

PROMOTING LEARNER AUTONOMY THROUGH SELF-ASSESSMENT IN WRITING CLASS

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Abstract: In the 2020 era, the corona pandemic has caused many impacts throughout the country that are very broad in all fields, including education. Learners and lecturers are no exception affected by the pandemic, and always strive to be able to carry out teaching and learning activities that can cover deficiencies in the field. Based on the current complex learning and living background, this article discuss the autonomous learning mode of College English learners, puts forward the discussion of constructing strategy from self-assessment to improve autonomous learning mode of college English in writing classess. In discussing this article, the writer used theoretical review and qualitative document methods which were observations, data collection, data processing, revisions, and documentation. Then, it can be concluded that the results of research on self-assessment can improve learner autonomy so that learners can get the ease from online writing classes during the pandemic and in the future from direct methods (face to face) learning more beneficially.

Key words: learner autonomy, self-assessment, writing

INTRODUCTION

In 2020, Indonesia suffered novel coronavirus pneumonia epidemic. Under the severe situation and all condition inside of this nation, BNPB led the whole nation to work together to fight against the epidemic. Teachers and learners in the universities should adjust their mentality quickly. Under the premise of good protection, they should make learning plans and make full use of the Internet platform to improve themselves. Universities and teachers should share high- quality curriculum resources and develop a network integrating new educational concepts and educational technology.

In this special period, teachers and learners of colleges and universities should not only have firm confidence to overcome the epidemic, but also bear the corresponding responsibility

College learners are the generation that advances together with the new era and also the hope of the future of the country. The Ministry of Education and Culture has put forward the requirements of online learning and working from home in order to prevent the spread of corona virus disease.

According to He (2020: 127), college learners have the ability of independent learning and can continue learning during the suspension period. "The 21st century is the era of information and also with the characteristics of highly interactive, open and multi-media. The present English teaching mode breaks through the limitation of time and space, and develops towards personalized and autonomous learning." In this case, college learners should have the ability to learn independently under pressure, even with all the abilities that have been learned and all the characteristics of information, that right now is more easily flowing at this time so that it can encourage learners to further develop autonomous abilities from all sides. It is also noted thatit puts forward higher requirements for teachers. While emphasizing learners'

autonomy and personality, teachers' status, guidance and monitoring cannot be ignored. It means that the role of the lecturer is also one of the main things in increasing learners autonomy who can apply various kinds of supervision and guidance remotely through various ways that can be done by the lecturer. Moreover it is explained by He (2020: 127), "Therefore, the repositioning of the role of College English lecturers plays an important role in promoting learners' self-realization and cultivating life long learning ability."

However, "traditional assessment practices, which focus on grades and individual certification, can undermine learners' capacity to judge their own work (Boud and Falchikov, 2006)." Moreover, "many learners get frustrated to improve their writing skill. They have difficulty to start writing, to establish the main idea and to arrange word to word, etc. They often complain or look confused about what they should write. It happened because the learners still think that writing is a burden that might influence of learners' learning process. Learners can become passive recipients of externally imposed assessment practices. Assessment should be perceived of as a fair and transparent process" (Flint and Johnson, 2011) cited in Wride (2017: 2).

The lecturer that is aware of learner problems in writing always gives motivation that writing subject is the same as when the learners write some post in their social media. Learners just write what they want without being afraid of making a mistake. According to Bing (2016: 91), "Self-assessment helps learners develop their metacognitive skill and improve their independent learning." It means that when the learners do self-assessment, they will be aroused to make such as their learning plans, monitor their work, and evaluate what they do directly. If learners feel comfortable, they can compose word by word easily by themselves. It helps the teacher to teach structure pattern and theories about writing. But still, learners facing difficulties in writing. Writing is the most difficult task that learners usually faced in learning a new language. According to Monippally and Shankar (2010: 7), "Individual subjectivities in forms such as opinions and preferences are sought to be restrained." It means that the learners got difficulties in developing their ideas into written form. They take times to develop a sentence to be a whole text and they hardly keep in track their ideas appropriate with the topic. It makes the lecturer and the learners itself confuse with what they have written.

The purpose of writing this article is that the writer want to know about how autonomous learners in the current era, understanding how self-assessment can affect learners autonomy and how to apply self-assessment in order to improve the learner's ability in the writing class. Therefore, this article chose the self-assessment theory to discuss about whether or not it can improve learners writing ability.

The main reason of choosing self-assessment model in this study is that learners used to be taught using the conventional learning model which was not focusing on their ability but focusing only on achieving the accomplishment of the material study program that need to be taught in a year. Thus, learners were barely learning their ability and could not be improving their ability in writing.

The article aims to discuss learner autonomy in accordance of the characteristics of learners in higher education. According to Little (1991: 2), "learner autonomy has been a central concern among theorists of adult education for well over two decades." It means that, even studies and research from year to year still make learners autonomy as a focus to build the abilities of learners in higher education more developed and can be easily understood by them.

The writer want to discuss the terms of the application in academic writing, in order to provide more elaboration on higher education which had been affected in the current difficult times on all sides. Learners in higher education often focus on the mistakes of several lecturers or teaching staff that they also have several duty, included but not limited to teaching

assignments, office tasks, and other obligations that involve lecturers and teaching staff who are more burdened in difficult times like this.

REVIEW OF RELATED STUDY

This section provides the theoretical review from the self-assessment, the writing, and the previous study, there are as follows:

Self-Assessment

The role of self-assessment has gained much more attention in recent years owing to the growing emphasis on learner independence and learner autonomy. Some studies have been done by experts, whether about perception or non-perception.

According to Boud (1995: 6), "self-assessment as a significant component in a mix of strategies which aimed to create collaboratively designed courses to meet the needs of students and the subject". Moreover, he adds that, "self-assessment is ad hoc and appears peripheral to formal assessment procedures, it is a commonplace part of learning" Boud (1995: 11). In this case, self-assessment is a part of strategies in learning. In the other hand, it could not be a single benchmark to accomplish a perfect learning process, but still, it is one of the processes in independent learning. As we clearly see that every means of study and education need to be evaluated and improved, same with the way on how to assess our academic writing need to be improved as well.

Writing

According to Monippally and Shankar (2010: 3), "As academic writing is aimed at documenting academic research process and outcomes". Moreover they adds that "Further, the importance of good academic writing is also reflected in the practice that the checklist provided by journals to the reviewers for assessing the goodness of a research paper at times" (Monippally and Shankar, 2010: 30). It means that writing is an activity to produce anything for academic research process, from the beginning part of planning until the last part of monitoring and assessment.

Previous Study

One of the example, studies from Hooshang Khoshshima and Forouzan Rezaeian Tiyar undertake to encourage learners to build the required competence in the foreign language by utilizing learning strategies so that they could become autonomous learners. Language learners' learning difficulties while learning a foreign language were identified in this study. With regard to problems which language learners faced in learning a foreign language, the teachers are able to recognize and to utilize appropriate language learning strategies in order to develop autonomy in learners who conceptualize and use those strategies in the foreign language.

Another study that was conducted at State University of Gorontalo, Gorontalo Province, which measures the learners' readiness and competencies in learning process through intellectual diary by Farid Muhamad in 2014. This study aims to found out the advantages of learners' intellectual diary to overcome the major problems. First the problem of inadequate competencies on the learners, in the teaching-learning process. The researcher found that this method increases learners' readiness toward the subject in the teaching process. The formulations of the Intellectual Diary become a source of information to the learners. Thus, learners can give their arguments related to the topic because they already studied earlier rather than waiting what will be explained by the lecturer. They also could learn individually

the material and if they found difficulties they will discuss it in the teaching process. As consequences, it will bring a good impact to the increases of the learner language awareness.

Another research from Rikkyo University in Tokyo, Japan by Shalvin Singh examines the use of self-assessment instruments and outlines practical ways in which they can be used to promote autonomous learning. As learners at times find lesson aims to be abstract and unclear, learners have difficulty recognizing their progress and identifying individual strengths and weaknesses. Rather, general aims of improving vocabulary knowledge or speaking skills are all too often expressed by learners, who depend entirely upon the instructor to assess their needs and highlight progress. Providing personalized feedback is particularly challenging for instructors teaching large classes, where opportunities to directly address the needs of individual learners are few and limited. Self-assessment tasks are one tool instructors can use to address these issues, and provide learners with a concrete means of evaluating performance at various stages during a course of study. Research from Shalvin Singh outlines that in which such tasks can be integrated into curriculums to assist in course design, assess the needs of individual learners, aid learners in charting progress over time, promote independent learning and goal setting, and establish the framework through which performance is assessed. Such activities are flexible, adaptable, and appropriate for use with learners of various ages and proficiency levels, in a variety of classroom contexts.

Another study, by Muhammad Ahkam Arifin studied that to develop learners' knowledge subjects (e.g., English) and character (e.g., honesty), the Ministry of Education of Indonesia in 2013 launched a new curriculum called Kurikulum 2013. All subjects in this curriculum were claimed to be fully integrated with character education. Not with standing a growing body of research stressing the need for character education to be integrated into school curricula, empirical studies on teachers' perceptions regarding the implementation of CE "have made few inroads in high schools" (Leming, 2006: 84). Thus, the current research aimed to explore English teachers' perceptions in Indonesia regarding the teaching methodology and assessment of CE integrated into the English high school curriculum. It utilised semi-structured interviews with four English teachers as the respondents. Regarding the teaching methodology, the findings revealed that teachers (1) had little consensus on how moral values could be integrated into English teaching materials and methods, (2) employed different strategies in teaching values, and (3) faced challenges in implementing CE (e.g., lack of training). In terms of assessment, it was found that teachers (1) mostly employed observation as the assessment tool, (2) claimed the invalidity of quantitative assessment, and (3) expressed concern over the validity of the assessment of learners' behaviour.

METHODS

According to Walliman (2011: 131), "Qualitative research is practised in many disciplines, so a range of data collection methods has been devised to cater for the varied requirements of the different subjects, such as: qualitative interviewing, focus groups, participant, discourse and conversation analysis and analysis of texts and documents." The method used in this conceptual study is a qualitative document based on literature studies, studies of concepts and theories used based on literature, journals, books, previous research and all reading material that can be justified according to the topic. In this study, the writer interpreted and analyzed the data that has gotten after collecting data from the documents needed to prove and explain more detail of the theory used by another researcher, in order to get a broad explanation about the discussion of the topic title. The kind of study did not focus on how this study has the significance of learning that can be measured by numeral but gave most attention on how deep the writer's knowledge toward the use of self-assessment can

improve learners autonomy in writing class. The writer analyzed the data as follow : Data collection, Data Processing, Revisions, Documentation.

Data Collection

Walliman (2011: 134) also said in his works “the way through the data collection, take stock of the quantity and quality of what you have found out so far, your confidence in the reliability of the data, whether there are any gaps or puzzles left to resolve, and to see what data still need to be collected in relation to your time available”. It means that we can also collect data from any sources with no doubt the truth, for example from journal, research, book and other reading material who has a reputation in the field of printing or publication or even from the facts that support this topic, the data that has been collected then being united to fill the gaps or missing theories that the writer try to explain.

Data Processing

In the data processing, according to Walliman (2011: 137), “if the writer concentrate on variables in the form of abstract concepts related to a theory and the relationships between the topic.” It means that the writer also tries to be able to string data variables and describe them in accordance with the thoughts and purposes in explaining this article. The writer also tries to connect the theories that being brought by other experts in every relation between the theories and the topic. The writer also pull up some explanation to support the theories, concepts, and the ideas from several experts.

Revising

Walliman (2011: 162) views that “Don’t expect either the framework or the text to be the final version. Both will need refining and revising as your work and understanding progresses.” This allows the writer to ask for help from the supervisor (the lecturers) to take part in the revision process of writing this article to get the meaningful part of lesson and the progress of our work to expand the writer knowledge.

Documentation

According to Monnipally and Shankar (2010: 178) in documenting and acquiring is that “there are three main aspects are focused on understanding existing research, documenting and sharing the results of the acquired knowledge, and acknowledging the use of other people’s ideas and works in the documentation.” It means that, The writer also tries to document the authorship of other researchers or the work of other recognized experts.

DISCUSSION

This section discusses about the autonomous learning, the self-assessment application, promoting autonomous learner, application of good self-assessment towards writing class, there are as follows as :

Autonomous Learning

According to He (2020 : 127), “Autonomous Learning is put forward on the basis of the learning theories of humanism, cognitivism and social constructivism. Autonomous learning mode emphasizes that learners decide their own learning objectives and contents, choose learning strategies and skills, evaluate the learning process effectively, and gradually students’ ability to manage their own language learning will be cultivated.” It is clearly that autonomous learning is a basis of learning method.

Series of Problem

O'Farrell (2002: 4), also stated in her handbook that, "However, the problem is the use of same assessment 4 process can disadvantage the same candidates time after time, because individual students have individual strengths and weaknesses. And student success in higher education can often becomes dependent on mastering those same old assessment formats."

However, according to Khoshsima (2015: 61) "learners have encountered a series of challenges in learning a new language, in particular, a foreign language." There are certain problems and characteristics that faced by learners in learning a new language, especially when it comes to writing process.

The problem that arises from time to time is, too limited the goals of the learners to determine what he wants to achieve. For example, on the campus where I learn and teach, some lecturer applying the coercive function to develop, this cannot be completely blamed, nor can it be fully used as a benchmark for future development. According to Little (1991: 38) "in practical as well as psychological terms it is easy to see why adult education should be learner-centered and should seek to promote autonomous, self-organized learning. Furthermore, because learning is only a small part of their lives, only they can decide when and how they should learn, and only they can decide when the learning process has achieved its purpose." This meant that, the purpose of higher education was still burdened by assignments and deadlines from lecturers who instead seemed to put a burden on learners to be able to develop their abilities in general. In the teaching and learning system of learners in adulthood, they tend to make education not a coercion, they also have side jobs and other focus that must be completed either in the short or long term, thus making them divide their focus into a number of things that ultimately rule out other things.

Solution to the Problem of Autonomous Learning

In the middle of era that makes things flow easily, it must also be put to good use, as according to He (2020: 128) "In the era of the easiest Internet information flow, learners can easily search for theoretical and practical English skills of their interest, and the learning materials that are more interactive and interesting." This can also motivate students to learn independently in any environment to develop their abilities especially in writing, because the convenience of the internet that can be accessed anytime and anywhere makes users always be able to search for all kinds of things in it. He views that "online autonomous learning is also a process in which learners could actively construct their knowledge in an interactive teaching and learning environment." It can also encourage students to develop further their independence in teaching and learning activities. However, apart from all kinds of advantages that can be taken on the internet, there are also some disadvantages that we must avoid so that teaching and learning activities continue to run well and efficiently.

According to He (2020 : 128), "learners who are highly motivated tend to use a wide range of strategies and to use them more frequently than the less motivated learners." In other words, learners who have high motivated will be more enthusiastic and find out all the information related to what they learn, while learners who less motivated will tend to see a lesson not so attracting their attention so they prefer to leave it without taking any lesson.

Self Assessment Application

"Self-assessment is about students developing their learning skills It is not primarily about individuals giving themselves marks or grades. And it is not about supplanting the role of teachers". (Boud, 1995: 17). Whenever and wherever we learn we question ourselves with some question such as 'How am I doing?', 'Is this enough?', 'Is this right?', 'How can I tell?', 'Should I go further?'. Than in the act of questioning itself is the act of judging ourselves and making decisions about the next step. This is what we called as self-assessment.

“Self-assessment is defined as ‘the involvement of learners in making judgements about their achievements and the outcomes of their learning’ and is a valuable approach to supporting student learning, particularly when used formatively. Self-assessment supports student learning and is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning” according to Wride (2017: 1).

Moreover, O’Farrel (2002: 5) stated that, “Assessment should help equip students with a wide range of transferable skills and competencies. Assessment can test memorizing, acquiring facts or skills, or methods that can be reproduced when and if required. However, it can also test making sense of, or abstracting meaning, or of interpreting or re-interpreting knowledge.” Here we found that good assessment system can arise from anywhere, and from any idea that can be developed by the learner, as one of the objectives of the learner autonomy. She also claimed that there were three types of assessments that we should know about that “summative assessment is assessment that is used to signify competence or that contributes to a student’s grade in a course, module, level or degree. Then formative assessment, on the other hand, is assessment strictly used to provide feedback to the student on their learning. It provides the student with advice on how to maintain and improve their progress, but should not form part of their summative grade or mark. Last but not least, continuous assessment usually involves a series of tasks that are individually assessed, though sometimes it is appropriate to add a final assessment to continuous assessment. It is best used when there are several distinct module learning outcomes which are achieved at stages during the module.” O’Farrel (2002: 5) Here the writer also try to explain, the choice of assessment in accordance with what learners want will increasingly make learners improve their ability to use several abilities as one of them is the ability to write.

Thomas (2020: 246-247) also explained that, “Regarding the question of whether analytic assessment scales are more appropriate than holistic assessment scales, analytic scales tend to be more precise in the feedback they provide for learning and evaluation. However, the main factor to consider is purpose. For the most part, formative assessment should be continuous and systematic; it benefits from the use of analytic scales. Summative assessment that occurs at the end of a teaching cycle can be more holistic if the assessment is not intended to provide implications for improvement.” The part for this assessment must be clearer and possible if indeed it can be explained to the learners, what goals will be achieved in the assessment to be carried out in the future.

Moreover, he adds that, “the subjectivity of self-assessment has been criticized (see Brantmeier, Vanderplank, & Strube, 2012), but studies such as Babii et al. (2016) and Chen (2008) demonstrate improved alignment of self and teacher assessment after training and monitoring. These studies give way for new pedagogical implications. For instance, formative assessment using matching analytic scales can be administered at regular intervals by both teachers and students. Administering formative assessment in this way can lead to increased reliability between the scores and a subsequent lessening of teacher-as-rater time as the students become more proficient as raters” (Thomas, 2020: 246). As he could explain clearly that the provision and selection of a good assessment system will have implications for the right objectives, in order to develop the basic, intermediate and advanced abilities of learners.

Table 1. Features of good and poor practice in self-assessment

Features of good and poor practice in self assessment	
Good practice in self assessment	Poor practice in self assessment

the motive for its introduction is related to enhancing learning	it is related to meeting institutional or other external requirements
it is introduced with a clear <i>rationale</i> and there is an opportunity to discuss it with students	it is treated as a given part of course <i>requirements</i>
student <i>perceptions</i> of the process are considered prior to the idea being introduced	it is assumed that processes which appear to work elsewhere can be introduced without modification
students are involved in <i>establishing criteria</i>	students are using criteria determined solely by others
students have a <i>direct role</i> in	the process is imposed on them
<i>guidelines</i> are produced for each stage of the process	assessments are made impressionistically
students learn about a <i>particular subject</i> through self assessment which engages them with it	self assessment is only used for apparently 'generic' learning processes such as communication skills
students are involved in expressing understanding and judgements in <i>qualitative</i> ways	assessments are made on rating scales where each point is not explicitly defined
specific judgements with <i>justifications</i> are involved	global judgements without recourse to justificatory data are acceptable
learners are able to <i>use information</i> from the context and from other parties to inform their judgements	the activities do not draw on the kinds of data which are available in authentic settings
it makes an identifiable contribution to formal <i>decision-making</i>	no use is formally made of the outcomes
it is one of a number of complementary strategies to promote <i>self-directed and interdependent learning</i>	it is tacked on to an existing subject in isolation from other strategies
its practices <i>permeate</i> the total course	it is marginalised as part of subjects which have low status
staff are willing to <i>share control</i> of assessment and do so	staff retain control of <i>all</i> aspects (sometimes despite appearances otherwise)
qualitative <i>peer feedback</i> is used as part of the process	it is subordinated to quantitative peer assessment
it is part of a <i>profiling</i> process in which students have an active role	records about students are produced with no input from them

activities are introduced in step with the students' capabilities in <i>learning-how-to-learn</i>	it is a one-off event without preparation
the implications of research on gender <i>differences</i> and differences of presentational style <i>are considered</i>	the strategy chosen is assumed to work equally for all
the process is likely to lead to <i>development of self assessment skills</i>	the exercise chosen relates only to the specific needs of the topic being assessed
<i>evaluation</i> data are collected to assist in improvement and for determining its contribution to student learning	evaluation is not considered or is not used

As mentioned in the table compiled by Boud (1995: 208-209), the writer want to discuss what is meant in the table into a topic, the writer will explain into several sentences that are easily understood to make it clear.

First, Boud (1995: 208) states that, “the motive for its introduction is related to enhancing learning” not “related to meeting institutional or other external requirements”, what is meant is, in determining the intended motives or goals of tertiary education, it should focus on the initial development of the introduction to later be able to develop the abilities of the learner, in this case the introduction and perhaps habituation of the writing class.

Second, Boud (1995: 208) views that, “it is introduced with a clear rationale and there is an opportunity to discuss it with students” not “it is treated as a given part of course requirements.” This is intended, in the development of a course, it must also be adapted to the results of discussions and face to face directly or online from the writing class instead of referring to “this is the main requirement to be able to graduate in this class”, so basically whether or not active discussion in a class can also be a benchmark of a good writing class or not.

Third, Boud (1995: 208) also said that, “student perceptions of the process are considered prior to the idea being introduced” not “it is assumed that processes which appear to work elsewhere can be introduced without modification”. It can also be said with the involvement of perceptions or points of view of a learners can be prioritized to introduce the subject to the writing class, not even the process builder that comes from anywhere and is not a topic of writing itself can be an initial introduction without any changes to the use of the process from a good introduction.

Fourth, “students are involved in establishing criteria” not “students are using criteria determined solely by others” (Boud, 1995: 208). As has been said, in developing good criteria, learners should be involved in decision-making in a writing class, rather than focusing on other factors that may establish criteria in the writing class, such as academic demands, demands within one semester of the class period, or another claim.

Fifth, states by Boud (1995: 208) that, “students have a direct role in influencing the process” not “the process is imposed on them.” As well as the active role of learners must be sharpened and developed well in the writing class to then be observed in the process of development and improvement, not even a process that they should not be forced on learners in the writing class.

Sixth, “guidelines are produced for each stage of the process” not “assessments are made impressionistically” (Boud, 1995: 208). In this case, the guidance system of expert staff or

lecturers in higher education must be able to give meaning to each developmental process in the writing class, not because it is what they feel will make a better impression later.

Seventh, Boud (1995: 208) views that, “students learn about a particular subject through self-assessment which engages them with it” not “self-assessment is only used for apparently 'generic' learning processes such as communication skills.” As said, learners use a self-assessment system that does support self-assessment, such as correcting writing, not improving communication skills, such as speaking.

Eighth, Boud (1995: 208) states that, “students are involved in expressing understanding and judgements in qualitative ways” not “assessments are made on rating scales where each point is not explicitly defined.” What is meant is, the involvement of learners in expressing their personal understanding and perspective, both their weaknesses and strengths, can be a benchmark of learning in the writing class more in accordance with the quality that they really want to aim at, not even a point of evaluation and understanding measured by points that are more difficult to explain in the language of understanding learners themselves.

Ninth, “specific judgements with justifications are involved” not “global judgements without recourse to justificatory data are acceptable” (Boud, 1995: 208). Here what is meant is, by evaluating the specific point of view with opinions and all sources of support that can be their own judgment, which can then be used as a benchmark for the participation of learners, not all sources used as a point of view and emphasized at one point without any clarity in providing an explanation that can be accepted by all learners themselves.

Tenth, Boud (1995: 208) Adds that, “learners are able to use information from the context and from other parties to inform their judgements” not “the activities do not draw on the kinds of data which are available in authentic settings.” This side explains that, if learners can use the information obtained, both directly and at a glance, from existing practice or theory to be properly linked to their own judgment, not from the activities they describe into related data which can be used for the authentic assessment that is applied, it is possible that the whole authentic assessment will be much different if applied to different varieties or variables in later data processing.

Eleventh, Boud (1995: 208) views that, “it makes an identifiable contribution to formal decision-making” not the statements that shows “no use is formally made of the outcomes.” Then in this opinion, what is meant is that there are differences in the identification process that are not visible, it can be used as a depiction of a decision that can indeed be taken for the future, rather than using a pedigree of what purpose it really wants to be used as a benchmark.

Twelfth, Boud (1995: 208) views that, “it is one of a number of complementary” not “it is tacked on to an existing subject in isolation from other strategies.” Then what is meant here is that, in determining a policy or method in a writing class, it must be adjusted to the substitution of what is really needed in applying the theory to learners, not to replace the entire subject used before and then be able to apply another strategy in learning inside the writing class.

Thirteenth, Boud (1995: 208) views that, “its practices permeate the total course” not “it is marginalised as part of subjects which have low status.” In this opinion what is meant is that in the application of a theory that is in the writing class, it must be absorbed as knowledge which then develops learners, not even then treated as a part of the development subject which has a lower status.

Fourteenth, Boud (1995: 208) views that, “staff are willing to share control of assessment and do so” not “staff retain control of all aspects (sometimes despite appearances otherwise).” Then in the writer opinion the participation of the staff (system creator and lecturer) in build a rating system and sharing vice versa. How they think the staff evaluates with learners in the writing class, as well as, if there is a learner who cannot accept the assessment properly, the teaching staff must be able to explain what was the reason behind it. Why the assessment can

be a bit lacking and if it is not in accordance with himself, what the learner has to do, instead the staff exalts themselves and feels they have control over the class, creating rules that are sometimes hard to understand by the learner for instance, and being the only one that rule the class.

Fifteenth, “qualitative peer feedback is used as part of the process” not “it is subordinated to quantitative peer assessment” (Boud, 1995: 209). In this case clearly explained that qualitative peer feedback is something that can build in the process in the writing class, regardless of the self-assessment system that must be explained and try to find common ground of each assessment in peer feedback, rather than instead consider a quantitative peer assessments are more expert and some are unskilled and instead become subordinates, or even end up lagging and not understanding anything in the class. Moreover states by O’farrel (2002:6) that, “Good quality, comprehensive, timely feedback is a very important factor in driving student learning. Assessment should provide feedback to students on their progress towards the achievement of learning outcomes.” She also agreed that the existence of a good feedback system will further develop the learner's ability itself. And “the benefits of successful feedback set in the context of learning outcomes are many. For example, successful feedback will also build confidence in the students, motivate students to improve their learning, provide students with performance improvement information, correct errors, identify strengths and weaknesses.” (O’Farrel, 2002 : 6).

Sixteenth, Boud (1995: 209) views that, “it is part of a profiling process in which students have an active role” not “records about students are produced with no input from them.” In this case it is clear that the analysis of a person's psychological and behavioral characteristics can be a benchmark of a process in the writing class said to be an active class or not, even when a person cannot be active verbally raising a question or what really makes them confused, so understanding people one by one can indeed be a solution to check how they can easily accept what is explained in a theory or practical application, other solutions can also be easier by asking something like "which parts do not understand the use of semicolons?" and then observe the responses of the learners, is there still confusion between them, or do they really understand the teaching in writing class, instead of assignments that have become reports and records of progress without input suggestions and future development in writing class. If they can use the writing process well enough, the development will be further enhanced, but if there is anything lacking in the writing process, it must be withdrawn, whether the process applied is good or not.

Seventeenth, Boud (1995: 209) states that, “activities are introduced in step with the students' capabilities in learning-how-to-learn” not “it is a one-off event without preparation.” In the process of writing, it takes time and way of learning from each learners in accordance with what they understand most efficiently for their focus on getting lessons, and requires practice that gradually makes them feel accustomed to writing, not even an event in the classroom that indeed they must attend and they monitor continuously for a long time and without practice that ultimately builds good writing habits without any good and clear preparation.

Eighteenth, “the implications of research on gender differences and differences of presentational style are considered” not “the strategy chosen is assumed to work equally for all” (Boud, 1995: 209). It is explained here that, the implications of several studies and research on gender development, in differentiating how the learners can capture information properly, how they process the information, the using the means of communication in expressing their findings in presentations, which are then taken into consideration in the assessment in writing classes. Rather than strategies and theories that are can be selected equal treatment in a class.

Nineteenth, Boud (1995: 209) explain that, “the process is likely to lead to development of self-assessment skills” not “the exercise chosen relates only to the specific needs of the topic being assessed.” Here it is explained that in obtaining a special skill, for example writing, it takes a long process which then guides a learner to use the self-assessment properly or not, instead it is intended for exercises that are focused on developing a particular focus that really needs to be improved. Sometimes self-assessment in a writing class will actually get better and become a benchmark of the learner itself, which already has any progress in the learning process.

Last but not least, Boud (1995: 209) views that, “evaluation data are collected to assist in improvement and for determining its contribution to student learning” not “evaluation is not considered or is not used.” In this case, a good evaluation system can participate in developments that occur in learners, while in the writing class it is very necessary to give some evaluation instead of letting all the misconception goes into the learner. It is also same with not considering the wrong result, or even the evaluation system as a technical development in the writing class has been neglected.

Promoting Autonomous Learner

Little (1991: 2) also claims that, “more recently learner autonomy has begun to attract attention in the school sector, and all the signs suggest that autonomy is now in the process of attaining the buzz-word status that communicative and authentic.” in this field, learner autonomy has become a special jargon that is almost close to, or even achieved a method that can develop communication-level capabilities. It is almost equivalent to authentic assessment according to his point of view.

As we know the need for authentic assessment is also increasing, and it is a particular concern in the current era. what the authors mean as authentic assessment is in accordance with the understanding according to Gulikers, Bastiaens & Kirsner (2007: 8), “authentic assessment requires students to use and demonstrate competence, or a combination of knowledge, skills and attitudes that can be applied in real life.” Also according to He (2020: 128), “teachers play an indispensable role in the process of knowledge construction of individual students. Through constructivism, teachers can make it clear that language learning is based on the existing knowledge structure of learners.” He (2020: 128) also noted that “the role of the teacher as very important is also one of the causes of the development of constructivism in students in learning and providing authentic assessments.” It is the same as when a lecturer can provide assistance, then a good assessment system and feedback system for learners, as explained in this article.

Application of Good Self-Assessment Towards Writing Class

He (2020: 128) views that, “in various language environments, teachers can carry out learning communication to build a new language knowledge system.” According to his reasearch, there are three kind of way on constructing strategy of learners autonomy mode from network college english, there are as follow : “English Classroom Based on information network platform, Building an online learning community, Leading - improving mode.” (He, 2020: 129).

As we know, the English Classroom Based on information network platforms can be easily implemented with the support of Internet technology, for instance teachers can play teaching videos or material through multimedia teaching equipment to attract students' attention. At the same time, teachers can give priority to teaching videos, interact with students, and guide students to fully understand the content of English knowledge.

Another way can also with building an online learning community such as group chat or group learning with the diversity and stratification of its internal structure that could create a

good language environment for students' in learning English, so that students can get a better sense of learning, stimulate enthusiasm for learning.

Then last but not least is "leading - improving" mode from the teachers that need to make clear English teaching objectives according to the characteristics of different students and the differences of different online English learning platforms, combined with the actual situation of students, and then integrate teaching resources and teaching content, formulate the tasks of students' online learning, guide students to complete online learning, and achieve the learning objectives. Finally Through those ways, we can effectively help students to establish an independent learning mode, which is conducive to the future development of students.

Moreover, According to Yan (2012: 558) that, "today the important aspect of education is to teach students how to acquire knowledge and how to maintain enthusiastic about learning." As has been said, in building a good educational atmosphere, it requires enthusiasm from students to be able to learn and gain knowledge in accordance with their needs to make students develop themselves further.

CONCLUSION

Researchers from around the world have puts forward some theories in any research. However, the writer can only concoct some theories to support learner autonomy, self-assessment system, how to apply it to the writing class, and a new way of valuing. This is a need that researchers continue to learn and discuss in the future, then being developed through further studies that can be carried out by all parties who are indeed focused on developing an assessment system in writing abilities. At the same time becoming autonomous learning is long- life learning process which takes time, patience and support, we should also study hard, give our dedication to make use of the broad platform of the Internet, and become a knowledgeable person who will make greater contributions to the society in the future.

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