

**THE ROLE OF SELF-AWARENESS IN DEVELOPING  
ENGLISH LANGUAGE LEARNERS' WRITING SKILL:  
STUDENTS VOICE**

*(A Descriptive Qualitative Study at SMK IT Khoiru Ummah Tasik Malaya)*

**THESIS**

This Thesis Is Submitted To Fulfill The Requirement

For 'Sarjana' Degree In English Study Program



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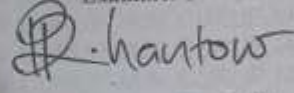
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*Wassalamu 'alaikum warohmatullahi wabarokathu*

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## PREFACE



Bismillah, praise and gratitude to the author to Allah SWT for all His grace and guidance so that the author can complete this thesis entitled ***“THE ROLE OF SELF-AWARENESS IN DEVELOPING ENGLISH LANGUAGE LEARNERS’ WRITING SKILL: STUDENTS VOICE”***.

This thesis is prepared to fulfill one of the requirements to achieve a Bachelor's degree (S.Pd) in the English Tadris Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup. The researcher realizes that this thesis is still far from perfect; therefore, constructive criticism and suggestions will be very useful for this research. In addition, the researcher hopes that this thesis will be useful for readers, especially for other researchers who may be interested in conducting research in this field.

Curup, August 2025  
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This thesis titled *"The Role of Self-Awareness in Developing English Language Learners' Writing Skill: Students Voice"* is not just a scientific work, but a series of inner journeys filled with wounds, fatigue, and tears. In every process, there were long, silent nights, there was tormenting doubt, and there were moments when the researcher nearly gave in to despair.

However, amidst all that, the researcher feels very blessed because they have never truly walked alone. There have been so many outstretched hands, voices that strengthen, and hearts that give selflessly. For that reason, with all humility, the researcher expresses the deepest gratitude to all parties who have helped, supported, guided, and prayed during this journey. Without you, perhaps these words would never have been written.

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10. And all friends of the 2021 batch who are extraordinary with their respective dreams.

Finally, the author realizes that this thesis is still far from perfect, but the author hopes that this thesis can be useful for readers in general and for further researchers. Thank you to all parties who have supported and played a role in my research process.

## MOTTO

يُسْرًا أَلَسْرَ مَعَ إِنَّ ۖ يُسْرًا أَلَسْرَ مَعَ فَإِنَّ ۖ

*(Al-Insyirah : 5-6)*

**“APPRECIATE EVERY SMALL STEP YOU TAKE, BECAUSE SOMETHING  
BIG STARTS FROM SMALL STEPS YOU MAKE”**



## **DEDICATION**

With great pride and gratitude from me, I dedicate this thesis to the people who have greatly contributed to the process of making this thesis:

1. Allah SWT. Without whom I am nothing, and it is with His blessing that the author can complete this research.
2. Born to a family of farmers who want to continue their education through a scholarship, I express thousands of thanks and incomparable gratitude to myself personally, who has struggled and survived so far, to raise the status of both parents. Hopefully, what is the pride of these parents can be able to provide real hopes and dreams.
3. My beloved parents, Mr. Dadi and Mrs. Nining Sartika, who are the main reason for me to complete this thesis, who have given me love, affection, motivation, and everything in my life. Thank you very much for supporting me with the power of prayer and everything so that I can complete this thesis.
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## **ABSTRACT**

**DENI : THE ROLE OF SELF-AWARENESS IN DEVELOPING  
ENGLISH LANGUAGE LEARNERS' WRITING SKILL:  
STUDENTS VOICE**

**Advisor : Dr. Eka Apriani, M.Pd**

**Co-Advisor : Jumatul Hidayah, M.Pd**

Writing skills are a vital part of learning English, but many students still struggle with generating suitable sentences, organizing ideas, and communicating them. Self-awareness, or pupils' ability to comprehend their own strengths, flaws, emotions, and mental processes during learning, is suggested to aid increase this talent. The purpose of this study is to describe how self-awareness contribute students' English writing skills and to identify the factors that influence self-awareness as perceived by them. This study employs a descriptive qualitative approach, with data collected through interviews and observations of five students from SMK IT Khoiru Ummah Tasik Malaya who struggle with their writing skills. The developing part is investigated by looking at how students' self-awareness emerges in their writing process, as well as reported increases in their writing quality using established criteria for good writing. Data were studied through reduction, presentation, and conclusion. The study's findings suggest that self-awareness is vital in helping pupils improve their writing skills. Ten self-awareness indicators, including self-reflection, self-regulation, emotional awareness, and goal planning, have been demonstrated to help pupils write with greater confidence. In addition, nine aspects, including emotional recognition, life experiences, and input from others, help to shape pupils' self-awareness. Self-awareness is a major aspect in helping pupils improve their writing skills. Students with high levels of self-awareness are more likely to effectively manage the writing process and create higher-quality work.

**Keywords:** Self-Awareness, Writing Skills, Metacognition, Learning Motivation, Self-Reflection.

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# CHAPTER I

## INTROCUCTION

### A. Background of the Research

Writing skills are essential for everyone who wants to connect with others indirectly. Writing abilities are the ability to articulate concepts in written language using sentences that are complete, thorough, and clear in order to effectively transmit these thoughts to the reader<sup>1</sup>. Writing abilities are essential for students and learners, bosses and employees, professors and lecturers. Reading and writing activities are interconnected. Writing is a creative process that requires more divergent thought than convergent reasoning<sup>2</sup>. Accordingly, hearing, speaking, reading, and writing are inextricably linked<sup>3</sup>.

Writing demands pupils to think deeply about the subject they are writing about. This includes arranging ideas, organizing them, and presenting logical arguments. Writing, according to Bloom's Taxonomy theory, can help students develop higher-order thinking skills including analysis, synthesis, and assessment<sup>4</sup>.

Writing is one of numerous linked abilities that contribute to effective communication. In English writing is always at the end of the English language skills list, after listening, speaking, and reading.

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<sup>1</sup> Slamet, St.Y. 2007. *Dasar-Dasar Keterampilan Berbahasa Indonesia*. Surakarta: Universitas Sebelas Maret Press.

<sup>2</sup> Doyin, M. dkk. 2009. *Bahasa Indonesia Penulisan Karya Ilmiah*. Semarang. UNNES Press.

<sup>3</sup> Zuchdi. D. & Budiasih. 2001. *Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah*. Yogyakarta: PAS.

<sup>4</sup> Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc..

However, this does not imply that writing abilities are less necessary. Aside from speaking, writing is a beneficial talent because it helps users develop skills.

According to Bram, the definition of writing is "*in principle, to write means to try to produce or reproduce written message*" with the notion of writing as an effort to create or replicate existing writing. In his work, Semi describes writing as a creative process of converting ideas into written symbols<sup>5</sup>. On the other hand, writing is a productive activity in the sense that it involves the production of language<sup>6</sup>. Afterwards writing as the exploration of thoughts and feelings about a subject, the selection of topics to write about, and the determination of how to write them so that readers may grasp them quickly and clearly. Writing also is a skill that requires advanced ability<sup>7</sup>.

Writing is one of the four fundamental language abilities, alongside listening, speaking, and reading. Writing allows pupils to learn grammar, vocabulary, and sentence structure. According to Stephen Krashen's Input Hypothesis theory, pupils must have access to comprehensive input in order to effectively learn a language. Writing allows kids to actively form sentences, which helps them internalize language concepts<sup>8</sup>.

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<sup>5</sup> Semi, A. (2007). *Dasar-dasar Keterampilan Menulis*. Bandung: Angkasa.

<sup>6</sup> Suparman, S., Herdiana, B., & Nuruahmad, M. (2024). Kemampuan Menulis Karangan Argumentasi Dengan Menggunakan Media Gambar Pada Siswa Kelas VII SMP Negeri II Walenrang. *Jurnal Vokatif: Pendidikan Bahasa, Kebahasaan, dan Sastra*, 1(2), 102-108.

<sup>7</sup> Khalik, I. (2021). Peningkatan Kemampuan Menulis Cerita Pendek Sebagai Terapi Ekspresif Terhadap Emosi Pada Peserta Didik Kelas Xi Man 3 Kota Jambi. *Jurnal Literasiologi*, 6(2), 556567.

<sup>8</sup> Setiyadi, A. C., & Salim, M. S. U. (2013). *Pemerolehan bahasa kedua menurut Stephen Krashen*. *At-Ta'dib*, 8(2).

Writing abilities allow students to express themselves clearly and systematically. Writing competency, according to Dell Hymes' Communicative Competency Theory, is one of the key communicative abilities, along with the ability to transmit messages effectively in a variety of circumstances<sup>9</sup>.

Writing allows pupils to reflect on what they have learnt. This promotes a more in-depth grasp of the learning material. According to Vygotsky's Social-Cognitive Theory, writing can help children improve cognition by allowing them to articulate their views and process information more effectively<sup>10</sup>.

In applying this skill, of course there are indicators or determining factors such as self-awareness. According to Robert L. Solso, self-awareness of physical and psychological processes has a reciprocal relationship with mental life in terms of life objectives, emotions, and subsequent cognitive processes. Someone who is already self-aware can govern himself in terms of his life goals, emotion regulation, and the impact of emotions on his cognitive function<sup>11</sup>.

Self-awareness, is an insight into the causes for one's own conduct or comprehension of oneself<sup>12</sup>. According to Daniel Goleman, self-awareness is a person's ability to understand their own strengths,

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<sup>9</sup> Hymes, D. (1992). *The concept of communicative competence revisited. Thirty years of linguistic evolution*, 1(2), 31-57.

<sup>10</sup> Daniels, H. (Ed.). (1996). *An introduction to Vygotsky*. London: Routledge.

<sup>11</sup> Solso, L.R., Maclin, H.O., & Maclin, K.M. *Psikologi Kognitif*. Erlangga. Jakarta. 2008. P. 109

<sup>12</sup> L.P. Chaplin, *Kamus Lengkap Psikologi*, Jakarta, Rajawali Pers, 2011 P.451



shortcomings, motivations, values, and influence on others<sup>13</sup>. A person's self-awareness might assist them rectify or reflect on their abilities. Furthermore, self-awareness enables a person to adapt and adjust to changing times and circumstances. When we shift our attention inside and focus on our own contents, we achieve self-awareness. Self-awareness refers to the extent to which attention is directed inward to focus on features of one self<sup>14</sup>.

Self-awareness is a person's ability to perceive and comprehend their own thoughts, feelings, and behaviors (Goleman, 1995). In the context of learning, self-awareness is significant in increasing students' learning capacities because persons with high self-awareness are better able to control emotions, motivate themselves, and make appropriate learning judgments<sup>15</sup>. According to Brown, pupils with high levels of self-awareness are more independent, able to assess their learning progress, and more effective at reaching learning objectives.

The learning approach has evolved in tandem with societal and technical advancements. Students must have more broad skills, including the capacity to identify their learning strengths and shortcomings. The importance of self-awareness in the learning process can be demonstrated in a variety of scenarios, including time management, developing learning techniques, and tailoring learning approaches to individual traits. This is

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<sup>13</sup> Daniel Solomon, Kalaiyarasan, "Importance of Self Awareness in Adolescence – A Thematic Research Paper". *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 21, Issue 1, Ver. II, Januari 2016, p. 20.

<sup>14</sup> Tridayakisna and Hudaniah, *Psikologi Sosial*, (Malang : UUM Press, 2009), P 63.

<sup>15</sup> Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

supported by Duval and Wicklund's research, which found a favorable association between self-awareness and metacognitive abilities, namely the ability to manage and analyze the thought process in learning<sup>16</sup>.

Various educational philosophies in modern education highlight the need of self-awareness in improving learning effectiveness. One of these is Bandura's Self-Regulated Learning (SRL) theory. This hypothesis highlights that students who can reflect on their learning process will be better able to govern learning activities, manage their resources, and achieve academic success. Thus, self-awareness becomes an important factor in supporting more effective and sustainable learning.

Furthermore, recent research by Wong and Law, demonstrates that self-awareness helps to increase students' intrinsic motivation. Students who comprehend what and why they are learning are more likely to persevere in the face of learning obstacles. This study demonstrates that include self-awareness in the learning process can considerably increase student learning outcomes, both cognitively and affectively.

This study tackles a lack of emphasis on self-awareness approaches for developing English writing skills among senior high school students at SMK IT KU Tasik Malaya who students are faced with challenges in developing English writing skills. These challenges, such as difficulties in constructing correct sentences, organizing ideas, and expressing their thoughts in a clear and structured manner in English, were consistently observed by the researcher during a three-month teaching program

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<sup>16</sup> Yilmaz, G., & LeFebvre, L. (2020). The Effects of Self-Awareness and Self-Reflective Writing on Online Task Performance. In *Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications* (pp. 1435-1452). IGI Global.

(*Praktek Pengalaman Lapangan/PPL*) at the school. This suggests the need for in-depth research to understand the role of self-awareness in improving students' writing skills. Previous research may not have fully investigated how self-awareness can improve learner autonomy in this situation, particularly for students at the basic level.

Furthermore, this study stresses the role of learner autonomy as a collaborative process between students and teachers, positioning students as active participants in their learning journey, which is a novel viewpoint in the field of English language education.

Based on the explanation above, it is possible to conclude that Self-awareness, is a potential or insight that assists someone in understanding themselves. With this awareness, someone will be able to understand their abilities, mental conditions, and the things they feel, and as a result, someone will be aware and capable of instilling a sense of responsibility and self-courage.

Therefore, based on the background above, researchers are interested in investigating the role of Self-Awareness on a person's writing ability. Therefore, researchers are very interested in conducting a study entitled ***“The Role of Self-Awareness in Developing English Language Learners' Writing Skill: Students Voice”***

## **B. Research Question**

Based on the background, the problems of this research are formulated as follows:

1. How does self-awareness contribute to the development of English language learners' writing skills as perceived by students?
2. What are the factors that influence self-awareness for students' writing skill as perceived by students?

## **C. Objective of the Research**

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To describe how self-awareness contributes to the development of English language learners' writing skills as perceived by students.
2. To identify and analyze the factors that influence self-awareness and how these factors impact students' writing skill development as perceived by students.

Based on the problems formulated above, this study aims to describe how self-awareness contributes to the development of English language learners' writing skills and to identify the influencing factors. Through a qualitative descriptive approach, the researcher will explore students' experiences and observations related to the role of self-awareness in improving their writing abilities.

#### **D. Significant of the Research**

##### **1. For students**

In terms of developing students' writing skills, this study is very important. By increasing self-awareness, students will be better able to identify strengths and weaknesses in their writing. Thus, they will have the ability to develop and improve their writing skills independently. In addition, self-awareness helps students learn independently, allowing them to correct mistakes, find the learning style that suits them best, and develop better writing strategies without relying on teacher guidance. In addition, self-awareness can increase students' motivation and self-confidence when facing challenges in writing, so that they are more motivated to continue practicing and produce better writing. Thus, this study contributes directly to improving the quality of students' writing learning in the context of English language learning.

##### **2. For Teachers**

This research is very important for teachers in various fields. First, the results of this study can help teachers develop more individualized teaching skills by understanding each student's strengths and weaknesses in writing. This will allow teachers to provide more targeted feedback to their students. In addition, by increasing students' self-awareness, teachers can increase students' motivation and engagement in the learning process because students will better

understand how they learn and how they can continue to improve themselves.

This study also shows the importance of a metacognitive approach, which invites students to consider how they think when writing. Ultimately, this approach can improve the quality of students' writing. This study can also help teachers create assessment rubrics that assess students' writing results and their self-reflection process during learning. Overall, by considering the important role of students' self-awareness in improving their writing skills, this study can help teachers create better approaches to teaching writing.

### 3. For schools

Furthermore, this discovery has significant educational implications. This research can assist schools understand how self-awareness contributes to developing students' writing skills, hence boosting learning quality. The findings of this study can be used to build a curriculum that emphasizes soft skills such as self-awareness, so encouraging students to be more proactive in improving their writing skills. Moreover, the self-awareness generated in students in this study can provide teachers with new insights into how to apply more efficient teaching ways to assist students improve their writing skills. In addition, this study contributes to improving educational quality and the development of more independent and responsible students in schools because the development of self-awareness shapes the character of

students who are more critical thinkers and prepared to face challenges in both academic and everyday settings.

### **E. Definition of Key Terms**

In order to avoid perception misunderstanding of this study, the following part provides a brief explanation on certain key term or operational definition of research.

#### **1. Writing Skills**

Writing involves using symbols such as alphabets, hieroglyphs, and ideograms to express ideas, document history, and convey complicated concepts<sup>17</sup>. Spratt, Pulverness, and William claim that writing is productive. They claimed that it makes language rather than receiving it, also writing is productive. They claimed that it makes language rather than receiving it<sup>18</sup>. According to Hayland, writing allows people to convey their personal meanings. This indicates that the thoughts or intent can be communicated in textual form. People form their opinions on a certain topic. He also add that, writing allows people to convey their personal meanings. It means that, it can share the ideas or purpose in the written form.

Writing is turning spoken language into written form, which is only true for actions such as taking dictation or transcribing a tape<sup>19</sup>. Writing as a communicative activity should be promoted and developed throughout the language learner's studies.

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<sup>17</sup> Ryang-jin Kim, 'A Definition of Writing System - What Is a Writing System? -', Korean Language and Literature in International Context, 2023.

<sup>18</sup> Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT Course: Teaching Knowledge Test*. Cambridge: Cambridge University Press.

<sup>19</sup> Jeremy Harmer, *the practice of English language 3 longman*. P. 255

Writing is an activity that can be used to practice other abilities such as listening, speaking, and reading<sup>20</sup>. This preparation can allow previously receptive words to be productively used. For example, in an English academic purposes program, students may be involved in maintaining problem logs, which is a type of project work.

Writing is a complex talent that demands significant work to master. Many studies believe writing needs much learning and training<sup>21</sup>.

The writer defined writing as expressing one's ideas about an object in a transcript-style format. Writing is an essential talent in today's worldwide literate culture. In literate cultures, basic writing skills are often assumed to be a prerequisite for work in various fields.

## 2. Self-Awareness

According to J. Stein and Howard E.'s book, self-awareness is the ability to recognize and differentiate between various feelings, understand the emotional aspects involved, understand the factors that cause these feelings to emerge, and understand the effects of our behavior on others<sup>22</sup>.

According to Solso et al, *"awareness is the readiness (awareness) of events in the surrounding environment and cognitive events consisting of memory, thoughts, feelings and physical*

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<sup>20</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing; ESL & applied Linguistics ProfesionalServices*, (New York: Taylor &Routledge's, 2009), p.113

<sup>21</sup> Bantalem Derseh Wale and Yenus Nurie Bogale, 'Using Inquiry-Based Writing Instruction to Develop Students' Academic Writing Skills', *Asian-Pacific Journal of Second and Foreign Language Education*, 6.1 (2021), doi:10.1186/s40862-020-00108-9.

<sup>22</sup> Putri, M. T., & Ferry, D. (2024). Analisis Hubungan Antara Self-Awareness Dengan Hasil Belajar Siswa Pada Mata Pelajaran Biologi:(Analysis of The Relationship Between Self-Awareness and Student Learning Outcomes in Biology Subjects). *BIODIK*, 10(1), 54-66.



*sensations*". Goleman explains that, "self-awareness is continuous attention to one's inner self, self-reflection, thoughts observing and exploring experiences, including emotions". These viewpoints lead to the conclusion that self-awareness entails paying attention to oneself, being willing to accept responsibility for one's actions, and comprehending the surroundings.

## **F. Organization of the Research**

This section describes how the paper is organized from chapter I to chapter V. The introduction appears in Chapter I. It comprises background information, study questions, objectives, restrictions, operational definitions, and significance. Chapter II includes a survey of related literature. Relevant reviews and reviews of related studies are available. Chapter III covers research methodology. It discusses the research methodology, research topic, research tool, data collection strategy, and data analysis process. Chapter IV gives the results and discussion of the problem formulation, summarizing the researcher's conclusions and explaining the findings and their consequences. Chapter V offers conclusions and proposals based on all of the issues and findings mentioned in the research, as well as recommendations that are expected to increase awareness and pave the way for future relevant research.

## CHAPTER II

### THEORETICAL FRAMEWORK

In this section, the researcher presents some explanations about the role of self-awareness in improving students' writing skills and writing ability. Details of each of the points mentioned above will be explained further below.

#### A. Self-Awareness

##### 1. The Definition of Self-Awareness

Self-awareness is characterized by a multitude of views or thoughts<sup>23</sup>. Self-awareness includes an understanding that involves knowledge of oneself and develops through the process of self-evaluation<sup>24</sup>, self-reflection<sup>25</sup>, and is expressed through the body<sup>26</sup>. According to Arfah et al., self-awareness is the ability to notice one's own emotions, which is essential for emotional intelligence<sup>27</sup>. Self-awareness is a cognitive ability or knowledge that allows an individual to comprehend themselves in terms of feelings, behavior, and thoughts.

According to Umami and Rosdiana, self-awareness is a state in which people are aware of their surroundings and have healthy

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<sup>23</sup> Soeprijanto, S., Diamah, A., & Rusmono, R. (2022). The effect of digital literacy, self-awareness, and career planning on engineering and vocational teacher education students' learning achievement. *JOTSE*, 12(1), 172-190.

<sup>24</sup> Silvia, P. J., & O'Brien, M. E. (2004). Self-awareness and constructive functioning: Revisiting "the human dilemma". *Journal of Social and Clinical Psychology*, 23(4), 475-489.

<sup>25</sup> Suhartanto, P. E. (2024). Self Awareness dan Pemaknaan Pengalaman. *Suksma: Jurnal Psikologi Universitas Sanata Dharma*, 5(2).

<sup>26</sup> Ladkin, D., & Taylor, S. S. (2010). Enacting the 'true self': Towards a theory of embodied authentic leadership. *The leadership quarterly*, 21(1), 64-74.

<sup>27</sup> Arfah, T., & Bakar, I. P. S. (2019). Kontribusi kesadaran diri (self-awareness) dan harapan (hope) terhadap career adaptability mahasiswa. *AIJER: Algazali International Journal Of Educational Research*, 2(1), 73-80.

cognitive processes such as memory, thoughts, emotions, and physiology<sup>28</sup>. Self-awareness is intelligence that allows a person to position herself in specific settings and conditions<sup>29</sup>. Self-awareness is the activity of becoming aware of and understanding one's own situation, as well as thinking about how to regulate one's emotions<sup>30</sup>.

Yolanda et al. define self-awareness as a person's ability to perceive, accept, and control their potential for future life development. Self-awareness is defined as the ability to understand oneself and be conscious of one's own conduct<sup>31</sup>. Meanwhile, Rahmawati et al. argue that self-awareness is the earliest and most essential component of emotional intelligence, because a person will not reason or behave based on how they feel<sup>32</sup>.

Steven and Howard in Suparno define self-awareness as the ability to notice feelings, understand why they exist, and be aware of the impact one's actions has on others<sup>33</sup>. This includes the ability to clearly express one's thoughts and feelings, defend oneself and one's opinions

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<sup>28</sup> Umami, M., & Rosdiana, A. M. (2022). Intensitas Bermedia Sosial dan Self Awareness Pada Remaja. *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 9(1), 133-145.

<sup>29</sup> Tarwiyah, H. L. (2022). Pengaruh Religiusitas dalam Membangun Self-Awareness pada Remaja: Literature Review. *Jurnal Psimawa: Diskursus Ilmu Psikologi dan Pendidikan*, 5(2), 79-85.

<sup>30</sup> Ayupir, A. (2021). Pengaruh Peer Support Group terhadap Self Awareness dalam Sadari pada Biarawati (Effect of Peer Support Group Toward Self Awareness in Breast Self-Examinationin Catholic Nuns). *Journal of Nursing Care and Biomolecular*, 6(1), 27-34.

<sup>31</sup> Cai, W., Jin, Y., Zhao, X., & Chen, L. (2023, April). "Listen to Music, Listen to Yourself": Design of a Conversational Agent to Support Self-Awareness While Listening to Music. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1-19).

<sup>32</sup> Napitupulu, R. A. A., & Minarni, A. (2023). Self-Awareness Management and Student Learning Understanding Case Study in Politeknik Negeri Sriwijaya. *ANFUSINA: Journal of Psychology*, 6(1), 23-30.

<sup>33</sup> Steven & Howard, dalam Suparno, P. (2017). *Pendidikan Karakter: Konsep dan Implementasinya*. Jakarta: PT Raja Grafindo Persada, hlm. 238.

(assertive), direct and control oneself, be independent, recognize and accept one's flaws and strengths, realize one's potential, and be satisfied with one's potential<sup>34</sup>.

Students' lack of self-awareness can harm their enthusiasm for learning and have a negative impact on their learning outcomes, such as a lack of awareness to complete assignments on time, a lack of basic knowledge of students about the material being taught<sup>35</sup>, inactivity in participating in learning, a lack of focus on teacher explanations, and even a lack of initiative to repeat understanding of the material that

Students who lack self-awareness will, of course, struggle to know and understand themselves and others<sup>36</sup>, develop their talents and abilities<sup>37</sup>, understand how to act properly<sup>38</sup>, and be less able to regulate their emotions and form positive relationships with one another.

Students' self-awareness is critical to achieving educational goals<sup>39</sup>. Self-awareness is an endeavor to become aware of one's own ability to detect and comprehend how it affects success and learning outcomes.

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<sup>34</sup> Fhatmawati, A., & Santosa, B. (2020). *Hubungan Antara Self-Awareness dengan Tanggung Jawab Remaja di Panti Pelayanan Sosial Anak (Ppsa) Pamardi Utomo Boyolali* (Doctoral dissertation, IAIN SURAKARTA).

<sup>35</sup> Putri, M. T., & Ferry, D. (2024). Analisis Hubungan Antara Self-Awareness Dengan Hasil Belajar Siswa Pada Mata Pelajaran Biologi:(Analysis of The Relationship Between Self-Awareness and Student Learning Outcomes in Biology Subjects). *BIODIK*, 10(1), 54-66.

<sup>36</sup> Mustika, M. (2017). *Hubungan self awareness dengan kedisiplinan peserta didik kelas VIII di SMP Wiyatama Bandar Lampung (penelitian korelasional bidang BK pribadi)* (Doctoral dissertation, UIN Raden Intan Lampung).

<sup>37</sup> Putri, Y., & Primanita, R. Y. (2019). Perbedaan self awareness berdasarkan tipe kepribadian independent penyalahguna NAPZA di Sumatera Barat. *Jurnal Riset Psikologi*, 2019(3).

<sup>38</sup> Esmiati, A. N., Prihartanti, N., & Partini, P. (2020). Efektivitas pelatihan kesadaran diri untuk meningkatkan kedisiplinan siswa. *Jurnal Ilmiah Psikologi Terapan*, 8(1), 85-95.

<sup>39</sup> Putri, M. T., & Ferry, D. (2024). Analisis Hubungan Antara Self-Awareness Dengan Hasil Belajar Siswa Pada Mata Pelajaran Biologi:(Analysis of The Relationship Between Self-Awareness and Student Learning Outcomes in Biology Subjects). *BIODIK*, 10(1), 54-66.

Several factors can influence student learning results, including self-awareness.

According to research Novianti & Romi, they claim that self-awareness, self-enthusiasm, self-management, sympathy, and social skills all have a substantial impact on student learning results, implying that self-awareness plays a role in influencing student learning outcomes<sup>40</sup>. This is supported by research Alviansyah et al., which found that self-awareness is key in obtaining learning objectives. Students who are aware of their learning capacities tend to pay more attention to the teacher's explanation<sup>41</sup>. According to research Rini et al., there is a positive and significant relationship between self-awareness and learning outcomes, with higher levels of self-awareness resulting in better learning results<sup>42</sup>.

Based on the preceding description of the definition of Self-Awareness, it is possible to conclude that the definition of Self-Awareness is an individual's ability to adjust to conditions encountered, to understand their own strengths and shortcomings, and to have a clear mental picture of themselves. Individuals who are aware of their illness will undoubtedly pay more attention to and digest information about themselves, becoming more critical of themselves.

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<sup>40</sup> Novianti, S., & Romi, R. (2021). Pengaruh Kecerdasan Emosional Terhadap Prestasi Belajar Warga Belajar Pkbm Al-Fattah. *Jurnal Obor Penmas: Pendidikan Luar Sekolah*, 4(2), 55-62.

<sup>41</sup> Alviansyah, S., Fauzi, M., & Anggara, B. (2022). Pengaruh Kesadaran Diri Terhadap Hasil Belajar Siswa. *Jurnal PAI Raden Fatah*, 4(3), 227-238.

<sup>42</sup> Putri, M. T., & Ferry, D. (2024). Analisis Hubungan Antara Self-Awareness Dengan Hasil Belajar Siswa Pada Mata Pelajaran Biologi: (Analysis of The Relationship Between Self-Awareness and Student Learning Outcomes in Biology Subjects). *BIODIK*, 10(1), 54-66.

## 2. Forms of Self-Awareness

Maharani & Mustika categorized self-awareness into several types.<sup>43</sup>

1. Subjective self-awareness refers to an individual's ability to differentiate themselves from their surroundings, such as students who can maintain their attitude and reflect on their role as students.
2. Objective self-awareness is the capacity to focus on one's own thoughts and be conscious of their mental state, like a student who remembers their student status and fulfills their responsibilities.
3. Symbolic self-awareness involves the ability to interact, set goals, and assess outcomes. For example, a student must recognize themselves and consider how others perceive them<sup>44</sup>.

Eurich identifies two types of self-awareness:<sup>45</sup>

1. Internal self-awareness involves individuals being conscious of their own thoughts, processing self-referential information, and having a self-image.
2. External self-awareness involves individuals understanding how others perceive them, associating their identity with social roles, and desiring to know how others view them<sup>46</sup>.

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<sup>43</sup> Maharani, D. & Mustika, R. (2017). *Kategorisasi Self-Awareness dalam Konteks Pendidikan*. Jurnal Ilmiah Psikologi, 9(1), 45–56.

<sup>44</sup> Mustika, M. (2017). *Hubungan self awareness dengan kedisiplinan peserta didik kelas VIII di SMP Wiyatama Bandar Lampung (penelitian korelasional bidang BK pribadi)* (Doctoral dissertation, UIN Raden Intan Lampung).

<sup>45</sup> Eurich, T. (2018). *Insight: The surprising truth about how others see us, how we see ourselves, and why the answers matter more than we think*. New York, NY: Currency.

Akbar et al, discussed the various forms of self-awareness. These include:<sup>47</sup>

1. Objective self-awareness, where the mind recognizes that the individual is aware of their own knowledge and responsibilities.
2. Subjective self-awareness, enabling individuals to differentiate themselves from their physical and social surroundings, and to evaluate themselves differently from others.
3. Symbolic self-awareness, allowing individuals to develop internal concepts through communication, establishing relationships, and setting goals to gain understanding of themselves<sup>48</sup>.

According to Izzatul, self-awareness takes on two forms.

1. Subjective self-awareness involves the ability to differentiate oneself from one's physical and social surroundings, and how one's behavior sets them apart from others in the eyes of others.
2. Symbolic self-awareness refers to a person's capacity to create an abstract understanding of themselves through language. It encompasses the ability to communicate, form relationships,

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<sup>46</sup> Eurich, T. (2018). What self-awareness really is (and how to cultivate it). *Harvard Business Review*, 4(4), 1-9.

<sup>47</sup> Akbar, M. Y. A., Amalia, R. M., & Fitriah, I. (2018). Hubungan religiusitas dengan self awareness mahasiswa program studi bimbingan penyuluhan islam (konseling) UAI. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 4(2), 135–144.

<sup>48</sup> Tarwiyah, H. L. (2022). Pengaruh Religiusitas dalam Membangun Self-Awareness pada Remaja: Literature Review. *Jurnal Psimawa: Diskursus Ilmu Psikologi dan Pendidikan*, 5(2), 79-85.

set objectives, assess outcomes, develop self-related attitudes, and protect oneself from threatening communication.

Baron and Byrne in their research on social psychology highlighted that self-awareness manifests in various ways, which include:<sup>49</sup>

1. Subjective self-awareness involves the ability of an individual to differentiate themselves from their physical and social surroundings. Adolescents are conscious of their identity and status that sets them apart from others. They should be mindful of how they are perceived by others and how their conduct influences others' perceptions of them.
2. Objective self-awareness pertains to an individual's capacity to focus on themselves, be aware of their mental state, and acknowledge their own cognitive processes, including remembering that they remember. This is relevant to a student's role as a student. If a student acknowledges their status as a student, they will center themselves and recognize the various rights and responsibilities associated with being a student.
3. Symbolic self-awareness refers to an individual's ability to construct an abstract concept of themselves through language. This ability enables individuals to communicate, form connections, set objectives, assess outcomes, and develop attitudes related to self, while also defending themselves

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<sup>49</sup> Baron, R. A., & Byrne, D. (2005). *Social Psychology* (11th ed.). Boston, MA: Allyn & Bacon.



against potentially harmful communication. In this context, students are encouraged to recognize themselves and develop the capacity to contemplate their self-perception in relation to others. Students benefit from their environment in this scenario and, importantly, learn to effectively convey their thoughts to others through clear communication, thereby establishing connections with others.

### **3. Aspects of Self Awareness Indicators**

According to Boyatzis in Sihaloho, there are various indicators to identify a person's level of self-awareness, including:<sup>50</sup>

a. Emotional awareness.

Emotional awareness is the ability to recognize one's own emotions and their consequences.

b. An accurate self-assessment

Accurate self-assessment is the capacity to identify one's own strengths and limitations.

c. Self-confidence.

Self-confidence is a person's ability to understand and recognize their own capabilities.

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<sup>50</sup> Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 343–362). Jossey-Bass.

According to Ahmad, Salam et al, divide self-awareness into three aspects:<sup>51</sup>

1. Self-concept

Self-concept is a person's perception of themselves.

2. The development of self-esteem

Self-esteem is essential for developing strong interpersonal interactions, learning, creativity, and a sense of personal responsibility.

3. The various identities of persons (plural selves).

Multiple selves are also known as private and public self-awareness; when an individual engages in interpersonal connections, they have two self-concepts. The first aspect is one's own and others' perceptions of the individual. Second, identity may be seen by how people perceive their ideal selves, which is when one aspect of the self-concept reveals who the person is. The second part depicts who they wish to be (self-idealism).

Hackney and Cormier identify four aspects of self-awareness, including:<sup>52</sup>

- a. Awareness of self-interest, for example, to be appreciated, loved, and accepted.

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<sup>51</sup> Salam, M., Sidhu, G. K., & Mohamed, A. R. (2021). *Exploring the three aspects of self-awareness among university students*. International Journal of Instruction, 14(3), 323–340. <https://doi.org/10.29333/iji.2021.14319a>

<sup>52</sup> Hackney, H., & Cormier, S. (2013). *The Professional Counselor: A Process Guide to Helping* (7th ed.). Boston: Pearson.

- b. Awareness of the urge to help oneself, for example, "What do you get from helping others?" "You get from helping others?" or "Does helping others "Does helping others make you feel comfortable?"
- c. Awareness of one's feelings, for example, happy, sad, angry, hate, and fear.
- d. Awareness of skills, weaknesses, and the ability to solve problems, for example, skills in solving problems of difficulty and stress that he/she has.

According to some of the theories mentioned above, self-awareness is an individual's ability to perceive, understand, and evaluate themselves emotionally, cognitively, and socially. The approach of Ahmad and Salam et al. is considered the most complete of the several existing theories because it covers three major aspects: self-concept (how a person views himself), self-esteem (the value assigned to oneself), and plural identity (the difference between the actual self and the ideal self). This theory provides a thorough explanation of how people recognize themselves in personal and social circumstances, making it useful as a reference in study or self-development.

#### **4. Factors That Influence Self-Awareness**

Daniel Goleman (1990) mentions several factors that can give rise to self-awareness such as:

1. Emotional Recognition: Being able to recognize and understand one's own emotions is essential for growing self-awareness. This includes understanding how emotions influence thoughts and

behaviors, which can lead to better decision-making and interpersonal relationships.

2. Self-Reflection allows people to critically evaluate their thoughts, feelings, and behaviors. This technique aids in identifying personal strengths and flaws, ultimately improving self-awareness.
3. Feedback From Others: Receiving constructive comments from peers, mentors, or superiors can help you understand how others perceive your actions. This other perspective can significantly improve self-awareness by identifying blind spots that an individual may not notice on their own.
4. Mindfulness Practices: Mindfulness techniques, such as meditation or focused breathing, teach people to be present in the moment and nonjudgmental about their internal states. These techniques can improve emotional awareness and regulation.
5. Life Experiences: Personal experiences, such as obstacles and accomplishments, shape one's self-concept. Navigating various life scenarios can provide greater insight into personal beliefs, motivations, and emotional triggers.
6. Cultural Influences: Cultural factors can influence how people perceive themselves and their feelings. Different cultures may prioritize different parts of emotional expression and self-perception, influencing overall self-awareness.

7. Education and Training: Self-awareness development is a common component of programs aimed at increasing emotional intelligence. Educational settings that encourage emotional literacy have a substantial impact on people's ability to better understand themselves.

Burke in Kusyairi and Addiarto, suggests that self-awareness is influenced by various factors:<sup>53</sup>

1. Culture encompasses a person's knowledge, beliefs, arts, morals, laws, customs, and acquired abilities as a member of a community.
2. Education is an intentional activity aimed at developing an individual's potential.
3. Gender is a concept used to distinguish non-biological differences between men and women.
4. Experience encompasses everything lived and felt, representing the results of human interaction with the environment, and can be used to understand oneself.

Bulecheck identifies various factors that influence self-awareness.

These include:

1. Cognitive processes are used to generate ideas in response to a problem. Thoughts can be categorized as conscious or subconscious.

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<sup>53</sup> Kusyairi, A., & Addiarto, W. (2019). *Analisis faktor yang mempengaruhi self awareness masyarakat dalam melakukan mitigasi bencana di area rawan bencana gunung Bromo Desa Ngadisari*. Jurnal Ilmu Kesehatan, 10(2), 43–52.

2. Emotions are personal states resulting from internal and external stimuli.
3. Motivation is the drive, whether conscious or unconscious, to take action in pursuit of a specific goal.
4. Actions are the behaviors exhibited by individuals, which are observed by others.
5. Knowledge is the recollection of past events, whether deliberate or unintentional, and is acquired after observing a particular object.
6. The surrounding environment constantly impacts the development of human or group behavior.

According to Djupri & Sulistia, self-awareness is influenced by six factors. These factors include:

1. Problem-solving ability is a function of the mind, which comprises the conscious and subconscious mind.
2. Feelings are innate responses to internal and external stimuli.
3. Motivation is the driving force behind an individual's purposeful actions.
4. Behavior encompasses various activities such as walking, running, and talking.
5. Individual knowledge involves remembering past events through observations.
6. The environment surrounding an individual has a significant impact on the formation of their personality.

Uswatun identified various factors that impact self-awareness:

1. Thoughts involve the systematic development of ideas, starting with identifying a problem.
2. Feelings represent an individual's state resulting from internal and external stimuli.
3. Motivation is the conscious or unconscious tendency to initiate specific actions.
4. Behavior encompasses a wide range of human actions, such as walking, crying, laughing, working, writing, and reading.
5. Knowledge is the impression formed in the human mind through the use of the five senses.
6. Environment includes all surrounding conditions and their influences that can affect human behavioral development.

So based on some of the experts above, it can be concluded that the factors that can affect self-awareness in writing skills are 26 factors and there are similar factors from several opinions so the total factors that can affect self-awareness are 9 factors, namely: 1) Emotional Recognition, 2) Self-Reflection, 3) Feedback From Others, 4) Mindfulness Practices, 5) Life Experiences, 6) Cultural Influences, 7) Education and Training, 8) Gender, 9) Problem-Solving Ability.

## B. Writing Skills

### 1. The Definition of writing Skills

According to Ansarimoghaddam and Tan, ESL scholars, educators, and instructors always emphasize that writing is an essential language skill<sup>54</sup>. Flower and Hayes suggested that writing is a direct speech act of what the author means, their intellectual struggles, and interpretations<sup>55</sup>.

Razali also emphasized writing as an integrative skill, a major, productive, and complex learning process. Thus, writing can be defined as an effective learning process, starting from generating ideas and collecting necessary information until the final text is published<sup>56</sup>.

Hyland, K. mentioned that writing is a way of communicating, confronting, and thinking because the author's thoughts and writing are combined when the author begins to write. In terms of writing attitude, it is related to the students' feelings and beliefs, including their writing abilities and written language tasks<sup>57</sup>.

Writing is a crucial skill in language production, taught in schools and colleges. Writing is used in EFL not only as a medium of

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<sup>54</sup> Ansarimoghaddam, S., & Tan, B. H. (2014). Undergraduates' Experiences and Attitudes of Writing in L1 and English. *GEMA Online Journal of Language Studies*, 14(1).

<sup>55</sup> Flower, L., & Hayes, J. R. (1980). The cognition of discovery: Defining a rhetorical problem. *College Composition & Communication*, 31(1), 21-32.

<sup>56</sup> Geng, J., & Razali, A. B. (2022). Effectiveness of the Automated Writing Evaluation Program on Improving Undergraduates' Writing Performance. *English Language Teaching*, 15(7), 49-60.

<sup>57</sup> Hyland, K. (2019). *Second language writing*. Cambridge university press.



communication, but also to help students organize their information or translate their ideas and thoughts into written form<sup>58</sup>.

The skill of writing is widely recognized as crucial in language learning, as it mirrors the writer's thoughts, mental challenges, and interpretations. The process of writing is intricate, commencing from brainstorming ideas to the final publication of the text. Furthermore, writing serves as a means of expression and cognition, where the writer's ideas are articulated through their writing. Students' perceptions of writing are shaped by their emotions and convictions regarding their writing capabilities, as well as the language tasks they are assigned.

## 2. The Purpose of Writing

According to Harris, writing serves to express the writer's intentions for communication. Writing activities have two main purposes:<sup>59</sup>

- a. Purposes as perceived by the writer
  1. Sharing experiences and communicating
  2. Creating meaning through different modes of thinking than those used in speaking
  3. Exploring and clarifying thoughts, which can also be achieved through conversation
  4. Documenting ideas, facts, and experiences in a way that allows for organization, reference, and further development.

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<sup>58</sup> Sanjaya, H. K., Apriani, E., & Edy, S. (2020). Using web blogs in teaching writing for EFL students. *Journal of English Education and Teaching (JEET)*, 4(4), 516-535.

<sup>59</sup> Harris, D. P. (1993). *Testing English as a Second Language*. New York: McGraw-Hill.

Usually, a writing activity will emphasize one of these purposes more than the others. However, it is crucial for the writing task to have a clear rationale that students can comprehend. Otherwise, the outcome of the writing will exceed expectations and lead to a loss of motivation for the students.

b. Teacher's Intention

1. Writing with Assigned Topics According to the various writing models, the teacher has a significant role in selecting and guiding the writing topics. When the chosen topics are suitable and engaging for the students, the teaching and learning process will be successful.
2. Writing as Culmination of Learning This model is often the primary experience for students. For instance, in primary education, students are required to write about a field trip or activity. While the trip may have been enjoyable, the writing turns it into an educational exercise. In secondary education, this writing model is prevalent across many subjects.
3. Writing as an Integral Part of Learning In this model, writing is viewed as one of the many tools to facilitate learning. Carefully planned writing in various forms and for different purposes can significantly contribute to supporting and developing the learning process.

4. **Writing as Artistic Expression** The writing curriculum includes a specific focus on the aesthetic aspects of writing, such as rhymes, wordplay, various types of humor, and structured repetitive stories. Various approaches reflect the level of control over writing in the classroom. To address this issue, there are three possibilities: the teacher controls the writing task, the teacher delegates control to the students, and the teacher and students collaborate to define and refine the writing task together. It appears that all of these approaches are likely to motivate students in the writing process.

### **3. The Criteria of Good Writing**

The standards for good writing, as outlined by Smith in Reid, include the following:<sup>60</sup>

1. **Content**
  - a. The paper maintains a clear focus on a specific subject.
  - b. Each reader can easily discern the purpose of the paper.
  - c. The thesis is well-supported.
2. **Organization**
  - a. The introduction captures the reader's attention and sets the stage for what follows.
  - b. The organization is straightforward to follow.
  - c. Smooth transitions exist between ideas.

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<sup>60</sup> Smith, F. (1982). *Writing and the writer*. London: Heinemann, cited in Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Prentice Hall Regents, p. 246.

- d. Individual paragraphs are cohesive.
- e. All details contribute to the paper's purpose.
- f. The conclusion effectively summarizes the main points and restates the paper's purpose.

### 3. Style

- a. Sentences exhibit a variety of syntactic structures.
- b. The vocabulary reflects consideration for the audience and the paper's purpose.

### 4. Correctness

- a. Mechanics, including punctuation, capitalization, spelling, and grammar, are accurate.
- b. Words are used precisely and appropriately.
- c. Sentences are complete and correct.

### 5. Clarity

The writing should be easy for readers to understand.

### 6. Coherence

Ideas are arranged logically and interconnected.

### 7. Unity

All parts of the writing must support the main idea.

### 8. Audience awareness

The writer considers who the readers are.

### 9. Purpose

The writing is aimed at achieving a specific communication goal.

In this study, these requirements are used as a benchmark to assess students' ability to generate good writing, which is then related to their level of self-awareness during the writing process. Thus, the assessment focuses not just on mechanical factors, but also on students' understanding of their readers, aims, and writing style.

#### **4. The Aspect of Writing**

According to Brown, writing is compared to swimming, suggesting that just as people need an instructor to learn the basic techniques of swimming, they also require guidance in writing, which teachers provide.<sup>61</sup> In the process of writing, teachers play the role of instructors, guiding students through different stages, from learning the basics to developing their own style and acquiring sufficient practice to enhance their writing skills.

On the other hand, Gower et al, outlines the components of writing as:<sup>62</sup>

##### **a. Handwriting**

The legibility of the writing is crucial to ensure easy readability for the readers. Neatness and clarity are fundamental in writing.

##### **b. Spelling**

Spelling entails correctly writing words in their accepted standard form. Spelling mistakes are commonly

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<sup>61</sup> Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). White Plains, NY: Longman.

<sup>62</sup> Gower, R., Phillips, D., & Walters, S. (1995). *Teaching Practice: A Handbook for Teachers in Training*. Oxford: Heinemann, p.113.

encountered in second-language acquisition.

c. Punctuation

Punctuation marks are used to clarify meaning by grouping grammatical units in written text.

d. Sentence construction

Constructing sentences with proper grammatical structure and order is essential.

e. Text organization and paragraphing

This involves dividing information into paragraphs and transitioning between them to present a coherent and logical order.

f. Text cohesion

Utilizing appropriate linking words and phrases to ensure clarity and coherence in the organization of the text.

g. Register/style

Utilizing language, including structures and vocabulary, that is suitable for the formality and style of the text.

## **5. Contribution of Self-Awareness to Writing Skill**

Self-awareness refers to a person's ability to comprehend themselves, including their strengths, shortcomings, emotions, and mental patterns. In the context of writing, self-awareness plays a vital role in improving the quality of writing and the creative process. The following signs demonstrate the role of self-

awareness in writing ability:

1. Self-Assessment of Writing: The ability to analyze one's own writing, finding strengths and areas for growth, is essential. This self-assessment enables focused improvements<sup>63</sup>. This directly impacts the 'Correctness' and 'Content' aspects of good writing, as students can identify and rectify errors or improve clarity.
2. Audience Awareness: Understanding one's own point of view aids in anticipating the demands of the audience, allowing the writer to efficiently modify content, which is a combination of self and audience awareness<sup>64</sup>. This contributes significantly to the 'Style' and 'Organization' of writing, ensuring the message is tailored and effectively received.
3. Emotional Awareness: Recognizing and controlling emotions when writing helps to express the proper tone and empathy, increasing the message's clarity and impact<sup>65</sup>. Emotional regulation can prevent writer's block and ensure a consistent 'Style' and 'Content' that reflects the intended message.
4. Metacognition: Thinking about one's own thought processes, such as planning, organizing ideas, and tracking progress, is critical for effective writing tactics. This directly enhances

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<sup>63</sup> John H. Flavell, 'Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry.', *American Psychologist*, 34.10 (1979), pp. 906–11, doi:10.1037//0003-066x.34.10.906.

<sup>64</sup> Don Murray, 'Teach Writing as a Process Not a Product', *The Essential Don Murray: Lessons from America's Greatest Writing Teacher*, 1972, pp. 1–5.

<sup>65</sup> Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam.

'Organization' and 'Content' by ensuring ideas are logically structured and fully developed.

5. Self-Regulation: Controlling parts of the writing process, such as time management, focus, and distraction avoidance, results in increased efficiency and production<sup>66</sup>. Effective self-regulation leads to more complete and well-developed 'Content' and 'Organization' within given timeframes.
6. Proactive Learning: Taking the initiative to seek criticism and practice based on self-identified writing skill gaps displays a willingness to develop<sup>67</sup>. This continuous improvement mindset impacts all criteria of good writing, as students actively work to refine their 'Content', 'Organization', 'Style', and 'Correctness'.
7. Reflective Thinking: Regularly reflecting on previous writing experiences to discover strengths and places for improvement promotes ongoing development. Reflection allows students to learn from past mistakes in 'Correctness' or 'Organization' and apply new strategies for future writing.
8. Adaptability: Being open to feedback and eager to make changes based on new information or criticism demonstrates flexibility and a dedication to quality. Adaptability ensures that students can refine their writing to meet the 'Criteria of Good

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<sup>66</sup> Barry J. Zimmerman, 'A Social Cognitive View of Self-Regulated Academic Learning', *Journal of Educational Psychology*, 81.3 (1989), pp. 329–39, doi:10.1037/0022-0663.81.3.329.

<sup>67</sup> Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random house.



Writing' based on external input, leading to better 'Content', 'Organization', 'Style', and 'Correctness'.

9. Self-Confidence: Recognizing one's own strengths increases confidence, which can improve the quality and impact of writing<sup>68</sup>. Confidence empowers students to express their ideas more freely, leading to richer 'Content' and a more distinct 'Style'.
10. Goal Setting: Self-awareness makes it easier to set realistic writing objectives and track progress toward them, offering direction and motivation. Clear goals provide a roadmap for improving specific aspects of writing, whether it's 'Correctness' (e.g., grammar), 'Content' (e.g., developing arguments), or 'Organization'.

As a result, developing writing skills requires self-awareness. Understanding oneself allows the writer to improve the quality of their writing, control the writing process, and fulfill the goals that have been set. The theories given provide an academic foundation for understanding how to improve self-awareness during the writing process.

The indicators I stated earlier (10 points for self-awareness's contribution to writing skills) are not based on a single theory or theorist, but rather on a synthesis of numerous notions from educational psychology, cognitive psychology, and teaching-learning

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<sup>68</sup> Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.

theories. Several important theories that can be linked to those topics include:

a. Metacognition Theory (John Flavell)

John Flavell (1979) developed this idea, which focuses on an individual's ability to monitor, regulate, and evaluate their cognitive processes. This is linked to measures like self-assessment, metacognition, and self-regulation.

b. Self-efficacy Theory (Albert Bandura)

Albert Bandura (1977) argued that a person's conviction in their talents (self-efficacy) influences their success in tasks, including writing. This is linked to indicators like self-confidence and goal-setting.

c. Mindset Theory (Carol Dweck).

Carol Dweck (2006) created the concept of a growth mindset, which holds that abilities can be enhanced through effort and study. This relates to signs like proactive learning and adaptability.

d. Writing Process Theory

Donald Murray (1972) and Peter Elbow (1973) established this approach, emphasizing the necessity of thinking, editing, and reflecting in writing. This is linked to measures like self-assessment, metacognition, and reflective thinking.

e. Emotional Intelligence Theory

Daniel Goleman (1995) highlights the importance of

emotional awareness in self-management and interpersonal interactions. This is relevant to markers like emotional awareness.

f. The self-regulated learning (SRL) Theory

Barry Zimmerman (1989) established this idea, which emphasizes on students' abilities to self-regulate their learning through planning, monitoring, and evaluation. This is linked to signs like self-regulation, goal setting, and metacognition.

Therefore, these indicators are the product of a synthesis of several complementing theories rather than a single theoretical framework.

### C. The Previous Related Study

Five earlier studies have been carried out by various researchers that are pertinent to this research, and the explanations of these previous studies are as follows. The first title of the previous related study is *Developmental Potential of Self-Assessment Reports for High School Students' Writing Skills: A Qualitative Study*. By Afsheen Rezai, Ehsan Namaziandost and Siamak Rahimi. The name of the journal of this research is *Teaching English as a Second Language Quarterly (TESLQ)*, "which was formerly known as the *Journal of Teaching Language Skills*." and published by the University of Tehran. The research is aimed at examining the progression of students' writing skills over time by analyzing their self-assessment reports and observing changes in their perceptions of improvement, especially in the organization of writing.

Through the comparison of self-assessment reports at different time points, the study aims to gain insight into how students view the impact of self-assessment on their motivation, self-regulation, and understanding of evaluation criteria. Furthermore, the research seeks to uncover common themes from focus group interviews and self-assessment data to gain a better understanding of how effective self-assessment practices are in improving writing skills. The research included 21 high school students from Iran and employed self-evaluation surveys and semi-structured focus group discussions to gather information. The self-evaluation surveys were utilized to monitor the students' perceptions of their writing abilities over time, while the focus group discussions offered insights into their experiences with the self-assessment process. The data underwent thematic coding for identifying patterns and themes, as well as comparative analysis of the self-assessment surveys at different stages. To ensure the validity and reliability of the study, the researchers thoroughly examined the data and correlated their findings with established theoretical frameworks. The self-assessment reports indicated that students noticed a significant improvement in their writing abilities in terms of content, language, organization, and task requirements. Moreover, the results of the focus group interviews supported the positive attitudes of the students towards the effectiveness of the self-assessment reports. Based on these findings, it can be inferred that EFL learners can utilize self-assessment reports to enhance their writing skills.

The second title of the previous related study is *Self-Regulated*

*Writing Strategy as a Moderator of Metacognitive Control in Improving Prospective Teachers' Writing Skills.* By Haerazi and Mohammad Kazemian. The name of the journal of this research is *JOLLS: Journal of Language and Literature Studies*. And published by Universitas Pendidikan Mandalika. The research aimed to explore how self-regulated learning impacts metacognitive control in developing the writing skills of prospective teachers. The study aimed to assess the efficacy of self-regulated learning in improving writing skills through metacognitive awareness. The study used a mixed-method, incorporating quantitative and qualitative analyses. Descriptive and inferential statistics, such as mean, median, and two-way ANOVA, were utilized to examine the quantitative data, assessing the writing performance and metacognitive awareness of potential teachers. Qualitative data gathering entailed observing the learning activities of teachers during the utilization of self-regulated writing strategies, with analysis phases encompassing task definition, goal setting, strategy implementation, and activity adjustment. The study's results suggested that the self-regulated writing strategy effectively enhanced the writing skills and metacognitive awareness of prospective teachers. It was observed that there were significant differences in the writing performance of the experimental group, which utilized the self-regulated writing strategy, and the control group, which employed a collaborative writing strategy. The study emphasized that the self-regulated writing strategy aided prospective teachers in honing their writing abilities and improving their metacognitive awareness, resulting in

better writing outcomes. Furthermore, the assessment of metacognitive awareness levels before and after the intervention revealed improvements across various groups, with the high and moderate groups showing notable improvements in their post-test scores in comparison to their pre-test scores.

The third title of the previous related study is *The Impact of Self-assessment of Engineering Students' Awareness of Pre-Writing Strategies on Writing Performance*. By Ramya Devi Bommanaboina and Rajakumar Guduru. The name of the journal of this research is *Journal of Applied Linguistics and Language Research*. And published by *Indian Institute of Technology, Bhubaneswar, India*. The purpose of the study was to explore the knowledge of pre-writing techniques among engineering students, with a focus on developing their writing abilities through self-evaluation. The goal was to pinpoint the specific pre-writing techniques employed by students, especially in the process of generating and structuring ideas at the pre-writing phase. The study involved 439 engineering students aged 18 to 20 with various backgrounds and intermediate to advanced English proficiency. Information was gathered using a self-evaluation survey on pre-writing techniques, specifically focusing on idea generation and organization. Additionally, informal interviews were conducted to gain qualitative insights. The data was examined using both quantitative methods, such as the Independent-samples t-test, and qualitative analysis. This approach was designed to comprehend the students' pre-writing abilities and the

impact of self-assessment on their writing performance. The research indicated that students who had knowledge of pre-writing techniques, such as brainstorming, demonstrated improved writing performance. The majority of students engaged in contemplating the subject prior to writing (Mean = 4.29), but were less acquainted with other methods such as formulating questions and engaging in discussions with peers. There were no noteworthy differences in strategy awareness based on gender. The study underscored the necessity for enhanced instruction in idea generation and organization to enhance writing abilities, particularly for students in the field of engineering.

The fourth title of the previous related study is *Students' Metacognitive Awareness and Its Impact on Writing Skill*. By Dina Ramadhanti and Diyan Permata Yanda. The name of the journal of this research is *International Journal of Language Education*. And published by the *International Journal of Language Education (IJOLE)*. The purpose of this study is to explore students' metacognitive awareness and how it affects their capacity to write explanatory texts. The researchers utilized a quantitative research approach with a correlational design to investigate how metacognitive awareness affects the capability to write explanatory texts. The findings revealed that among the 63 students surveyed, 25 demonstrated a high degree of metacognitive awareness, while the remaining 38 exhibited a moderate level of this awareness. This research identified a significant and strong correlation between metacognitive awareness and the capability to write explanatory texts, with a correlation

value of 0.812. Metacognitive awareness accounts for 66% of the ability to produce explanatory texts, highlighting its vital role in writing proficiency, whereas other factors contribute to the remaining 44%. Additionally, the t-test outcomes indicated a significant relationship between metacognitive awareness and writing skills, suggesting that students with higher levels of metacognitive awareness tend to have better writing abilities.

The fifth title of the previous related study is *Self-Regulated Learning Skill to Improve Students' Writing Competence for Junior High School*. By Arik Susanti and Ian Puja Pratama The name of the journal of this research is *Advances in Social Science, Education and Humanities Research*. And published by *Atlantis Press*. This research investigates whether Self-Regulated Learning (SRL) can increase students' writing competence, specifically focusing on improving their composition skills in writing descriptive texts for junior high school students. The researcher employed a quasi-experimental format for this research. The approach entailed giving a pre-test and post-test to a single group of learners. The intervention occurred over multiple sessions, during which students were taught writing skills through Self-Regulated Learning (SRL) strategies. The data were assessed using SPSS and a paired sample t-test to ascertain whether there was a notable enhancement in the students' writing abilities following the intervention. The study's findings revealed a notable enhancement in students' writing abilities after they engaged in writing instruction through Self-Regulated Learning (SRL). The analysis demonstrated that the average score of the post-test (76.375) was



considerably greater than the average score of the pre-test (41.375). The significance value (2-tailed) was calculated at 0.000, which is below the threshold of 0.05, indicating a statistically significant difference between the pre-test and post-test scores. This implies that the application of SRL had a beneficial effect on the students' writing skills.

The similarities between those studies that have been previously mentioned with this study were discussing how self-awareness can affect students' writing skills. The second similarity was that the methodology used in one of the previous studies was a qualitative method. The next similarity was the subject of this study was students. The last similarity was the data collected from one of the previous related study was through interview and observation.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter outlines the research methodology as well as various aspects related to data collection and analysis. The specifics of the topics mentioned earlier will be elaborated on in the following sections.

##### **A. Research Design**

The approach utilized in this study was descriptive qualitative. This methodology is widely used for conducting research in fields such as education, psychology, and social sciences, aiming to understand and describe a phenomenon in its natural setting. This study took place within the realm of education, specifically focusing on English lessons. The researcher analyzed the gathered data and subsequently described it in relation to the research objectives. The qualitative approach serves to grasp the significance of an individual or group while also delving into social or human issues<sup>69</sup>. The focus of this research is on self-awareness as a means to improve writing skills. Qualitative research also is a cyclical process where evolving interpretations gradually align more closely with the phenomenon under investigation, resulting in enhanced understanding for the scientific community<sup>70</sup>.

The research utilized a descriptive design. As noted by Prof. DR. Lexy J. Moleong, M.A. in his book titled *Metodologi Penelitian Kualitatif*, descriptive design research is a methodology that seeks to depict and

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<sup>69</sup> Creswell W, John., & Creswell, J. David. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. London: SAGE Publication, Inc. P.23

<sup>70</sup> Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research', *Qualitative Sociology*, 42.2 (2019), pp. 139–60, doi:10.1007/s11133-019-9413-7.

interpret objects as if they were actual facts in the field<sup>71</sup>. This design engages with various arguments that have been previously detailed, as the researcher examined the generalization of the issues discussed. The phenomenon being analyzed is the impact of self-awareness on developing students' writing abilities, explored in great depth. The research was conducted in a thorough manner and within a real-world context. The choice of a descriptive design stemmed from the study's aim to illustrate and analyze data concerning each student's self-awareness in relation to improving their writing skills.

## **B. Subject of the Research**

This study involved five students of SMK IT Khoiru Ummah Tasikmalaya who were selected through purposive sampling technique because they experienced difficulties in English writing skills. These difficulties, such as challenges in constructing appropriate sentences, organizing ideas, and conveying thoughts clearly, were identified through a preliminary observation conducted by the researcher during a three-month teaching program (*Praktek Pengalaman Lapangan/PPL*) at the school. During this period, the researcher actively engaged in classroom activities, reviewed student writing assignments, and informally interacted with students and teachers, which consistently revealed a common struggle among certain students in producing coherent and grammatically sound English texts. This direct observation provided empirical evidence for the selection criteria.

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<sup>71</sup> Moleong, Lexy J. (2018). *Metodologi Penelitian Kualitatif*. Bandung: PT Rosdakarya.P.87

As noted by John W. Creswell, purposeful sampling, is a technique used to select individuals or locations for studying or understanding a key phenomenon<sup>72</sup>. Purposive sampling, as defined by Tongco, is utilized to select individuals who possess certain characteristics<sup>73</sup>.

### **C. Technique of Data Collection**

In the view of W. Laurence Neuman, when gathering qualitative data, the researcher provides a detailed account of individuals, activities, and occurrences within society<sup>74</sup>. Given the distinctive traits of qualitative research, data collection techniques were implemented through observation and interviews. Below is a description of the tools utilized for this study.

#### **1. Interview**

The interview technique serves as one method to gather primary data. Primary data refers to information collected during a specific research project<sup>75</sup>. Thus, to collect original insights, face-to-face interviews were utilized. The researcher developed written questions for the interviewees and conducted structured interviews. In this scenario, the structured interview format poses particular objective inquiries in a predetermined

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<sup>72</sup> Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method*. United Kingdom: Sage Publications

<sup>73</sup> Ma Dolores C. Tongco, 'Purposive Sampling as a Tool for Informant Selection', *Ethnobotany Research and Applications*, 5 (2007), pp. 147–58, doi:10.17348/era.5.0.147-158.

<sup>74</sup> W. Lawrence Neuman. 2003. *Social Research Methods: Qualitative And Quantitative Approaches*. P.21 Boston : Allyn and Bacon

<sup>75</sup> Hackett, P., "The Selection Interview", *The Management Shapers Series* (London: Chartered Institute of Personnel and Development, 2003) 95.

sequence. Moreover, the questions were well-crafted, thoughtfully planned, and aligned with the study's aims. This approach encouraged participants to provide their responses as accurately as possible.

## 2. Observation

According to Hatch, observation is a data collection approach applicable to many qualitative studies and gathers data from activities, locations, and objects <sup>76</sup>.

According to Ary et al., observation is the most basic way for completing a description of behavior in the exact natural location where it occurs or the duration of observed activities <sup>77</sup>. In this study, the researcher collected data using non-participant observation because she just watched classroom behavior and did not engage the subject of study in class. Non-participant observation is appropriate since the researcher can observe all teaching and learning activity portions. The purpose of this observation is to look into how teachers use their efforts when teaching reading comprehension, how they implement those efforts in the classroom, and how the class conditions are directly affected. The purpose of this observation is to look into how teachers use their efforts when teaching reading comprehension, how they implement those efforts in the

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<sup>76</sup> NurniKhairita, M., & Panobiyasari, L. (2022). CODE-SWITCHING BY CINTA LAURA IN YOU-TUBE CHANNEL NGOBROL SORE SEMAUNYA. *TOFEDU: The Future of Education Journal*, 1(1), 49-54.

<sup>77</sup> Ary, et al. 2010. 2006. Introduction to Research in Education. Wadsworth: Cengage Learning.P.78

classroom, and how the class conditions are directly affected. The researcher supports the observation method with some devices such as field notes, a checklist, a questionnaire, and a video recorder. The researcher's tool for this observation was an observation checklist (see Table 3.3).

## **D. Instruments of The Research**

### **1. Interview Guidance**

According to Tracy SJ, an interview in qualitative research provides opportunities for discovery, including comprehension, reflection, and explanation<sup>78</sup>. In other words, the researcher has some self-awareness-related questions for students to encourage and develop their writing skills.

Humans are the preferred instruments for naturalistic research. The researcher is the main research instrument. The preceding justification leads to the reasonable conclusion that the researcher gathers and analyses the data. Furthermore, to address study questions about self-awareness and writing skills, the researcher developed a set of interview guide questions based on the indications outlined in Chapter II. The interview guideline grids are shown in the following table.

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<sup>78</sup> Tracy, S.J. (2013) *Qualitative Research Methods*. Wiley-Black Well, West Sussex.

**Table 3.1**  
**Interview Blueprint of the Role of Self-Awareness in Developing English**  
**Language Learners' Writing Skill: Students Voice.**

No	Aspect	Indicators	Questions
1	Contribution of Self-awareness to writing skill	1. Self-Assessment of Writing	a. Can you describe how you assess your own writing skills? b. How do you identify strengths and areas for improvement in your writing?
		2. Audience Awareness	a. How do you consider your audience when writing in English? b. Can you provide an example of how this awareness helps you adjust your writing?
		3. Emotional Awareness	a. How do you manage your emotions while writing in English? b. How does this emotional awareness impact the quality of your writing?
		4. Metacognition	a. How do you plan and organize your ideas before writing? b. Can you explain how this process helps you produce better writing?
		5. Self-Regulation	a. How do you manage your time and maintain focus while writing? b. Can you share strategies you use to avoid distractions and stay motivated?
		6. Proactive Learning	a. How do you seek feedback on your writing? b. Can you describe how this feedback helps you improve your writing skills?
		7. Reflective Thinking	a. How do you reflect on your previous writing experiences? b. What do you learn from these reflections that helps you improve?
		8. Adaptability	a. How do you respond to feedback or criticism on your writing?

			b. Can you provide an example of how you adapted your writing based on feedback?
		9. Self-Confidence	a. How does your confidence in your writing abilities affect the quality of your work? b. Can you share an experience where your confidence improved your writing?
		10. Goal Setting	a. How do you set goals for improving your writing skills? b. Can you explain how these goals help you stay motivated and directed?



**Table 3.2**  
**Interview Blueprint of the Role of Self-Awareness in Developing English**  
**Language Learners' Writing Skill: Students Voice.**

No	Aspect	Indicator	Questions
1	Factors influencing Self-awareness	1. Emotional Recognition	a. How do you recognize and understand your emotions while writing? b. How does this awareness influence your writing process?
		2. Self-Reflection	a. How do you reflect on your thoughts and feelings during the writing process? b. Can you share an example of how this reflection improved your writing?
		3. Feedback from Others	a. How do you use feedback from teachers or peers to improve your writing? b. Can you describe how this feedback increases your self-awareness?
		4. Mindfulness Practices	a. How do you practice mindfulness while writing? b. How does this practice help you become more aware of your writing process?
		5. Life Experiences	a. How have your life experiences shaped your self-awareness in writing? b. Can you share a specific experience that influenced your writing skills?
		6. Cultural Influences	a. How do you think your cultural background influences your self-awareness in writing? b. Can you provide an example of how this cultural influence impacts your writing?
		7. Education and Training	a. How have your teachers or education helped you develop self-awareness in writing? b. Can you describe specific strategies or activities that were effective?
		8. Gender	a. Do you think your gender influences your self-awareness in writing? If so, how? b. Can you share an example of how this influence manifests in your writing?

		9. Problem-Solving Ability	a. How do you approach challenges while writing? b. Can you explain how your problem-solving skills contribute to your self-awareness in writing?
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## 2. Observation

Observation means that researchers collect data firsthand at the research site<sup>79</sup>. Researchers utilize this technique to measure what they observe, see, hear, and think while collecting data during the learning process. The researcher utilized the Observation Item Checklist. This technique makes it easier for researchers to assess students' self-awareness of their writing abilities. The researcher employed audio and video records as observation tools. The researcher did not participate in or intervene during the observation.

The table below shows the observation of document analysis for this investigation.

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<sup>79</sup> J.R.Raco, *Metode Penelitian Kualitatif (Jenis, Karakter dan Keunggulannya)*, (Jakarta: PT.Grasindo, 2010), Pg. 112.

**Table 3.3**  
**Blueprint of Observation Checklist**

No	Contribution of Self- Awareness	Descriptions	The Implementation		
			Yes	No	Notes
1	Self-Assessment	Students demonstrate the ability to evaluate their own writing strengths and weaknesses.			
2	Audience Awareness	Students show an understanding of the audience's needs and adjust their writing accordingly.			
3	Emotional Awareness	Students recognize and manage their emotions during the writing process.			
4	Metacognition	Students engage in planning, organizing, and monitoring their writing processes.			
5	Self-Regulation	Students exhibit control over time management, focus, and motivation during writing.			
6	Proactive Learning	Students actively seek feedback and practice to improve their writing skills.			
7	Reflective Thinking	Students reflect on past writing experiences to identify areas for improvement.			

8	Adaptability	Students demonstrate openness to feedback and willingness to make changes in their writing.			
9	Self-Confidence	Students display confidence in their writing abilities and take pride in their work.			
10	Goal Setting	Students set realistic goals for improving their writing skills and track their progress.			

## **E. Data Analysis Technique**

The data collected through observation, interviews, and questionnaires must be further examined to determine how the data will be presented and discussed in the findings section. The researcher assessed the data collected through observation and interviews, using Nunan's theory and explanation. The following is a description of the data analysis methodologies used in this research.

### **1. Data Reduction**

Before decreasing the data, the researcher first assessed the results of the data collected by the study devices. The data reduction process involves summarizing, selecting the primary or core components, focusing on the essentials, searching for themes and patterns, and deleting irrelevant information. This procedure gives the researcher an overview of the data that has

been acquired. Reducing the data also allows the researcher to analyse the data more clearly.

## **2. Data Display**

In qualitative research, data is displayed using brief descriptions, charts, category linkages, flowcharts, and other tools. Narrative text is commonly used to communicate data. This study similarly uses narrative text to present the data. By presenting the data, the researcher can better understand it and plan the next step.

## **3. Conclusion Drawing/Verification**

The final stage of data analysis is to develop conclusions. The researcher reviewed the data outcomes and related them to the research problem of this study. If there is no proof to back up the initial conclusions at the following step of data collecting, they may change. However, if the initial conclusions were supported by valid and consistent evidence, the conclusion is trustworthy. The conclusion of qualitative research is the discovery of previously unknown phenomena. These findings could take the form of a description of a previously unclear object that, following examination, becomes clear, or they could take the shape of a hypothesis or theory<sup>80</sup>.

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<sup>80</sup> Nunan, David. 1991. *Language Teaching Methodology: a textbook for teachers*. UK: Prentice Hall International

## **CHAPTER IV**

### **FINDINGS AND DISSCUSIONS**

In this part of the chapter researchers present research findings from observations and interviews with students. For details of the results and discussion will be written in this section.

#### **A. FINDINGS**

This finding presents the results of data analysis taken from the results of interviews, which were conducted on Thursday, June 5, 2025, and there were 5 students whom the researchers interviewed.

From interviews with these students, it is obtained that the role of self-awareness improves students' writing skills. For more detailed findings, the author has explained below.

##### **1. Contribution of Self-Awareness to Developing Students' Writing Skill As Perceived by Students**

The interviews and observations revealed that self-awareness plays a crucial role in developing students' writing skills at SMK IT Khoiru Ummah Tasik Malaya. Based on ten indicators developed from metacognition and independent learning theories (Flavell, Goleman, Bandura, and Zimmerman), these findings show that self-awareness has a direct impact on students' writing processes and outcomes.

Based on observations and conversations with five students at SMK IT Khoiru Ummah Tasik Malaya, it has been determined that self-awareness plays an important role in developing students'

writing skill. The ten key indicators used in this study are based on metacognition and self-regulated learning theory. Each signal represents an important aspect of students' self-awareness in the writing process, ranging from self-assessment to goal planning.

To provide a more comprehensive summary, the following table summarizes the findings presented in Table 4.1. This table highlights the extent to which students used self-awareness indicators during the writing process and how they helped to improve their writing quality.

**Table 4.1**  
**Conclusion Table: Self-Awareness Contribution to Students' Writing Skill**

No	Aspects of Self-Awareness	Findings Conclusion
1	Self-Assessment	The majority of students (3 out of 5) were able to identify strengths and weaknesses in their writing, although some felt they needed a dedicated space or AI assistance for assessment. They also actively sought clarification when encountering difficulties.
2	Audience Awareness	Students demonstrated an understanding of audience needs and were able to adapt the style and substance of their writing, often by asking peers, AI, or identifying their audience.
3	Emotional Awareness	Students can recognize and manage their emotions while writing, often by listening to music, calming themselves, or taking a break to set the mood so as not to disrupt their train of thought.
4	Metacognition	Students engage in planning and organizing ideas before writing, such as reviewing ideas, setting a schedule, or understanding the topic and purpose of the writing, which they believe helps produce better writing.
5	Self-Regulation	Students demonstrate control over time management, focus, and motivation while writing, using strategies such as setting deadlines, avoiding distractions, breaking down writing stages, or writing when in a good mood.
6	Proactive Learning	Students actively seek feedback to improve their writing skills, especially from those closest to them, such as parents, friends, or teachers, and also utilize AI.

7	Reflective Thinking	Students reflect on their previous writing experiences by comparing old and new writings and evaluating the process to learn from their experiences, although some admit that they rarely write, resulting in a decline in quality.
8	Adaptability	Students demonstrate an open attitude toward feedback or criticism on their writing, viewing it as an opportunity to learn, and promptly implement suggested improvements.
9	Self-Confidence	Students have high confidence in their writing abilities, believing that this confidence directly impacts the quality of their writing, making it better and enabling them to express their ideas more boldly.
10	Goal Setting	Students set realistic goals to improve their writing skills, such as setting weekly targets (completing essays/articles) or scheduling, which helps them stay motivated and focused.

#### **a) Self-Assessment of Writing**

Three out of five pupils were able to identify the strengths and shortcomings in their writing. The observation results also revealed that students were able to assess the quality of their writing and actively seek clarification when they experienced challenges. This suggests that they have high metacognition about their writing skills. And overall, the point that the author can draw is that they can explain their self-assessment of writing.

#### **b) Audience Awareness**

Students show an understanding of the audience's needs and adjust their writing accordingly. From the results of interviews with students regarding this indicator, researchers obtained information that they can show an understanding of the audience's needs and can also customize their writing. Also



students learned the necessity of tailoring their writing style and substance to their readers.

Observation data confirm this, since students appear to be able to tailor the substance of their writing to communicative aims and audiences. This demonstrates that audience awareness has grown well. Based on the above findings, the researcher can conclude that the average student understands the needs of the audience when writing and can also tailor their writing accordingly.

#### **c) Emotional Awareness**

On this indicator students can recognize and manage their emotions during the writing process. From the interview results, it was found that the interviewed students could recognize and manage their emotions during the writing process.

Students can detect and regulate their emotions when writing, such as calming down when agitated or upset. Observations reveal that kids can continue to write despite external interruptions. This underlines the significance of emotional control in sustaining the flow of thinking when writing.

#### **d) Metacognition**

In this indicator, students are involved in planning, organizing, and monitoring their own writing process. From

the interviews, it was found that they could plan and organize what they wrote during the writing process. Students may plan, organize, and track their writing processes. Observations reinforce this finding, since students demonstrate interest when given revising or writing tasks.

**e) Self-Regulation**

In this part of the indicators, students demonstrate control over time management, focus, and motivation during writing. From the interview results, students can show control over management such as time, focus when writing and motivation when writing. When writing, students displayed good time management, concentration, and motivation. For example, they created a plan, avoided distractions, and broke the writing process into manageable chunks. Observations revealed that they performed writing assignments in a timely and disciplined manner.

**f) Proactive Learning**

In this section students actively seek feedback and practice to improve their writing skills. From the results of the interviews, it was found that all students gave the same statement: they would ask the closest people, such as parents, friends, or teachers. This shows that they actively seek feedback and practice to improve their writing skills. Students eagerly seek input from professors, peers, and even their

parents. Observations demonstrate that, despite obstacles, some students continue to practice and improve their writing depending on the feedback provided.

**g) Reflective Thinking**

In this part of the indicator students can reflect on past writing experiences to identify areas or parts that need improvement. As for the explanation of the interview results as follows. From the interview results, it can be concluded that students can reflect on their past writing experiences to make comparisons and identify areas for practice or improvement. Students analyze previous and present writing to detect trends. Observation results demonstrate that students can identify areas for growth, while some struggle owing to a lack of expertise.

**h) Adaptability**

In this section students can show openness to feedback and willingness to make changes in their writing. Overall they showed an open attitude towards feedback and they were also willing to be criticized and make changes in their writing. All students demonstrated an openness to criticism and a willingness to improve based on input. This was also corroborated by observation data, which revealed that students were open to comments and eager to modify their writing.

### **i) Self-Confidence**

In this indicator students can show confidence in their writing ability and take pride in their work. The interview results show that they are very confident in writing because it can affect the quality of their writing. Students had considerable self-confidence in their writing abilities. Observations revealed that students were proud of their writing and had a positive attitude throughout the writing process.

### **j) Goal Setting**

In this indicator Students set realistic goals to improve their writing skills and track their progress. Overall, the interview results show that they have set goals before writing and to improve their writing skills. Students establish realistic writing goals and track their progress. Observation results demonstrate that they can establish daily or weekly writing goals to gradually improve their writing skills.

The observation results for the self-awareness component in students' writing abilities at SMK IT KU Tasik Malaya Rejang Lebong indicate that students are adept in a variety of self-awareness skills. First, students can successfully examine their own writing, noting its merits and shortcomings. This is evidenced by pupils' capacity to evaluate and ask questions when confronted with writing challenges.

Furthermore, students displayed audience awareness by changing their work to meet the reader's needs. They can also detect and manage

their emotions during the writing process, albeit they are occasionally influenced by external factors. In terms of metacognition, students actively plan, organize, and monitor their writing process, indicating that they enjoy these activities.

Students also displayed strong self-regulation abilities by managing their time, focus, and motivation while writing. This was demonstrated when they completed the writing work within the allocated time. Furthermore, students actively sought criticism and practiced to enhance their writing skills, even though some of them had minor challenges.

In reflection, students were able to identify areas for growth based on their prior writing experience; however, others struggled owing to a lack of practice. They were receptive to comments and willing to make adjustments to their writing, demonstrating a positive, adaptable attitude. Students' self-confidence was also found to be high, since they were proud of their writing abilities and maintained a positive attitude throughout the process.

Finally, students were able to establish realistic goals for improving their writing skills and track their progress. Overall, the findings of this observation indicate that students at SMK IT KU Tasik Malaya Rejang Lebong have strong self-awareness in a variety of areas that contribute to their writing skills.

## 2. Factors that Influence Self-Awareness for Students' Writing Skill As Perceived by Students

In this second research question, the researcher presents the results of the interview, which the author attempts to explain below.

### a) Emotional Recognition

This allows students to understand emotions and recognize them when writing and how they affect their writing process, the results obtained from the student 1 interviewed were:<sup>81</sup>

Student 1: *"I recognize my emotions by reflecting, and then I can understand my emotions while writing"*

From the interview results show that students can recognize and understand their emotions when they write although slowly they are able to overcome them.

### b) Self-Reflection

In this case, they reflect on their thoughts and feelings during the writing process by recognizing their self-awareness of the writing process. The results obtained from the student 3 interviewed were:<sup>82</sup>

Student 3: *"If I'm happy, my writing is long and good, if I'm not happy, my writing is bad"*

The results showed that they were able to reflect on their thoughts and feelings during the writing process and one of them

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<sup>81</sup> Student 1 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

<sup>82</sup> Student 3 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

even reflected on playing social media when her emotions were unstable.

### c) Feedback From Others

In this case, of course, it is very necessary to have criticism suggestions and directions when in the process of learning to write, students should be able to use feedback from teachers or friends and even the environment to improve their writing. The results obtained from the student 5 interviewed were:<sup>83</sup>

Student 5: *“I immediately apply it if there is something that needs to be fixed, I immediately fix it”*

It is clear from the interviews that they are able to take feedback well and use it to improve their writing, as well as their self-awareness. So that the resulting writing is quite good and correct.

### d) Mindfulness Practices

In this section, mindfulness while writing is essential while writing as this mindfulness can help students be more aware of their writing process. The results obtained from the student 2 interviewed were:<sup>84</sup>

Student 2: *“I try to write with full patience without thinking about other things”*

The mindfulness practice is certainly very important to apply in the writing process as evidenced by the interview results that they were able to apply it well and they became more aware of their writing process.

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<sup>83</sup> Student 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

<sup>84</sup> Student 2 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

### e) Life Experiences

In this indicator, life experience becomes part of examining a person's self-awareness factor, and in this case to improve students' writing skills, the results obtained from the 4 students interviewed were.<sup>85</sup>

Student 4: *“life experience makes me express myself more and helps me write more honestly and reflectively”*

All students thought that life experiences had shaped their self-awareness in writing.

### f) Cultural Influences

In this section, one of the indicators of factors that affect a person's self-awareness is the influence of culture, how this cultural background affects self-awareness in writing. The interview results of students 1, 3, show the following.<sup>86</sup>

Student 1: *“no, because my personal culture has blended with other cultures in the overseas place”*

Student 3: *“no, because I don't know what kind of culture influences my self-awareness”*

The interview results show that 3 out of 2 students think that cultural background does not affect self-awareness in writing, this is certainly a question for this indicator. But the author tries to understand that Cultural Influences is one of the umpteenth indicators of factors that affect self-awareness.

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<sup>85</sup> Student 4 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

<sup>86</sup> Students 1, 3 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025



### g) Education and Training

To form self-awareness in shaping writing skills, the influence of educators, both teachers and education, plays an important role in this case teachers or educators can help develop self-awareness in writing. The results obtained from the 1, 3, 4, 5 students interviewed were:<sup>87</sup>

Student 1: *“Our teachers often give assignments that help students' understanding of writing”*

Student 3: *“Our teachers sometimes also often give motivational advice and others”*

Student 4: *“For me personally, there is still no teacher who really helps my self-awareness in writing”*

Student 5: *“In my opinion, teachers are less than optimal in helping to develop self-awareness”*

The results of the interview show that some teachers in this school may still not be optimal in providing services so that students still do not understand about their self-awareness in writing.

### h) Gender

Self-awareness is also inseparable from the type of orientation in students because of course men and women have different emotions and different ways of expressing them, in this case whether gender can affect self-awareness in writing students. The results obtained from the student 1 interviewed were:<sup>88</sup>

Student 1: *“influential because I am a woman so I am easily carried away by emotions”*

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<sup>87</sup> Students 1, 3, 4, 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

<sup>88</sup> Student 1 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

It turns out from the results of the interviews that all students interviewed agreed that gender can affect their self-awareness in writing.

#### **i) Problem-Solving Ability**

Finally, the ability to solve problems is one of the indicators of factors that also affect self-awareness, the interview results of student 4 show that:<sup>89</sup>

Student 4: *“pause and identify the problem, try different approaches and ask for help from people who understand”*

All the students interviewed were able to face challenges when they were writing and they were also able to solve problems contributing to their self-awareness in writing.

### **B. DISCUSSION**

In this chapter, the researcher will explain the research findings based on interviews and observations with five students at SMK IT Khoiru Ummah Tasik Malaya. This discussion will connect the problem formulation proposed in Chapter I to the results gained, as well as pertinent ideas discussed earlier.

#### **1. Contribution of Self-Awareness to Developing Students’**

##### **Writing Skill As Perceived by Students**

According to the interview results, self-awareness has a major impact on the development of students' writing skills.

Students displayed the ability to self-assess their writing, which

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<sup>89</sup> Student 4 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

is a good predictor of self-awareness. Most students were able to identify their writing's merits and shortcomings, which aligns with John Flavell's Metacognition hypothesis. Metacognition is the ability to watch and assess one's mental processes, which is extremely useful in writing.<sup>90</sup>

Students also demonstrate *audience awareness*, since they can adapt their writing style to the needs of the audience. This demonstrates that they are concerned not only with the content of the writing, but also with how the reader interprets it. This finding is supported by Dell Hymes' Communicative Competence Theory<sup>91</sup>, which states that the ability to successfully deliver messages in a variety of circumstances is critical to successful communication.

Further discussion such as:

*Self-assessment:* The majority of students were able to identify their writing skills and faults. This is consistent with Flavell's concept of metacognitive awareness, which states that being aware of one's thought process is critical for improving the quality of learning. This directly impacts the 'Correctness' and 'Content' aspects of good writing, as students can identify and rectify errors or improve clarity.

*Audience awareness and emotional regulation* demonstrate that students not only write for themselves, but also can alter

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<sup>90</sup> Flavell, J. H. (1978). Metacognitive development. *Structural/process theories of complex human behavior*, 213-245.

<sup>91</sup> Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269-293.

their writing style to the reader while maintaining emotional stability. This is consistent with Hymes' Communicative Competence theory<sup>92</sup> and Goleman's Emotional Intelligence.<sup>93</sup> This contributes significantly to the 'Style' and 'Organization' of writing, ensuring the message is tailored and effectively received, while emotional regulation ensures a consistent tone and clarity.

*Metacognition and self-regulation* were discovered to be important in students' time management, idea generation, and writing focus. This supports Barry Zimmerman's Self-Regulated Learning theory and Bandura's Self-Efficacy, which state that pupils with high self-control are more likely to succeed.<sup>94</sup> Effective metacognition directly enhances 'Organization' and 'Content' by ensuring ideas are logically structured and fully developed, while self-regulation leads to more complete and well-developed writing within given timeframes.

*Reflective thinking, adaptability, and goal-setting* are all valuable markers. Students demonstrated the ability to receive feedback, reflect on previous writing experiences, and develop particular learning objectives. This aligns with Carol Dweck's

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<sup>92</sup> Hymes, D. H. (2012). The concept of communicative competence revisited. In *Thirty years of linguistic evolution: Studies in honour of René Dirven on the occasion of his 60th birthday* (pp. 31-58). John Benjamins Publishing Company.

<sup>93</sup> Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. *The emotionally intelligent workplace*, 13, 26.

<sup>94</sup> Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

development mindset approach.<sup>95</sup> Reflection allows students to learn from past mistakes in 'Correctness' or 'Organization', adaptability ensures they can refine their writing based on external input, and clear goals provide a roadmap for improving specific aspects of writing, all contributing to overall writing quality.

In terms of practice, this demonstrates that students with high degrees of self-awareness are more independent, reflective, and productive in the writing process. This independence and proactivity are crucial for continuous improvement across all criteria of good writing.

## **2. Factors that Influence Self-Awareness for Students' Writing Skill As Perceived by Students**

The study's findings also revealed numerous aspects that influence students' self-awareness in writing skills. Among them are:

*Emotional Recognition:* Students can recognize and analyze their emotions while writing, demonstrating the efficacy of emotional management in learning. This is significant since emotions can influence the quality of writing. The results obtained from students 2 and 4 who were interviewed were:<sup>96</sup>

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<sup>95</sup> Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education week*, 35(5), 20-24.

<sup>96</sup> Students 2, 4 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

Student 2: *“I try to recognize and understand my emotions, if I'm frustrated usually. I stop for a moment and reset my emotions”*

Student 4: *“I check my feelings first before writing, whether I am angry or sad”*

This demonstrates that pupils can notice and understand their emotions when writing, and that they can gradually overcome them. Daniel Goleman's Emotional Intelligence Theory highlights the significance of emotional awareness in self-management and social interaction.

*Self-reflection:* Students reflect on their writing experiences to discover areas for development. This is consistent with the Reflective-Based Learning theory, which states that reflecting can increase comprehension and skills. Interview results from students 1, 5 explained that:<sup>97</sup>

Student 1: *“Usually, if I've been thinking about my writing, I don't continue writing, I do something else”*

Student 5: *“I just do what I can, if I'm really sad, I'll write 1 line or 2 lines at most. And most also do other things like open social media”*

*Feedback from Others:* Students were open to feedback from professors and peers, which aided their learning process. The results obtained from the five students interviewed were:<sup>98</sup>

Student 1: *“For me, the most I accept is like okay, I accept the suggestions or criticisms”*

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<sup>97</sup> Students 1, 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

<sup>98</sup> Students 1, 2, 3, 4, 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

Student 2: *“The most I will immediately fix it like reducing passive sentences etc”*

Student 3: *“For me, I might immediately see the mistakes that have been conveyed and then I fix it”*

Student 4: *“For me, I openly accept feedback and make notes of improvements”*

Student 5: *“I immediately apply it if there is something that needs to be fixed, I immediately fix it”*

The interview results show that they can accept critique and use it to better both their writing and their self-awareness. As a result, the writing is quite good and proper.

This lends support to the Self-Regulated Learning theory, which emphasizes the value of feedback in skill development. It also supports recent research Rezai et al, which found that self-assessment and feedback have a significant impact on the development of writing skills.<sup>99</sup>

*Life Experiences and Mindfulness Practices:* Students' life experiences influence the way they express themselves in writing. The interview results obtained from 2, 4, 5 students are:<sup>100</sup>

Student 2: *“I try to write with full patience without thinking about other things”*

Student 4: *“life experience makes me express myself more and helps me write more honestly and reflectively”*

Student 5: *“if I follow the emotions that are being felt only”*

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<sup>99</sup> Rezai, A., Namaziandost, E., & Rahimi, S. (2022). Developmental potential of self-assessment reports for high school students' writing skills: A qualitative study. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 41(2), 163-203.

<sup>100</sup> Students 2, 4, 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025

The interview findings suggest that they can apply it effectively, and they gain a better understanding of the writing process. When the interviewer questioned about life experience, all of the students agreed that it had shaped their self-awareness as writers. This demonstrates that writing about positive life experiences can be utilized to teach others in the future.

These encounters create a richer context for their writing, supporting the Constructivist theory that knowledge is gained via experience. Mindfulness Practices also offer students the opportunity to write attentively and honestly about their personal experiences.

However, *cultural influences, education and training* support from teachers produced less-than-optimal results. Some students believed that cultural influences had little impact on their self-awareness. Meanwhile, several students reported that the teacher's contribution to the growth of self-awareness was still inadequate. The interview results of students 1, 3, 4, 5 show the following:<sup>101</sup>

Student 1: *“no, because my personal culture has blended with other cultures in the overseas place”*

Student 3: *“no, because I don't know what kind of culture influences my self-awareness”*

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<sup>101</sup> Students 1, 3, 4, 5 at SMK IT KU Tasik Malaya RL, interview at June 5th, 2025



*Student 4: "For me personally, there is still no teacher who really helps my self-awareness in writing"*

*Student 5: "In my opinion, teachers are less than optimal in helping to develop self-awareness"*

It is an interesting finding that in this school, some students stated that cultural influences did not really affect their writing self-awareness, as well as the lack of optimal influence from teachers or educators at school on their students' self-awareness in writing.

This gives valuable information for institutions and teachers looking to improve learning in a more systematic way that promotes students' self-awareness.

*Gender* from the interview results reveal that gender influences students' self-awareness, particularly when it comes to controlling emotions while writing. One of the female students claimed that as a woman, she is more susceptible to mood swings (emotions), which has a direct impact on the quality of her writing. This statement lends support to Emotional Intelligence theory (Goleman, 1995),<sup>102</sup> which holds that biological and social differences between men and women might influence how people perceive and manage emotions, particularly in cognitive processes like writing. The results obtained from the student 1 interviewed were:

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<sup>102</sup> Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.

Student 1: *“influential because I am a woman  
so I am easily carried away by  
emotions”*

Although only a few students directly emphasized the influence of gender, this data suggests that gender differences can cause variances in reflective ability and emotional awareness when writing. This is also consistent with Uswatun's findings, which emphasize the role of gender in influencing emotional expression and self-perception during the learning process.<sup>103</sup>

*Problem-Solving Ability* meanwhile, problem-solving skills are a powerful element in increasing students' self-awareness when writing. When faced with writing challenges, the students claimed that they would pause, recognize the problem, attempt different ways, and even seek assistance from others. These tactics show the ability to intentionally control obstacles that arise during the writing process, indicating a high level of self-awareness.

This research lends support to Zimmerman's Self-Regulated Learning hypothesis, which claims that students who can monitor and manage their behavior and thoughts when faced with obstacles have higher levels of self-awareness.<sup>104</sup>

Furthermore, this method is consistent with Flavell's

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<sup>103</sup> Uswatun, H. (2017). *Pengaruh Perbedaan Gender terhadap Kesadaran Diri dalam Pembelajaran Bahasa*. Jurnal Psikologi Pendidikan, 13(2), 135–145.

<sup>104</sup> Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of educational psychology*, 81(3), 329.

metacognitive paradigm, which states that problem-solving capacity is a component of an individual's ability to actively analyze and influence their thinking.<sup>105</sup>

Lifmi Izatu Radiah's study, "*EFL Students' Self-Efficacy in Writing Skill at IAIN Curup*," found that self-efficacy and self-regulation are essential elements in EFL students' writing abilities. She discovered that kids with high self-efficacy are more optimistic in the writing process because they set objectives, begin work on time, and can persevere in the face of adversity. Furthermore, Radiah's research indicates a substantial link between self-awareness and writing abilities. Students who are aware of their writing skills and flaws (self-awareness) are better equipped to plan, rewrite, and regulate their writing because they can identify areas for improvement. This is supported by the average value of students' self-regulation, which reached 66.5%, and conventional writing skills (conventions, sentence structure, grammar), which were 71.4%.<sup>106</sup>

According to this study, improving self-awareness can help students improve their writing skills while also making them more independent and proactive learners. As a result, educators must devise techniques to raise students' self-awareness in the context of English language instruction in order for them to improve their writing skills.

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<sup>105</sup> Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American psychologist*, 34(10), 906.

<sup>106</sup> Izatu Radiah, L., Apriani, E., & Suhermanto, H. (2024). *Efl students' self efficacy in writing skill at iain curup* (Doctoral dissertation, INSTITUT AGAMA ISLAM NEGERI CURUP).

The study's findings address the problem formulation and demonstrate that self-awareness is vital in developing students' writing skills. This study adds to our understanding of how internal and external factors influence students' writing skills, as well as how reflective and student-centered teaching approaches might improve learning results.

Overall, the data suggest that self-awareness is an important factor in developing thoughtful, systematic, and self-developed writing skills. This work effectively addressed the problem formulation through strong theoretical validation and precise field data support. Despite its limitations, this study ought to be widely disseminated since it makes major scientific, practical, and contextual contributions to the development of reflection and self-awareness in English language learning.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

The conclusion and recommendations are the concluding sections of this research, following the analysis and interpretation of the data obtained in the preceding chapter. The conclusion provides some facts to help answer the study's research question. The researcher also makes recommendations for future researchers who may be interested in this issue.

#### **A. CONCLUSION**

##### **1. Contribution of Self-Awareness to Developing Students' Writing Skill As Perceived by Students**

Self-awareness has been shown to play a significant role in the development of students' writing skills at SMK IT Khoiru Ummah Tasikmalaya, as students with high levels of self-awareness are able to control both their cognitive processes and emotions while writing. They can evaluate the strengths and weaknesses of their work for continuous improvement, adjust writing style and content according to the audience for more effective communication, plan ideas and manage time effectively for better structure, and regulate emotions to stay focused despite distractions. Moreover, they actively accept and apply feedback from teachers and peers to refine their writing, while reflection and goal-setting foster confidence and motivation for lifelong learning. Thus, self-awareness enhances students' independence,

analytical skills in the learning process, and their drive to continually improve writing competence.

## **2. Factors that Influence Self-Awareness for Students' Writing Skill As Perceived by Students**

Self-awareness in writing abilities does not emerge spontaneously but is shaped by various internal and external factors. Based on interviews with five students, researchers identified nine key elements that influence this awareness: emotional recognition, self-reflection, openness to feedback, mindfulness practices, life experiences, cultural influences, education and training, gender, and problem-solving ability. These aspects play a crucial role in how students manage emotions, reflect on their writing, embrace criticism, maintain focus, enrich their work with personal experiences, and adapt strategies when facing challenges. Therefore, teachers and the surrounding environment are essential in fostering strong self-awareness to support students' writing development more effectively.

Finally the findings of the study, self-awareness contributes significantly to boosting students' writing skills in English language acquisition. Students with high self-awareness can analyze the quality of their writing, manage their emotions while writing, prepare the substance of their writing in a disciplined manner, and set specific goals during the writing process. This research demonstrates that writing is not simply a language process, but also a psychological and metacognitive one that

requires self-reflection and self-management abilities. All markers, including self-assessment, audience awareness, emotional management, and goal planning, can be reliably noticed in the research participants.

Furthermore, this study revealed a number of characteristics that influence the development of self-awareness in the context of writing, including emotion recognition, self-reflection, life experiences, and social support, such as feedback from teachers and peers. Although some students did not fully understand the impact of culture or teachers' active roles in developing their self-awareness, the findings confirm that self-awareness is an important factor that can be trained to support the achievement of better learning outcomes, particularly in the development of English writing skills.

## **B. SUGGESTION**

1. For Students: Build habits of revising work, seeking feedback, and setting clear learning goals to improve writing.
2. For Teachers: Foster reflection and self-assessment in writing, using self-regulated learning to help students recognize strengths and weaknesses.
3. For Schools: Support writing growth through soft skills training (e.g., self-awareness) in classes or tutoring, encouraging independence and reflection.
4. For Researchers: Expand studies with larger samples or quantitative methods, and explore cultural influences and teacher support in writing development.

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## APPENDIX 1: LIST OF RESEARCH QUESTIONS ONE

### Interview Blueprint of The Role Of Self-Awareness In Developing English Language Learners' Writing Skill: Students Voice.

**(VALIDATED)**

No	Aspect	Indicator	Questions
1	Contribution of Self-Awareness to writing skill	1. Self-Assessment of Writing	a. Can you describe how you assess your own writing skills? b. How do you identify strengths and areas for improvement in your writing?
		2. Audience Awareness	a. How do you consider your audience when writing in English? b. Can you provide an example of how this awareness helps you adjust your writing?
		3. Emotional Awareness	a. How do you manage your emotions while writing in English? b. How does this emotional awareness impact the quality of your writing?
		4. Metacognition	a. How do you plan and organize your ideas before writing? b. Can you explain how this process helps you produce better writing?
		5. Self-Regulation	a. How do you manage your time and focus while writing? b. Can you share strategies you use to avoid distractions and stay motivated?
		6. Proactive Learning	a. How do you seek feedback on your writing? b. Can you describe how this feedback helps you improve your writing skills?
		7. Reflective Thinking	a. How do you reflect on your previous writing experiences? b. What do you learn from these reflections that helps you improve?
		8. Adaptability	a. How do you respond to feedback or criticism on your writing? b. Can you provide an example of how you adapted your writing based on feedback?
		9. Self-Confidence	a. How does your confidence in your writing abilities affect the quality of your work? b. Can you share an experience where your confidence improved your writing?
		10. Goal Setting	a. How do you set goals for improving your writing skills? b. Can you explain how these goals help you stay motivated and directed?

## APPENDIX 2: LIST OF RESEARCH QUESTIONS TWO

### Interview Blueprint of The Role Of Self-Awareness In Developing English Language Learners' Writing Skill: Students Voice.

**(VALIDATED)**

No	Aspect	Indicator	Questions
1	Factors influencing Self-Awareness	1. Emotional Recognition	a. How do you recognize and understand your emotions while writing? b. How does this awareness influence your writing process?
		2. Self-Reflection	a. How do you reflect on your thoughts and feelings during the writing process? b. Can you share an example of how this reflection improved your writing?
		3. Feedback from Others	a. How do you use feedback from teachers or peers to improve your writing? b. Can you describe how this feedback increases your self-awareness?
		4. Mindfulness Practices	a. How do you practice mindfulness while writing? b. How does this practice help you become more aware of your writing process?
		5. Life Experiences	a. How have your life experiences shaped your self-awareness in writing? b. Can you share a specific experience that influenced your writing skills?
		6. Cultural Influences	a. How do you think your cultural background influences your self-awareness in writing? b. Can you provide an example of how this cultural influence impacts your writing?
		7. Education and Training	a. How have your teachers or education helped you develop self-awareness in writing? b. Can you describe specific strategies or activities that were effective?
		8. Gender	a. Do you think your gender influences your self-awareness in writing? If so, how? b. Can you share an example of how this influence manifests in your writing?
		9. Problem-Solving Ability	a. How do you approach challenges while writing? b. Can you explain how your problem-solving skills contribute to your self-awareness in writing?

### APPENDIX 3: OBSERVATION RESULTS

#### Observation Result of Self-Awareness Factor in Students' Writing Ability at

#### SMK IT KU Tasik Malaya Rejang Lebong

**(VALIDATED)**

No	Factors of Self-Awareness	Description	The Implementation		
			Yes	No	Note
1	Self-Assessment	Students demonstrate the ability to evaluate their own writing strengths and weaknesses.	√		The observation results showed that the remaining students were able to show the ability to analyze and evaluate the strengths and weaknesses of their writing, for example, students had time to ask questions when experiencing difficulties.
2	Audience Awareness	Students show an understanding of the audience's needs and adjust their writing accordingly.	√		During the observation, students were able to adjust and understand the needs of the audience.
3	Emotional Awareness	Students recognize and manage their emotions during the writing process.	√		The observation results show that students can recognize and manage their emotions while writing, although they are briefly distracted by external factors.
4	Metacognition	Students engage in planning, organizing, and monitoring their writing processes.	√		In this case, students feel happy when involved in planning, organizing, and monitoring their writing process. This is evidenced when the researcher provides revisions and they are accepted well.
5	Self-Regulation	Students exhibit control over time management, focus, and motivation during writing.	√		The observation results show that students show their control over time, focus and motivation when writing. This is evidenced when the researcher gives the task of writing their daily life in English within 10 minutes, they can manage it.
6	Proactive	Students actively seek	√		In this proactive learning,



	Learning	feedback and practice to improve their writing skills.			students show that actively seeking feedback is conducive to practice to improve their writing skills, but there are some students who have a little difficulty during the practice process.
7	Reflective Thinking	Students reflect on past writing experiences to identify areas for improvement.	√		The observation showed that some students had difficulties when reflecting on their past writing experiences due to a lack of experience, but they were able to identify areas for improvement.
8	Adaptability	Students demonstrate openness to feedback and willingness to make changes in their writing.	√		The observation shows that they are good at feedback and are also willing to improve their writing.
9	Self-Confidence	Students display confidence in their writing abilities and take pride in their work.	√		During the observation, students showed high confidence when writing, and they were quite proud of their writing, which shows a good attitude when writing.
10	Goal Setting	Students set realistic goals for improving their writing skills and track their progress.	√		Observation results show that students are able to set goals for their writing to improve their writing skills and measure their progress.

## APPENDIX 4: INTERVIEW TRANSCRIPT

### List of Interview Transcript of the Research Question one:

**Question:** Can you describe how you assess your own writing skills? And How do you identify strengths and areas for improvement in your writing?

Siswa 1: *bagus,*

Siswa 2: *saya butuh ruang-ruang khusus atau tempat sepi untuk menilai keterampilan menulis saya*

Siswa 3: *tulisan saya bagus, cantik dan menawan kadang ada saatnya tulisan saya kayak tulisan dokter*

Siswa 4: *bagus, tapi kurang saya latih lagi*

Siswa 5: *dalam menulis bahasa Inggris saya kurang baik seperti grammar nya tanda bacanya dan lain-lain*

**Question:** How do you consider your audience when writing in English? And Can you provide an example of how this awareness helps you adjust your writing?

Siswa 1: *saya meminta udien untuk bertanya ulang kepada saya dan saya akan perbaiki*

Siswa 2: *saya akan mikir siapa yang akan membaca tulisan saya, supaya saya bisa memilih gaya bahasa saya.*

Siswa 3: *menanyakan teman saya atau tanya ke AI, menanyakan bagus atau tidaknya*

Siswa 4: *kenali siapa audiensnya, lalu saya akan pilih gaya bahasa yang tepat,*

Siswa 5: *jika memang tujuan tulisan saya bersangkutan dengan orang yang penting maka saya akan menyesuaikan gaya tulisan saya.*

**Question:** How do you manage your emotions while writing in English? And How does this emotional awareness impact the quality of your writing?

Siswa 1: *saat menulis bahasa inggris atau belajar bahasa inggris saya selalu memutar lagu, untuk mengatur atau mengembalikan mood saya*

Siswa 2: *saya mencoba untuk tenang dan tidak terburu-buru, dan jika saya merasa frustrasi saya akan mencoba menenangkan diri*

Siswa 3: *sama kayak yang lain sih..*

Siswa 4: *saya akan berusaha untuk menyadari emosi saya agar*

*tidak mengganggu alur berpikir saat saya sedang menulis*

Siswa 5: *jika memang emosi saya terganggu dengan keadaan sekitar saya akan mendengarkan lagu untuk mengendalikan emosi saya*

**Question:** How do you plan and organize your ideas before writing? And Can you explain how this process helps you produce better writing?

Siswa 1: *saat ada ide di kepala saya, saya akan coba menelaahnya dan saya harus bisa memahami apa yang saya pikirkan sebelum membuat tulisan*

Siswa 2: *biasanya saya akan mengatur jadwal kapan waktunya nulis, kapan waktunya istirahat,*

Siswa 3: *saya akan mengatur jadwal biar lebih tertata*

Siswa 4: *sebelum menulis saya biasanya memahami topic dan tujuan tulisan*

Siswa 5: *ketika ada ide saya langsung menuliskan nya agar tidak ilang*

**Question:** How do you manage your time and focus while writing? And Can you share strategies you use to avoid distractions and stay motivated?

Siswa 1: *saya akan lebih fokus saat malam atau saat hari libur*

Siswa 2: *kalo saya menentukan batas waktu, dan menghindari gangguan, seperti melihat novel dll*

Siswa 3: *pada saat saya sedang tidak ada kerjaan saja*

Siswa 4: *saya akan membagi tahap proses menulis, seperti tahap perencanaan, penulisan lalu revisi.*

Siswa 5: *menetapkan waktu tergantung mood kalo lagi mood nulis saya akan nulis.*

**Question:** How do you seek feedback on your writing? And Can you describe how this feedback helps you improve your writing skills?

Siswa 1: *simpel ajah sih saya akan nanya ke pada orang terdekat kayak ke ibu, "Bu bagus gak tulisan saya"*

Siswa 2: *saya mengirim tulisan saya kepada teman saya dan minta feedback apakah sudah bagus atau belum*

Siswa 3: *kalo saya renungkan dulu bener enggak, dan kadang minta bantuan dari orang terdekat seperti ibu atau disekolah kepada guru*

Siswa 4: *saya biasanya meminta teman disekolah, kalo di rumah saya meminta orang tua saya untuk kasih feedback*

Siswa 5: *kalo saya minta bantuan orang tua dan teman atau AI*

**Question:** How do you reflect on your previous writing experiences? And What do you learn from these reflections that helps you improve?

Siswa 1: *saya akan ambil 2 contoh tulisan saya sekarang dan yang dulu lalu saya bandingkan apakah bagus yang dulu atau yang sekarang.*

Siswa 2: *saya akan mengevaluasi prosesnya dan belajar dari pengalaman*

Siswa 3: *karena jarang nulis jadi sekarang tulisan nya agak berkurang dan jelek*

Siswa 4: *saya membaca ulang tulisan saya dan membandingkan tulisa saya*

Siswa 5: *membandingkan tulisan saya dengan yg dulu dan sekarang*

**Question:** How do you respond to feedback or criticism on your writing? And Can you provide an example of how you adapted your writing based on feedback?

Siswa 1: *jika ada yang mengkritik saya akan mengatakan terimakasih dan welcome dan saya juga tipe orang yang suka di kritik*

Siswa 2: *kalo saya menganggapnya secara terbuka dan menanggapi nya sebagai kesempatan untuk belajar lagi.*

Siswa 3: *kalo saya di kritik yah terima ajah lah dan mengatakan oh iya terimakasih yah sudah berkomentar apa yang salah dan benar*

Siswa 4: *saya menerima nya dengan terbuka dan memilah kritik tersebut*

Siswa 5: *kalo saya sangat terima karna kita kna butuh kritik, jadi kalo di kasih kritik yah terima.*

**Question:** How does your confidence in your writing abilities affect the quality of your work? And Can you share an experience where your confidence improved your writing?

Siswa 1: *tentu, karna dengan kepercayaan diri yang tinggi maka kualitas tulisannya bagus juga*

Siswa 2: *saat saya Percaya diri saya lebih berani, dan tulisan nya bagus*

Siswa 3: *saya sangat percaya diri saat menulis dan itu berpengaruh ke tulisan saya*

Siswa 4: *saat saya percaya diri saya lebih berani mengekspresikan ide, tidak Takut salah dan menulis dengan jujur dan alami.*

Siswa 5: *Kalo bagi saya jika sudah percaya diri maka tulisan saya juga bakal bagus*

**Question:** How do you set goals for improving your writing skills? And Can you explain how these goals help you stay motivated and directed?

Siswa 1: *kalo saya spontanitas saja*

Siswa 2: *saya membuat target kayak target Mingguan, seperti menyelesaikan satu essay atau artikel dan menulis nya.*

Siswa 3: *kalo saya juga sama membuat target. Kayak misal satu jam harus ada kerjaan*

Siswa 4: *kalo saya mengatur jadwal dan mempelajari teknik baru saat menulis*

Siswa 5: *sama dengan yang lain juga*

### **List of Interview Transcript of the Research Question Two:**

**Question:** How do you recognize and understand your emotions while writing? And How does this awareness influence your writing process?

Siswa 1: *saya mengenali emosi saya dengan cara merenung, dan ketika itu saya bisa memahami emosi saya saat menulis*

Siswa 2: *saya berusaha untuk mengenali dan memahami emosi saya, kalo misal lagi frustrasi biasanya. Saya berhenti sejenak dan mengatur ulang emosi saya.*

Siswa 3: *kalo saya mengenali emosi saya secara tiba-tiba kayak misal tiba-tiba senang, tiba-tiba sedih*

Siswa 4: *kalo saya mengecek perasaan dulu sebelum menulis, apa yang sedang saya rasakan apakah marah atau sedih*

Siswa 5: *kalo saya mudah ketahuan emosinya, jadi enggak perlu dipahami lagi jadi kalo emang emosinya lagi marah yah tulisan yang saya tulis juga bakal jelek*

**Question:** How do you reflect on your thoughts and feelings during the writing process? And Can you share an example of how this reflection improved your writing?

Siswa 1: *biasanya kalo saya sudah merenung gara-gara tulisan saya tidak melanjutkan tulisan nya lagi, saya akan kerjakan hal yang lain*

Siswa 2: *kalo saya bisa menghindari keputusan inklusif dalam menulis*

Siswa 3: *kalo saya lagi senang, tulisan yang saya buat panjang dan bagus, kalo lagi enggak senang yang jelek tulisannya.*

Siswa 4: *kalo gak mood nulis saya enggak nulis, tapi Kalo lagi mood nulis saya bakal nulis*

Siswa 5: *seadanya ajah sih, Kalo emang lagi sedih yah paling nulis 1 baris atau 2 baris. Dan paling juga ngerjain hal lain kayak bukak sosial media*

**Question:** How do you use feedback from teachers or peers to improve your writing? And Can you describe how this feedback increases your self-awareness?

Siswa 1: *kalo saya yah paling saya terima kayak ya udah oke aku terima saran atau kritik nya*

Siswa 2: *paling saya akan langsung memperbaiki nya kayak mengurangi kalimat pasif dll*

Siswa 3: *kalo aku mungkin langsung melihat kesalahan yang udah di sampaikan lalu saya perbaiki*

Siswa 4: *kalo saya menerima umpan balik dengan terbuka dan membuat catatan perbaikan*

Siswa 5: *langsung diterapkan ajah sih kalo memang ada yang perlu diperbaiki langsung aku perbaiki*

**Question:** How do you practice mindfulness while writing? And How does this practice help you become more aware of your writing process?

Siswa 1: *lebih fokus ke tulisan*

Siswa 2: *saya mencoba menulis dengan kesabaran penuh tanpa memikirkan hal lain*

Siswa 3: *kalo saya lebih menentukan kata-katanya sebelum menulis*

Siswa 4: *saya akan fokus terhadap apa yang akan saya tulis*

Siswa 5: *kalo saya ngikutin emosi yang sedang di rasakan saja*

**Question:** How have your life experiences shaped your self-awareness in writing? And Can you share a specific experience that influenced your writing skills?

Siswa 1: *pengalaman hidup membantu saya untuk memahami diri saya dan memahami tulisan yang saya tulis*

Siswa 2: *pengalaman hidup membuat saya untuk lebih belajar untuk menerima kritik dan lebih reflektif dalam menulis*

Siswa 3: *pengalaman ternyata sangat berharga dan dengan pengalaman itu aku banyak belajar*

Siswa 4: *pengalaman hidup membuat saya lebih mengekspresikan diri dan lebih membantu saya menulis dengan lebih jujur dan reflektif.*

Siswa 5: *lebih banyak belajar ajah sih soalnya kan kalo pengalaman sangat berharga*

**Question:** How do you think your cultural background influences your self-awareness in writing? And Can you provide an example of how this cultural influence impacts your writing?

Siswa 1: *tidak, karena budaya saya pribadi udah membaaur dengan budaya yang lain di tempat rantau*

Siswa 2: *saya kadang cenderung menggunakan kata-kata atau diksi khas budaya saya*

Siswa 3: *tidak, karena saya kurang mengetahui budaya seperti apa yang mempengaruhi kesadaran diri saya*

Siswa 4: *sependapat sih dengan kawan yang lain*

Siswa 5: *kalo pengaruh budaya kayaknya tidak karena tidak pernah nerapkan dalam tulisan*

**Question:** How have your teachers or education helped you develop self-awareness in writing? And Can you describe specific strategies or activities that were effective?

Siswa 1: *Kalo guru kami sering ngasih tugas-tugas yang membantu pemahaman tentang menulis siswanya*

Siswa 3: *guru kami sih kadang juga seting ngasih motivasi saran dan lain-lain*

Siswa 4: *kalo aku pribadi untuk saat ini masih belum ada guru yang benar-benar membantu kesadaran diri saya dalam menulis.*

Siswa 5: *kalo menurut saya guru kurang maksimal dalam membantu mengembangkan kesadaran diri*

**Question:** Do you think your gender influences your self-awareness in writing? If so, how? Can you share an example of how this influence manifests in your writing?

Siswa 1: *berpengaruh karna saya wanita jadi saya mudah terbawa emosi*

Siswa 2: *setuju*

Siswa 3: *setuju*

Siswa 4: *setuju*

Siswa 5: *setuju*

**Question:** How do you approach challenges while writing? And Can you explain how your problem-solving skills contribute to your self-awareness in writing?

Siswa 1: *lebih ke mintak tolong ke orang lain sih biar tau dimana masalahnya*

Siswa 2: *sama sih kayak mintak bantuan ke orang yang bisa*

Siswa 3: *sama kayak yang lain sih*

Siswa 4: *berhenti sejenak dan mengidentifikasi masalahnya, mencoba pendekatan berbeda dan minta bantuan ke orang yang paham*

Siswa 5: *kalo saya paling berhenti dulu terus mengidentifikasi masalahnya dimana gitu*



## APPENDIX 5: EXPERT VALIDATION

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini :

Nama :	Melli Kusmaningrum, M.Pd
Institusi :	IADN Cemp
Jabatan :	Teaching Staff


Telah membaca instrumen penelitian berupa lembar observasi yang akan digunakan dalam penelitian skripsi dengan judul **"The Role Of Self-Awareness In Enhancing English Language Learners' Writing Skill"** oleh peneliti:

Nama :	Deni
NIM :	21551012
Program Studi :	Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

*Overall, the research instrument created is in accordance with the theory in chapter 2. The grammar is also very good. However, a slight revision in the formatting is needed.*

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan:

Cemp, 20 Mei 2023  
Validator  
  
Melli Kusmaningrum, M.Pd

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini, selaku validator instrumen lembar observasi menerangkan bahwa




Nama :	Deni
NIM :	21551012
Program Studi :	Tadris Bahasa Inggris
Judul Skripsi :	<b>The Role Of Self-Awareness In Enhancing English Language Learners' Writing Skill</b>

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Cemp, 20 Mei 2023  
Validator  
  
Melli Kusmaningrum, M.Pd

## APPENDIX 6: SK PEMBIMBING

 <p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>INSTITUT AGAMA ISLAM NEGERI CURUP</b>  <b>FAKULTAS TARBIYAH</b></p> <p>Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  Fax: (0732) 21010 Homepage <a href="http://www.iaincurup.ac.id">http://www.iaincurup.ac.id</a> E-Mail : <a href="mailto:admin@iaincurup.ac.id">admin@iaincurup.ac.id</a></p>	
<p>Nomor : <u>34</u> Tahun 2024</p> <p>Tentang</p> <p><b>PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI</b>  <b>INSTITUT AGAMA ISLAM NEGERI CURUP</b></p>	
Menimbang	<ol style="list-style-type: none"> <li>a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;</li> <li>b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;</li> </ol>
Mengingat	<ol style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;</li> <li>2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;</li> <li>3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;</li> <li>4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;</li> <li>5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.</li> <li>6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Iain Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup</li> <li>7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.</li> </ol>
Memperhatikan	<ol style="list-style-type: none"> <li>1. Permohonan Saudara Dini, tanggal 8 Januari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi</li> <li>2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024</li> </ol>
<p><b>MEMUTUSKAN :</b></p>	
Menetapkan Pertama	<ol style="list-style-type: none"> <li>1. <b>Dr. Eka Apriani, M.Pd</b> <b>19900403 201503 2 005</b></li> <li>2. <b>Jumatul Hidayah, M.Pd</b> <b>19780224 200212 2 002</b></li> </ol> <p>Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :</p> <p>N A M A : <b>Dini</b></p> <p>N I M : <b>21551012</b></p> <p>JUDUL SKRIPSI : <b>The Role of Self-Awareness in Enhancing English Language Learners' Writing Skill</b></p>
Kedua	<ol style="list-style-type: none"> <li>1. Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;</li> </ol>
Ketiga	<ol style="list-style-type: none"> <li>2. Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;</li> </ol>
Keempat	<ol style="list-style-type: none"> <li>3. Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;</li> </ol>
Kelima	<ol style="list-style-type: none"> <li>4. Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;</li> </ol>
Keenam	<ol style="list-style-type: none"> <li>5. Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;</li> </ol>
Ketujuh	<ol style="list-style-type: none"> <li>6. Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;</li> </ol>
<p>Ditetapkan di Curup  Pada tanggal 06 Desember 2024  Dekan,</p>   <p>Sutarto</p>	
<p>Tambahan :</p> <ol style="list-style-type: none"> <li>1. Rektor</li> <li>2. Bendahara IAIN Curup</li> <li>3. Kabag Akademik kemahasiswaan dan kerja sama</li> </ol>	

## APPENDIX 7: SK PENELITIAN



PEMERINTAH KABUPATEN REJANG LEBONG  
**DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Basuki Rahmat No. 10 Kelurahan Dwi Tunggal*

### SURAT IZIN

Nomor: 503/2605260112/IP/DPMPSTP/V/2025

#### **TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar: 1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong  
 2. --- Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian Kepada

Nama / TTL : DENI  
 NIM : 21551012  
 Program Studi/Fakultas : TADRIJ BAHASA INGGRIS/ TARBIYAH  
 Judul Proposal Penelitian : **THE ROLE OF SELF-AWARENESS IN ENHANCING ENGLISH LANGUAGE LEARNERS' WRITING SKILL**  
 Lokasi Penelitian : SMK IT KU TASIK MALAYA REJANG LEBONG  
 Waktu Penelitian : 2025-05-26 s/d 2025-08-26  
 Pernanggung Jawab : WAKIL DEKAN I

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan / menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
- Apabila masa berlaku izin ini sudah berakhir sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak menaati mengidahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Dikeluarkan di : C U R U P

Pada Tanggal : 26 Mei 2025

**KEPALA DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU  
 KABUPATEN REJANG LEBONG**



**ZULKARNAIN, SH**  
 Pembina  
 NIP. 19751010 200704 1 001



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN.

**APPENDIX 8: DOCUMENTATION**







## AUTOBIOGRAPHY



I am Deni a student of the English Education Department, Faculty of Tarbiyah, IAIN Curup, class of 2021, with an outstanding academic record. Born in Suka Maju on January 22, 2003, Musi Rawas Regency I have maintained excellent performance with a GPA of 3.82. Beyond my academic

focus, I actively participates in various academic and non-academic activities at campus, national, and even international levels. My achievements include winning 2nd place in the National News Presenter Competition, becoming a finalist in the National English Debate at UIN Syarif Hidayatullah Jakarta, and receiving the Prestigious Student Award from IAIN Curup. I was also selected as a delegate for the Malay Community Service Program in Aceh and have taken part in numerous national and international seminars.

In addition to my academic excellence, I am highly engaged in organizational and committee activities. I have served as the Leader of the Musi Rawas Student Association (IKAMMURA) for the 2024–2025 period and as Vice President of the KIP-K Student Forum. I have also taken important roles in other organizations such as the English Education Student Association (E-Station), LDK Cahaya Islam, and KAMMI. With strong skills in public speaking, event hosting (MC), and multilingual communication, I am frequently entrusted as a moderator, speaker, and judge in various events. With hobbies in reading and singing, and a life motto of “Living for Allah, dying for Allah,” I am continues to develop myself into a dedicated and inspiring individual for my community.

The author with a high level of desire and confidence. With the title ***"THE ROLE OF SELF-AWARENESS IN DEVELOPING ENGLISH LANGUAGE LEARNERS' WRITING SKILL: STUDENTS VOICE"*** the author hopes that this final project will make a significant contribution to the fields of technology and education. Finally, the author conveys sincere appreciation for finishing this thesis.