, Shaheen and Mahmood (2024) argue that regular engagement in self-assessment increases both students' motivation and their participation in the learning process. These perspectives highlight self-assessment as a reflective practice that integrates both cognitive and affective dimensions of learning.

The Importance of Self-Assessment in ELT

In English Language Teaching, self-assessment serves a strategic function, as language learning requires continuous practice, reflection and feedback. Self-assessment can be applied across a range of language skills, including speaking, writing, reading and listening. If used effectively, self-assessment allows students to identify their weaknesses, devise appropriate strategies, and gradually improve their academic performance (Mansory, 2020). In addition, self-assessment also promotes student-centered learning by encouraging responsibility and active involvement in the educational process (Masuwai et al., 2024). Hosseini and

Nimehchisalem (2021) emphasized that the application of self-assessment helps students in developing linguistic awareness and confidence in using the target language.

Students' Perceptions of Self-Assessment

Equally important are students' perceptions, which play a critical role in determining the success of self-assessment practices. When students clearly understand the purposes and benefits of self-assessment, they are more likely to engage positively and meaningfully in the process. However, Bourke (2015) points out that confusion about assessment criteria and a lack of confidence in self-evaluation can limit its effectiveness. In line with this, Rahman (2020) found that positive perceptions of self-assessment significantly enhance students' motivation, independence, and active participation in learning. Therefore, providing clear guidance, explicit criteria, and sufficient training is crucial to ensuring that students can apply self-assessment effectively in their language learning.

Implementation and Challenges of Self-Assessment

Despite its advantages, the implementation of self-assessment in ELT often encounters various challenges. For example, Andrade (2019) highlights that students frequently struggle with understanding assessment criteria, maintaining objectivity, and balancing self-assessment with other academic demands. Moreover, Shagitha and Hadiyanto (2022) reveal that many lecturers lack sufficient assessment literacy to effectively guide students in conducting self-assessment. A teacher-centered classroom culture may also hinder reflective and participatory assessment practices. To address these issues, continuous teacher training and supportive curriculum design are essential. Only with proper guidance, clear standards, and institutional support can self-assessment be effectively integrated into language learning (Wang & Hock, 2023).

METHOD

Research Design

This study employs a qualitative research design to explore students' perspectives on self-assessment in English Language Teaching (ELT) at Tadulako University. The qualitative approach is chosen because it allows the researcher to investigate participants' experiences, beliefs, and attitudes in depth within their specific educational context (Akbari et al., 2024).

This method provides flexibility to uncover complex aspects of students' perceptions and challenges that may not be captured through quantitative approaches. Through semi-structured interviews and a supporting questionnaire, the study aims to obtain rich and detailed data regarding how self-assessment is implemented, the benefits students perceive, and the challenges they face in English Language Teaching (Valera, 2024).

Research Setting

The research will be conducted at the **English Education Study Program**, Faculty of Teacher Training and Education, **Tadulako University**, located in **Palu, Central Sulawesi, Indonesia**. The university serves as one of the prominent higher education institutions in the region, accommodating students from diverse linguistic, cultural, and social backgrounds.

This setting provides an appropriate environment for exploring how English education students perceive and experience self-assessment in their learning process, as well as identifying the contextual factors that influence the implementation of self-assessment in higher education.

Subject of the Research

The subjects of this study are students of the **English Education Study Program** at Tadulako University who have experience using self-assessment in their English language courses. Participants will be selected using a **purposive sampling technique**, which ensures that only those with relevant experiences are included, making the data more meaningful for the objectives of this study (Shagitha & Hadiyanto, 2022).

The number of participants is not fixed in advance but determined by the principle of **data saturation**, meaning data collection continues until no new information or themes emerge

Student' Perspectives on Self-Assessment in English Language Teaching (ELT): The Implementation and Challenges at Tadulako University

(Wang & Hock, 2023). It is estimated that **15–40 students** from various semesters will participate, providing diverse perspectives and ensuring comprehensive qualitative data.

Research Instrument

Two main instruments will be used in this study: **semi-structured interviews** and a **questionnaire**.

Semi-Structured Interview

The interview serves as the primary data collection tool. It allows the researcher to guide the discussion through prepared questions while providing participants the freedom to elaborate on their experiences, thoughts, and suggestions (Bourke, 2017). The interviews will be conducted face-to-face on campus or via online meetings when necessary, with 5 students from various semesters will participate, providing diverse perspectives and ensuring comprehensive qualitative data. Lasting approximately 5–10 minutes each. All sessions will be recorded with participants' consent.

Questionnaire

A five-point **Likert-scale questionnaire** will be distributed as a supplementary instrument to support and validate the data from interviews. The questionnaire is designed to measure students' understanding, motivation, confidence, and perceived effectiveness of self-assessment in English learning.

Both instruments were developed and adapted from previous studies by Bourke (2015), Braun & Clarke (2006), and Shagitha & Hadiyanto (2022).

Technique of Collecting Data

The data will be collected through the following procedures:

Preparation Stage

Designing interview questions and the questionnaire based on the research objectives.

Conducting a preliminary review and obtaining validation from supervisors or experts in ELT.

Requesting permission from the English Education Study Program to conduct the research.

Data Collection Stage

Distributing questionnaires to selected students to gather general perspectives on self-assessment.

Conducting semi-structured interviews with participants to explore deeper insights into their experiences and challenges related to self-assessment.

Recording all interviews (with consent) and taking field notes for additional context.

Documentation Stage

Organizing all responses, transcripts, and notes systematically for analysis.

Ensuring confidentiality and anonymity of participants throughout the process.

Technique of Data Analysis

Data will be analyzed using **thematic analysis**, following the six phases proposed by **Braun and Clarke (2006)** to ensure systematic and rigorous interpretation. The stages include:

Familiarization with Data – Reading and reviewing all interview transcripts and questionnaire responses.

Generating Initial Codes – Highlighting meaningful units related to the research questions.

Searching for Themes – Grouping similar codes into potential themes such as “students' understanding,” “perceived benefits,” and “challenges.”

Reviewing Themes – Checking coherence and consistency of themes across the dataset.

Defining and Naming Themes – Refining the meaning and scope of each theme.

Producing the Report – Interpreting findings in relation to existing theories and previous studies.

To enhance the **trustworthiness** of the data, the study applies **triangulation**:

Methodological triangulation: using both interviews and questionnaires.

Source triangulation: involving students from different semesters and backgrounds.

Theoretical triangulation: comparing findings with various theoretical perspectives on self-assessment and ELT.

Coding will be conducted manually and may be supported by qualitative software (e.g., **NVivo** or **ATLAS.ti**) for data organization and reliability.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study entitled “*Students’ Perspectives on Self-Assessment in English Language Teaching (ELT): Implementation and Challenges at Tadulako University.*” The data were collected through interviews and a questionnaire distributed to students of the English Education Study Program who have experienced using self-assessment in English classes.

Interview Results

This section presents the findings from the interview conducted with five students of the English Education Study Program at Tadulako University. The interview aimed to identify their understanding, experiences, perceived benefits, challenges, and suggestions regarding self-assessment in English learning. Each question is discussed in detail based on the responses given by the five informants.

Students’ Understanding of Self-Assessment in English Language Learning

The first interview question asked:

“Have you ever known what is self-assessment?”

Informant 1:

“For me, self-assessment in English learning means evaluating my own skills in English. It’s like checking how good I am in certain areas, what I’m already good at, and what I still need to work on to get better.”

Informant 2:

“I think self-assessment is like checking how much I’ve improved in learning English. It’s about knowing what I’m already good at and what I still need to work on like speaking, writing, or grammar.”

Informant 3:

“I think self-assessment means checking and reflecting on my own learning progress, like how well I can speak, write, listen, and read in English. It helps me understand my strengths and what parts I still need to improve.”

Informant 4:

“I think self-assessment is a way for students to evaluate their own English skills and track their progress. It helps us know what we’re already good at and what we still need to improve so we can learn more effectively.”

Informant 5:

“I think self-assessment is a way for students to reflect on and evaluate their own English skills and progress. It helps us understand what we’re good at and what we still need to work on so we can improve our learning.”

All five informants understood self-assessment as a reflective and evaluative process that helps them identify their strengths and weaknesses in English learning. Their statements indicate that self-assessment is viewed as a personal tool for self-reflection and improvement, helping students become more aware and independent in their learning.

Students’ Experiences in Applying Self-Assessment

The second question explored students’ experiences:

“How is your experience when applying self-assessment in English classes?”

Informant 1:

"My experience using self-assessment in English class has been quite good. It helps me understand my abilities better and see which parts I need to improve. I also feel more active and responsible for my own progress."

Informant 2:

"In class, I usually try to reflect after doing some activities. For example, after giving a presentation, I think about whether I spoke clearly, used the right words, or made grammar mistakes. Sometimes my lecturer gives us rubrics or checklists to help us do self-assessment, and that really helps."

Informant 3:

"My experience using self-assessment in English class has been quite helpful. It allows me to evaluate myself honestly, even though sometimes it's a bit challenging. But overall, it makes me more aware of how much I've improved."

Informant 4:

"At first, it was quite challenging because I had to be honest about my own performance. But after a while, I got used to it. It really helped me become more aware of my strengths and weaknesses, for example after doing presentations or writing assignments."

Informant 5:

"At first, it was a bit difficult because I had to be honest when judging my own performance. But as time went on, I got more comfortable with it. It really helped me notice what I did well and what needed improvement, for example after giving presentations or doing writing tasks."

The interview results show that all students had positive experiences using self-assessment. Initially, they found it challenging to evaluate themselves honestly, but over time, they became more confident and comfortable. They found that self-assessment made them more aware of their strengths and weaknesses, more responsible for their learning, and more active in improving their performance.

Benefits of Doing Self-Assessment

The third question focused on the benefits:

"What benefits do you get after doing a self-assessment?"

Informant 1:

"Some benefits I get from doing self-assessment are: I become more aware of my English skills, I know what areas I need to improve, I get more motivated to study, and I feel more responsible for my own learning process."

Informant 2:

"Some benefits I get from doing self-assessment are: I become more aware of my English skills, I know what areas I need to improve, I get more motivated to study, and I feel more responsible for my own learning process."

Informant 3:

"For me, self-assessment makes me more responsible for my learning. I can notice my mistakes faster and focus on improving specific skills like pronunciation or writing. It also boosts my confidence because I can actually see my progress over time."

Informant 4:

"The benefits I've felt are that I become more responsible for my learning, I can see which skills I need to practice more, and I feel more motivated when I notice my own progress."

Informant 5:

"For me, self-assessment helps me become more aware of my learning progress. It also helps me set goals, be more independent in learning, and correct my mistakes more easily."

All participants agreed that self-assessment brings several benefits: it enhances self-awareness, builds confidence, and increases motivation and responsibility. These responses

show that students perceive self-assessment as a powerful strategy to improve both their academic performance and their independence as learners.

Challenges Faced by Students in Conducting Self-Assessment

The fourth question addressed the difficulties students encountered:

"What challenges do you face when conducting self-assessment?"

Informant 1:

"The challenges I usually face are being honest with myself about my weaknesses, finding which part I really need to improve, and sometimes it's hard to stay motivated or set realistic goals for improvement."

Informant 2:

"Honestly, sometimes it's hard to judge myself fairly. I can be too hard on myself or sometimes too easy. And if I don't get enough feedback from my lecturer, I'm not always sure whether my self-assessment is accurate or not."

Informant 3:

"The main challenge for me is being completely honest with myself. Sometimes I judge myself too harshly, or sometimes I think I'm doing better than I actually am. It's also a bit hard to measure exactly how much I've improved."

Informant 4:

"Sometimes it's hard to evaluate myself objectively. I also think it can be difficult when there's not enough clear guidance from the teacher, or when I forget to do it regularly. I think self-assessment can work better if teachers give clear rubrics or examples, and if students do it regularly. It would also be more effective if it's combined with teacher and peer feedback in a supportive classroom atmosphere."

Informant 5:

"Sometimes it's hard to evaluate myself fairly. I might judge myself too hard or too lightly. Another challenge is when there isn't enough clear guidance from the teacher, or when I'm not consistent in doing it."

The main difficulties students face are lack of objectivity, limited feedback from teachers, and inconsistency. They often struggle to judge themselves accurately and require clear rubrics to guide them. These results highlight that effective self-assessment depends on proper support, structured guidance, and teacher feedback.

Students' Suggestions for More Effective Implementation

The final question asked for students' suggestions:

"In your opinion, how can self-assessment be implemented more effectively in English classes?"

Informant 1:

"I think self-assessment can be done better if the teacher gives clear instructions on how to do it, lets students practice it regularly, and gives feedback on the results. It would also help if self-assessment became part of the overall class assessment."

Informant 2:

"I think it would be better if teachers gave clearer guidelines or examples, so we know exactly what to check. It would also be great if self-assessment could be combined with peer or teacher feedback, so we can see our progress from different points of view."

Informant 3:

"I think self-assessment would be more effective if it's made simple and done regularly, like through short reflection questions after each lesson. It would also help if we could discuss our self-assessment results with the teacher, so we can get clearer feedback and guidance."

Informant 4:

"I think self-assessment can be more effective if teachers provide clear rubrics or examples, and if it's done regularly. It would also be great to combine it with peer or teacher feedback in a supportive classroom environment."

Informant 5:

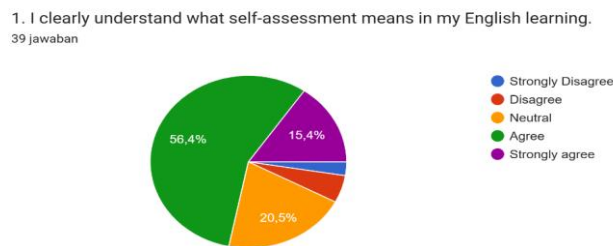
"I think self-assessment can work better if teachers give clear rubrics or examples, and if students do it regularly. It would also be more effective if it's combined with teacher and peer feedback in a supportive classroom atmosphere."

All students suggested that teachers should provide clearer rubrics, consistent practice, and feedback to improve the effectiveness of self-assessment. They also emphasized the importance of combining self-assessment with peer or teacher feedback to make it more meaningful and accurate.

Questionnaire Results

Likert Scale Question

Questions 1: I clearly understand what self-assessment means in my English learning.

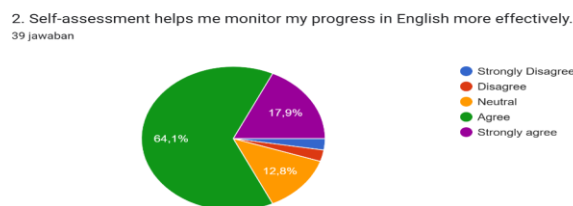


As shown in Figure 1, the majority of respondents (56.4%) **agreed** that they clearly understood what self-assessment means in their English learning, and 15.4% **strongly agreed**. This indicates that more than two-thirds (approximately 71.8%) of the students have a positive understanding of the concept of self-assessment.

A smaller portion (20.5%) chose **neutral**, suggesting some uncertainty or limited exposure to the concept, while only a few respondents (7.7%) expressed **disagreement** or **strong disagreement**.

Overall, these results suggest that most students at Tadulako University possess a fairly good awareness and comprehension of what self-assessment entails in the context of English language learning. This understanding likely supports their ability to evaluate their own performance and identify areas for improvement.

Questions 2: Self-assessment helps me monitor my progress in English more effectively.



As illustrated in Figure 2, the majority of respondents (64.1%) **agreed** that self-assessment helps them monitor their progress in English more effectively. In addition, 17.9% **strongly agreed**, showing that more than four-fifths (around 82%) of the students have a positive perception of the usefulness of self-assessment for tracking their learning development.

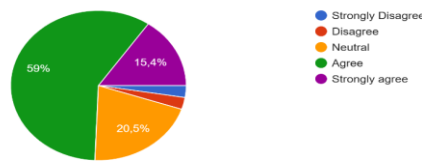
Meanwhile, 12.8% of respondents selected **neutral**, indicating that a small group might still be uncertain about how to apply self-assessment effectively. Only 2.6% **disagreed** and 2.6% **strongly disagreed**, representing a very small minority.

Overall, this result suggests that students recognize the practical value of self-assessment as a tool to observe their learning progress. It demonstrates that they are becoming more conscious of their own achievements and areas that require improvement. This finding

aligns with theories in learner autonomy and formative assessment, which emphasize that self-assessment enhances students' awareness and responsibility in language learning.

Questions 3: Using self-assessment encourages me to take responsibility for my own learning.

3. Using self-assessment encourages me to take responsibility for my own learning.
39 jawaban



Based on the results of the questionnaire from **40 respondents**, the majority indicated a positive perception toward this statement. A total of **50% of respondents selected "Agree,"** suggesting that most students believe self-assessment helps them become more responsible for their own learning process.

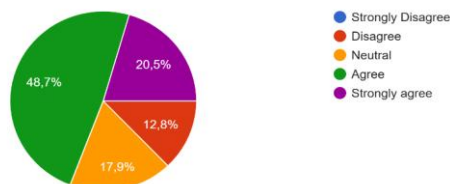
Meanwhile, **20.5% of respondents chose "Neutral,"** indicating that they neither agreed nor disagreed with the statement, possibly due to varying levels of experience with self-assessment. Furthermore, **15.4% of respondents selected "Strongly Agree,"** reinforcing the finding that self-assessment is generally perceived as beneficial for promoting learner responsibility.

On the other hand, only **2.6% disagreed** and **1.3% strongly disagreed**, showing that very few students felt that self-assessment does not contribute to their sense of responsibility in learning.

Overall, these results demonstrate that the majority of respondents view self-assessment as an effective strategy for encouraging students to take greater ownership of their learning. This finding indicates that self-assessment can play a significant role in fostering *self-directed learning* and promoting learner autonomy.

Questions 4: Self-assessment activities increase my confidence in learning English.

4. Self-assessment activities increase my confidence in learning English.
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Based on the responses of **40 participants**, the data show that the majority of students have a positive perception of the impact of self-assessment on their confidence in learning English. As shown in the chart, **48.7% of respondents selected "Agree,"** indicating that almost half of the students feel that engaging in self-assessment activities helps them build greater confidence in their English learning process.

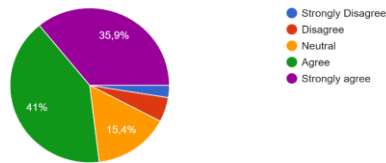
In addition, **20.5% of respondents chose "Strongly Agree,"** further emphasizing that self-assessment contributes significantly to their sense of confidence and motivation in language learning. Meanwhile, **17.9% of respondents selected "Neutral,"** suggesting that some students may not have felt a strong change in confidence or may not have engaged deeply with self-assessment practices.

On the other hand, **12.8% of respondents disagreed**, and **no respondents selected "Strongly Disagree."** This small proportion of disagreement indicates that only a few students felt that self-assessment did not directly influence their confidence levels.

Overall, the findings reveal that most students perceive self-assessment as a useful tool for enhancing self-confidence in learning English. This suggests that through self-assessment, learners are able to recognize their strengths, identify areas for improvement, and become more self-assured in their ability to manage their learning progress.

Questions 5: I believe self-assessment helps improve my English skills (speaking, writing, reading, listening).

5. I believe self-assessment helps improve my English skills (speaking, writing, reading, listening).
39 jawaban



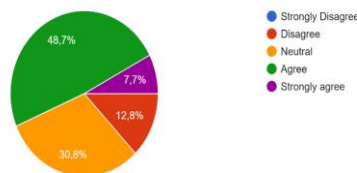
This statement was answered by **40 respondents**. The results show that **41%** of the students **agreed** and **35.9%** **strongly agreed** that self-assessment helps improve their English skills in speaking, writing, reading, and listening. This means that a large majority (**76.9%**) of respondents recognized the positive role of self-assessment in enhancing their language abilities.

Meanwhile, **15.4%** of the respondents chose **neutral**, suggesting that some students were uncertain or had mixed feelings about whether self-assessment truly contributes to improving their skills. A small percentage, around **5%**, **disagreed** or **strongly disagreed**, indicating that only a few students did not experience significant benefits from self-assessment in developing their English proficiency.

Overall, these findings demonstrate that most students perceive self-assessment as an effective approach to improving their English language skills. Through evaluating their own performance, students become more aware of their strengths and weaknesses, which allows them to focus on specific areas for improvement. This aligns with the idea that self-assessment promotes learner autonomy, self-reflection, and continuous progress in language learning.

Question 6: My lecturers provide enough support and guidance to help me use self-assessment effectively.

6. My lecturers provide enough support and guidance to help me use self-assessment effectively.
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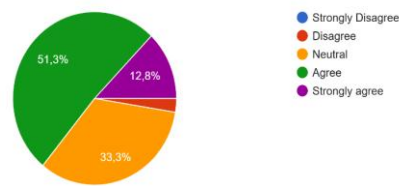


Based on the results, there were **40 respondents** in total. The findings show that the majority of the respondents **agreed** that their lecturers provide sufficient support and guidance in helping them use self-assessment effectively. Specifically, **48.7%** of the respondents chose "**Agree**", while **30.8%** selected "**Neutral**", indicating that a considerable number of students neither agreed nor disagreed with the statement. Meanwhile, **12.8%** of the respondents **disagreed**, and **7.7%** **strongly agreed**.

These results suggest that most students perceive their lecturers as supportive in guiding them through the process of self-assessment. However, the presence of neutral and disagreeing responses indicates that there is still room for improvement in providing more consistent or comprehensive guidance to ensure all students can effectively engage in self-assessment practices.

Question 7: I think self-assessment is fair and useful compared to traditional assessment methods.

7. I think self-assessment is fair and useful compared to traditional assessment methods.
39 jawaban



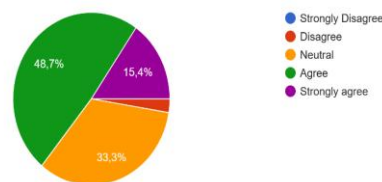
The results from **40 respondents** indicate that the majority of students view self-assessment positively. As shown in the chart, **51.3%** of respondents selected “**Agree**”, and **12.8%** chose “**Strongly Agree.**” This demonstrates that most participants believe self-assessment is both fair and beneficial when compared to traditional assessment methods.

Meanwhile, **30.8%** of respondents chose “**Neutral,**” suggesting that a number of students are undecided or perceive self-assessment and traditional assessment as equally useful. Only a small portion of participants (**5.1%**) expressed disagreement with the statement.

Overall, these findings suggest that students generally have a favorable perception of self-assessment. They tend to recognize its fairness and usefulness, which implies that self-assessment can be considered an effective alternative or complementary approach to traditional forms of evaluation.

Question 8: I prefer to combine self-assessment with teacher assessment for better learning results.

8. I prefer to combine self-assessment with teacher assessment for better learning results.
39 jawaban



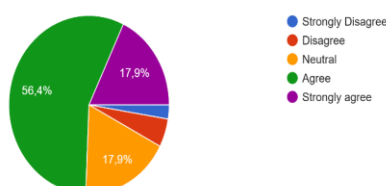
Based on the responses from **40 participants**, the majority of students showed a positive attitude toward combining self-assessment with teacher assessment. The data reveal that **48.7%** of respondents selected “**Agree**”, while **15.4%** chose “**Strongly Agree.**” This indicates that most students believe that integrating both types of assessment can enhance learning outcomes.

In addition, **35.9%** of respondents selected “**Neutral,**” suggesting that some students may not have a strong opinion or have not yet experienced the full benefit of combining these assessment methods. Only a very small number of respondents disagreed with the statement.

Overall, the results suggest that students recognize the value of balancing self-assessment with teacher assessment. This combination is perceived as beneficial because it allows students to reflect on their own learning while also receiving objective feedback from their lecturers, leading to improved understanding and performance.

Question 9: I feel motivated when I can set my own goals and evaluate my progress through self-assessment.

9. I feel motivated when I can set my own goals and evaluate my progress through self-assessment.
39 jawaban



The data collected from **40 respondents** show that most students feel motivated when they are allowed to set their own learning goals and assess their progress independently.

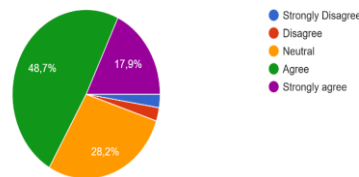
According to the results, **56.4%** of respondents chose **"Agree"**, while **17.9%** selected **"Strongly Agree."** This indicates that a large majority of students view self-assessment as a motivating factor in their learning process.

In contrast, **17.9%** of respondents chose **"Neutral,"** implying that some students may not have a strong opinion or might not yet fully understand the benefits of self-assessment. Only a small percentage of participants disagreed or strongly disagreed with the statement.

Overall, these results suggest that self-assessment plays a positive role in enhancing students' motivation. When students are given the opportunity to set personal learning goals and reflect on their progress, they tend to become more engaged and take greater responsibility for their learning outcomes.

Question 10: I would like to see more self-assessment activities included in my English courses.

10. I would like to see more self-assessment activities included in my English courses.
39 jawaban



The responses from **40 participants** show that most students are interested in having more self-assessment activities integrated into their English courses. The results reveal that **48.7%** of respondents selected **"Agree"**, while **17.9%** chose **"Strongly Agree."** This indicates that a majority of students have a positive attitude toward the inclusion of more self-assessment opportunities in their learning process.

Additionally, **25.6%** of respondents selected **"Neutral,"** meaning that some students may be uncertain or indifferent about the addition of self-assessment activities. Only a small percentage of respondents disagreed or strongly disagreed with the statement.

Overall, these findings suggest that students generally support the idea of incorporating more self-assessment tasks into English language learning. They believe that such activities can promote greater learner autonomy, reflection, and engagement, contributing to more effective learning outcomes.

Summary of Questionnaire Findings

Aspect	Positive Response (%)	Neutral (%)	Negative (%)
Understanding	71.8	20.5	7.7
Monitoring progress	82.0	12.8	5.1
Responsibility	65.4	20.5	14.1
Confidence	69.2	17.9	12.8
English skill improvement	76.9	15.4	7.7
Lecturer support	56.4	30.8	12.8
Fairness vs traditional assessment	64.1	30.8	5.1
Motivation	74.3	17.9	7.8
Desire for more self-assessment	66.6	25.6	7.8

Open-Ended Questions

NO	QUESTIONS	ANSWER	
		YES	NO
1.	What do you think is the most useful aspect of self-assessment in learning English?	<ul style="list-style-type: none"> It helps students know their strengths and weaknesses. (I) It makes them more active and responsible in learning English. (F) It helps learners set specific 	<ul style="list-style-type: none"> Even if we know a lot of vocabulary, but still lack confidence and struggle with speaking, it would be pointless. (N)

- goals and create an effective learning plan. (A)
- Self-assessment increases motivation and helps us evaluate which areas we need to improve. (D)
 - It builds metacognition and transforms you into an autonomous, lifelong learner. (I)
 - The most useful aspect is reflektif. (F)
2. In your opinion, what are the main challenges of using self-assessment in English classes?
- It requires a shift in classroom culture from teacher as judge to teacher and student as partners in learning. (A)
 - Some students may not be honest or objective when evaluating themselves
 - Students may overestimate or underestimate their abilities. (N)
 - They might not fully understand how to measure their own progress. (M)
 - They need clear guidance and criteria to assess themselves effectively. (R)
 - Lack of lecturer guidance can make us confused in assessing ourselves. (M)
 - Lecture guidance is needed. (A)
 - Lack of confidence in assessing myself. (I)
 - I always compare myself with my friend who is fluent in speaking English. (N)
 - They have different standards and lack of external feedback, causing inaccurate self-rating. (F)
 - Sometimes it is difficult to

The data clearly indicate that the majority of students demonstrate a positive perception of self-assessment in English learning, though some remain neutral due to varying levels of experience or guidance.

CONCLUSIONS

This research explored students' perspectives on self-assessment in English Language Teaching (ELT) at the English Education Study Program of Tadulako University using a qualitative design supported by quantitative data from interviews and a five-point Likert-scale questionnaire. The findings indicate that students possess a clear understanding of self-assessment as a reflective and independent learning process that helps them evaluate performance, recognize strengths and weaknesses, and set improvement goals. Students generally perceived self-assessment positively, viewing it as a motivating and beneficial strategy that enhances responsibility, confidence, and engagement in learning, in line with formative assessment principles emphasizing reflection and learner autonomy. Their experiences also showed that self-assessment contributes to the development of English skills, particularly speaking and writing, by promoting self-regulated learning and greater ownership of the learning process. However, challenges emerged, including difficulties in maintaining objectivity, uncertainty in self-evaluation, and limited ability to assess accurately without clear rubrics and sufficient lecturer feedback. The study highlights that effective implementation of self-assessment strongly depends on teacher guidance, structured criteria, regular practice, and constructive feedback. Overall, students hold positive perceptions of self-assessment and recognize its role in improving learning outcomes, motivation, and autonomy, yet its effectiveness can be maximized only through systematic integration, strong teacher support, and institutional commitment within ELT contexts.

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