Web-based Self-Reflection Assessment for EFL Students' Self-Development

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Abstract. Web-based self-reflection assessments are tools to reflect on learning experiences and monitor personal development. It helps to identify strengths and weaknesses in learning process, set goals for improvement, and track progress over time. This study emphasizes the many advantages that students might experience while using web-based self-reflection assessment in English language acquisition. In order to explore the possibilities of web-based self-reflection evaluation for EFL students' self-development, this study used a systematic review. It accomplished this by employing specific keywords associated with the study question to evaluate papers from Google Scholar & ERIC. The papers published in English between 2021 and 2022 were included in the search criteria. Ten items in all that were pertinent were chosen. The criteria for Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 were followed. Before the review started, a selection method for the inclusion and exclusion criteria was explained to guarantee the study's focus. Based on the findings, the reviewed articles indicated that web-based self-reflection assessment can help to improve students' language skills, enhancing engagement, boosting confidence, promoting critical thinking, facilitating meaningful learning, reflect on performance & learn from mistakes, motivating individual learning and development, and develop strategies to reach good learning goals. The study concludes that the tool is a valuable resource for EFL students seeking to enhance their personal growth and could potentially benefit other institutions looking to integrate web-based self-reflection assessment into their programs. The tool's accessibility and immediate feedback, make it a powerful tool for promoting personal growth and academic success.

Keywords: Web-Based, Self-Reflection, EFL Students, Self-Development.

Introduction

Self-reflection is a crucial aspect of personal development, particularly for students seeking to enhance their academic and professional careers. Self-reflection assessment is defined as a sort of assessment-as-learning in which learners freely connected, observed, inquired, and gathered evidence in their learning circumstances (Yan & Brown, 2017). Self-reflection assessment has proven to provide significant benefits for learners' academic accomplishment and progress, such as: increasing academic and professional achievement (Brown & Harris, 2013; Yan et al., 2020). It can also be used to track the learning process, stimulate self-correction, and drive learning toward learning goals; it can be used to reflect on learning results and to suggest future learning paths (Harris & Brown, 2018; Yan, 2020). In brief, it can be concluded that self-reflection assessment helps to improve teaching and learning and regarded as an effective self-improvement strategy (Freiberg & Snead, 2017).

Experts in the field of education and psychology have highlighted the importance of self-reflection for personal growth and development. Self-reflection assessment is critical to accomplishing learning goal, because, from a pedagogical standpoint, when students have a realistic sense of their own performance and can manage their future learning accordingly,

effective self-regulated or life-long learning is more likely to occur (Baas, et al., 2015). Indeed, academics argue that self-reflection assessment should be included into the curriculum so that students can develop skills and strategies for meaningful self-assessment, which can lead to excellent immediate and long-term learning outcomes (Brown & Harris, 2014; Yan, 2020). In short, self-reflection assessment can help individuals better understand their experiences, emotions, behaviors, and make positive changes to their lives.

In the context of EFL students, self-reflection can help students become more aware of their learning processes and identify areas where they can improve. Students can develop their own techniques for acquiring and assimilating new knowledge from what they have learnt or experienced during the learning process. To put it another way, students should study the strategies and abilities they may employ to improve their performance in response to any problems they may encounter (Rizal & Sulistyaningrum, 2022). Moreover, Grant & Ashford (2020) argued that self-reflection can help individuals to develop a sense of purpose and meaning in their work. They argue that by reflecting on their values, goals, and motivations, individuals can develop a clearer sense of direction and make more intentional choices about their career paths. As Sarracino & Freire (2020) emphasized that the importance of self-reflection in the context of education can help students to deepen understanding of themselves and their learning processes. They suggest that by reflecting on their own experiences and perspectives, students can become more engaged and active learners, and can develop a sense of ownership over their own learning. Moreover, Zi Yan (2023) stated that the benefits of self-reflection on academic achievement attributable in large part to its association with self-regulated learning. Students must self-assess the value of their own work against predetermined criteria, identify the difference between their present and intended performance standards, and take steps to bridge that gap. The process not only makes learning more goal-oriented and effective, but it also provides students with a plethora of learning opportunities (Yan & Boud, 2022).

Unfortunately, most studies in self-reflection assessments were only focused on general issue, and didn't touch about the use of web-based for self-reflection assessments. Also, many of the studies have not dealt with EFL students context. Based on the overview of existing studies, it requires additional information specifically to examine the potential more clearly in English learning especially for EFL students. Thus, this research has a novelty and has the gap to fulfill from the previous research.

Therefore, this research intends to conduct a systematic review study to investigate the potential of web-based self-reflection assessment for EFL Students' self-development. An explanation of the significance of self-reflection assessment in the English language learning process follows. Two research questions were constructed to identify which studies would be reviewed: (1) What kind of web-based self-reflection assessment do EFL students use? (2) What self-development do EFL students get in learning English using web-based self-reflection assessments?. These questions guided the selection of publications for the review. The issues were addressed by synthesizing the results following a review of the research. This systematic review was carried out in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria.

Theoretical Framework
Web-based Self-Reflection Assessment

Web-based self-reflection assessment is a tool that allow students to reflect on their learning experiences and monitor their personal and academic development. It can assist pupils in identifying their own strengths and limitations, set goals for improvement, and track their advancement over time, it has the potential to enhance students' self-awareness (Scaffidi & Berman, 2011). In addition, research has shown that web-based self-reflection assessments can be effective in promoting students' academic achievement and self-efficacy (Liu & Lee, 2010; Hong & Lee, 2019). The use of web-based self-reflection assessments can also promote self-regulated learning, which is an important aspect of successful language learning. By providing students with a means of reflecting on their learning and setting goals for improvement, web-based self-reflection assessments can help

them take charge of their own learning and become more engaged and motivated. Furthermore, the use of web-based self-reflection assessment is becoming increasingly popular in educational field, as they provide an efficient and effective opportunity for learners to ponder their learning and personal development. With the increasing availability of digital tools and online resources, it is now possible to find and use web-based self-reflection assessments that are interactive, engaging, and easy to use. As Mandalika, et al (2023) concluded that the innovative digital learning tool which integrates interactivity and instantaneous feedback to give students interesting and successful learning experiences; this is extremely important in the sphere of education, especially when it comes to English language learning activities.

EFL Students' Self-Development

English as a Foreign Language (EFL) students often face challenges in learning and improving their language skills. One way to address these challenges is through self-reflection assessment, which allows students to identify their strengths and shortcomings and set goals for their improvement. Through web-based self-reflection assessments, students can complete assessments at their own pace and convenience, it promotes active learning, encourages students to take responsibility for their own learning, and increases their motivation to improve their language skills. Research has shown that it has a positive impact on language learning outcomes. Demir (2017) found that the use of self-reflection and goal setting resulted in improved language skills for students. Similarly, Jang (2016) & Kim (2018) found that web-based self-reflection assessments improved EFL learners' writing and speaking proficiency, respectively. Rabbani & Sulistyaningrum (2022) found that many students can benefit from self-reflection to improve their listening skills. Self-reflection can allow students to see vital elements from every situation they have been through. It allows students to feel positive about the future when performing language practices since they already know that what they did before will be valuable for future language practice. In conclusion, web-based self-reflection assessments have the potential to improve EFL students' self-development, and language learning outcomes.

Materials and Method

This paper used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) by Page et al. 2021 to guide the data collection, organization, and analysis of the examined publications in a systematic review. To begin, the publications for this systematic review were collected by an extensive search of the Google Scholar and ERIC databases. The aim of the review was to offer valuable information and benefit of web-based self-reflection assessment in English learning. This study examines the potential, concepts, and perceptions in using web-based self-reflection assessment for EFL students' self-development by evaluating a variety of related articles. For this study, certain procedures were carried out according to five phases: formulating the research question, identifying the study, assessing the study, summarizing the findings, and finally, interpreting the results. Figure 1 shows these procedures.
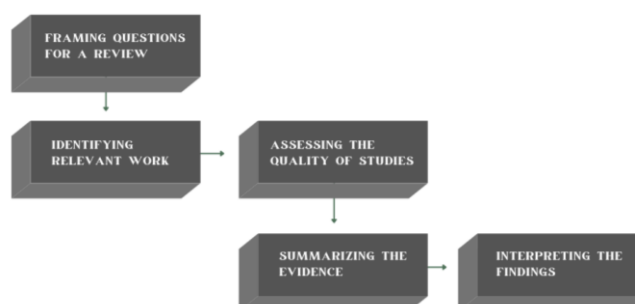
Figure 1.
Phases of a Systematic Literature Review.

Phase 1: Framing Questions

Engaging in self-reflection assessment give students chance to gain valuable insights from their experiences. It enables them to adopt an optimistic outlook on their future language practices by recognizing the relevance of their prior efforts. Ultimately, web-based self-reflection assessments hold the promise of enhancing the self-development of EFL students and improving their language learning achievements. The purpose of this study is to present research from 2021–2022 that have a wider potential for self-reflection assessment in English language acquisition. (1) What form of web-based self-reflection evaluation do EFL students use? was the study topic. (2) What kind of self-improvement do EFL students experience when they use web-based self-reflection assessments to learn English?

Phase 2: Identifying Relevant Work

Google Scholar and ERIC were the two databases selected for this study. As a component of the larger Google search engine, Google Scholar offers a vast collection of full-text information and peer-reviewed publications on a variety of topics. This database also includes reputable academic websites, books, theses, and technical publications. Conversely, the Education Resource Information Centre, often known as ERIC, is a digital library accessible online that specializes in education research and offers access to more than 1,000 academic papers with thorough indexing. Phase Two began with a search for relevant papers pertaining to the study topic. Next, the papers were selected based on the inclusion and exclusion criteria of the review. The search terms for publications about web-based self-reflection assessment for the self-development of EFL students are shown in Table 1. Context in the English language was the main concern.

Table 1.
keywords that were utilized to find pertinent articles

Databases	Keywords Used
Google Scholar	Web-based self-reflection in English language
	Web-based self-reflection for EFL students
	Web-based self-reflection assessment in English language
	Web-based self-reflection assessment for EFL students
ERIC	Web-based self-reflection in English language
	Web-based self-reflection for EFL students
	Web-based self-reflection assessment in English language
	Web-based self-reflection assessment for EFL students

Phase 3: Assessing the Quality of the Studies

In order to guarantee that the process of selecting articles followed a review framework, particular guidelines were set according to eligibility and exclusion criteria. For the final evaluation, only items that satisfied the qualifying requirements were taken into account. The papers had to be current (written between 2021 and 2022) and discuss the application of web-based self-reflection evaluation for the self-development of EFL students. The articles also needed to be full-text and subjected to peer review. There are three possible types of study designs used in the articles: mixed-method, qualitative, and quantitative. However, books, book chapters, and series were among the exclusion criteria.

Moreover, the evaluation did not include any publications that were published prior to 2021 or that looked at web-based self-reflection assessment in a broader context. An outline of the qualifying and disqualifying requirements may be found in Table 2.

Table 2.
The requirements for eligibility and exclusion.

Eligibility	Exclusion
Journal (Research articles)	Book, book chapters, book series
- Web-based self-reflection assessment for EFL students - Complete text and peer review - Mixed, quantitative, and qualitative methods	- Self-reflection evaluation using the web in general - Not focusing on English context
English	Non-English
Between 2021-2022	Before 2021

These standards helped focus the evaluation and make the search for pertinent publications more manageable.

Phase 4: Summarizing the Evidence

For this review, two databases were used: Google Scholar and ERIC. The goal in selecting these databases was to locate pertinent publications. Using the study's keywords, 87 papers were selected for screening in accordance with the inclusion and exclusion criteria. Eleven articles were rejected in the first stage of screening because they were all duplicates. After a second round of screening, which included 76 papers, publications released prior to 2021, works focusing on different settings, and articles on generic materials, were assessed and eliminated. 38 papers remained after this, which were sorted through and assessed in accordance with the inclusion and exclusion criteria. Due to their failure to comply with the conditions, 28 items were eliminated from the final list.

Phase 5: Interpreting the Findings

In the fifth and final step, the results from the ten articles that were chosen were assessed using the web-based self-reflection evaluation criteria for the self-development of EFL students. Three research technique groups were created out of the ten articles. Two quantitative studies, two mixed-method studies, and six qualitative research were included. Table 3 provides an analysis of the methods applied to the studies, with the most often used approach being qualitative research.

Table 3.
quantity of investigations using the study designs as a basis.

Methods	Google Scholar	ERIC
Qualitative	6	-
Quantitative	1	1
Mixed-Methods	-	2

Results and Discussion
Results

Ten papers in all were judged appropriate for inclusion in this review after the five stages of eligible article selection were finished. As a result, the results of the earlier studies will be thoroughly examined in this section. All of the selected studies included self-reflection assessments in the context of English language acquisition, regardless of the kind of study methodology (qualitative, quantitative, or mixed). A compilation of ten publications revealed

that students employ a variety of web-based self-reflection assessments, including speaking, listening, reading, and writing tasks, to help them learn the language. Learners used those types of web-based self-reflection assessments in their language learning process and gain many benefits and experiences to level up their English language skills. Table 4 gives an overview of the types or kinds of web-based self-reflection assessment that learners used in their English language learning practice.

Table 4.
Overview of web-based self-reflection assessment types used by EFL learners.

No	Author(s)	Database	Study Design	Sample	Self-Reflection Types
1	Rabbani, M. H., & Sulistyaningrum, S. D.	GS	QL	15 English magister students	Listening test
2	Nafisah, I. N., Silvani, D., Primary, M. A., & Rosmala, D.	GS	QL	Student-teacher	All English test
3	Arefian. H. M.	GS	QL	15 English language students-teachers	All English test
4	Putra, H., & Sulistyaningrum, S. D.	GS	QL	14 English magister students	Reading test
5	Alfianti, M., & Aminin, Z.	GS	QN	34 EFL students	Speaking test
6	Taufik, M., & Cahyono, B. Y.	GS	QL	25 students	Writing test
7	Rizal, R. P., & Sulistyaningrum, S. D.	GS	QL	6 English magister students	Reading test
8	Dhanarattigannon, J., & Thienpermpool, P.	ER	MM	41 EFL students	Writing test
9	Chung, H.Q., Chen, V. & Olson, C.B.	ER	QN	214 EFL students, 13 English teachers	Writing test
10	Takarroucht, K.	ER	MM	60 English department students	Writing test

QL = Qualitative
QN = Quantitative
MM = Mixed Methods
GS = Google Scholar
ER = Eric.

The majority of the studies focused on students from colleges, institutions, and high schools. Another important point is that most of the studies looked at respondents who were connected to the English language, which makes sense given the review's emphasis on language learning.

Discussion

All of the studies that were included in this analysis employed a range of self-reflection evaluations in the forms of English examinations, according to the overall analysis. Three research employed writing examinations as a kind of self-reflection evaluation (Taufik, et al., 2021, Dhanarattigannon, et al., 2022 & Chung, et al., 2021), in these studies, the researchers also explained about language learning outcomes or self-development that EFL students get in learning English using web-based self-reflection assessments. Taufik et al stated that many of the students loved conducting self-reflection assessments, and they all believed that it improved their understanding of their writing and enhanced their writing skills. Students consented to the use of self-reflection assessment for current and prospect learning. The findings from their study revealed that after doing self-reflection assessments, students can verify their background knowledge and increase their understanding on the narrative text, and it also improved their grammar and spelling skills. The first point to consider was that the majority of the students were enthusiastically participated in learning activities. In line with that Purwanti (2015) found that students were enthusiastic about using self-reflection assessment in writing. Using self-reflection assessment, they were able to identify writing errors. The majority of them were even urged to utilize it in the future. Furthermore, self-reflection assessment may be utilized to assess pupils' true English proficiency. Students who performed poorly on the self-reflection assessment performed poorly on the English proficiency test. Those who performed well in the self-reflection assessment also performed well in the English proficiency test. In other words, students' self-reflection assessment scores are accurate indicators of their level of English ability (Mistar, 2011). Besides that, the study conducted by Dhanarattigannon et al found that self-reflection assessment was viewed by students as a writing growth tool (self-monitoring), a method of changing their thoughts toward writing, and a means of enhancing their self-confidence. Self-reflection assessment can be an effective method for EFL students, and it can be used to teach and learn English writing in an EFL context. Moreover, Chung et al stated that students' reflection assessment positively impacts students' self-efficacy and their writing outcomes. One of the benefits of using self-reflection assessment, it gives pupils more opportunities to practice writing independently (Syafei, 2012). Self-reflection assessment in EFL writing contexts reveals that it can assist EFL students enhance their writing skills. This increases their understanding of their own writing process and performance, altering their perspectives on English writing instruction and evaluation (Bing, 2016; Bowman, 2017; Elgadal, 2017; Herayati, 2020; Wong & Mak, 2018). And through self-reflection assessment, students' self-confidence in writing increases (Belachew, et al., 2015; Bowman, 2017; Elgadal, 2017).

Reading exams were the next kind of self-reflection evaluation that was employed, according to the review's findings. In two studies conducted by (Putra, et al., 2022 & Rizal, et al., 2022), self-reflection assessment has an impact on pupils' capability to develop their reading conception. Students can consider, develop, and establish their own ways for acquiring and absorbing new knowledge from what they have learned or experienced through self-reflection assessment. Self-reflection assessments help students to examine their reading experiences, set goals, and track their progress. Students might identify specific areas where they struggle by reflecting on their reading performance, such as comprehension, vocabulary, or fluency. They may also identify the ideas and techniques that work best for them and make changes as needed. Sedairia (2019) argued that because of the important role it plays in strengthening EFL students' capacity to perceive, evaluate, and reflect on the significance of what is read, self-reflection assessment is considered an advanced critical thinking method. It is critical for students to grasp a lesson, specifically those attracted in language acquisition, as they will be better able to ascertain the requirements and objectives of their learning and to reflect on their reading experiences, and progress. Students can actively participate in the learning process and take responsibility of their reading development by adding regular self-reflection exercises into their reading habits.

For a study conducted by (Alfianti, et al., 2022), the next type of self-reflection assessment used was speaking test type. Researcher explained that self-reflection assessment encourages pupils to develop their speaking abilities. This aligns with a study conducted by Ministri (2020), that explained self-reflection assessment taught students about their own strengths and limitations, and it allowed them to track their progress by gradually comparing their results. This scenario can be used to measure students' speaking ability through self-reflection. When the pupils observe themselves speaking, they will engage in a self-assessment. They begin to assess their speech, fluency, accuracy, body language, expression, and so on. The students will track their own progress in speaking. Students simply have to evaluate and contrast their speaking performances as recorded in their video portfolio and correct any mistakes in their most recent speaking performance. When the pupils have completed their flaws, they will feel motivated to talk more confidently. Self-reflection assessment was a useful tool that played an important part in factors influencing students' speaking performance such as correctness, fluency, and organization (Khonamri, et al., 2021). Moreover, Peter & Michaela (2018) stated that students were more aware of their abilities, had a better understanding of themselves, and could better define themselves after doing self-reflection assessment. Students also become more capable of more than they previously believed. After performing self-reflection, they were able to participate in deeper learning and better when doing self-presentations.

English listening test was the next type of self-reflection assessment, for a study conducted by (Rabbani, et al., 2022) showed that many students benefit from self-reflection assessment when it comes to strengthening their listening skills, as there is an observable improvement or advancement in their listening practice. Self-reflection assessment can help students see vital elements from any process they have been through. It can improve and balance pupils' listening practice if done often and correctly. It can also assist pupils obtain new views and lessons from experiences they have had in earlier tasks. This encourages students to be positive about their future listening practice since they are already aware of what they were supposed to demonstrate in the prior exercise will be valuable for future listening practice. Andrade (2019) & Yan (2016) stated that self-reflection assessment has been utilized in many ways. It can be used for assessing one's own knowledge, skills, or performance, or as a process of teaching and learning and practice. So, this is very useful for students' future English practice. Moreover, Suwartono (2014), stated that the true learning is predicated on students' ability to develop their own knowledge of what they are studying and connect it to their schema effectively; thus, the primary source of learning should be experience, which is referred to self-reflection assessment.

Lastly, it is important to remember that two research (Nafisah et al., 2021 & Arefian, 2022) explored the use of all English examinations as a kind of self-reflection evaluation. What is meant by all English tests here is various combination of all English language skills tests. In the study that Nafisah et al did, self-reflection assessment can be utilized as a platform for student and teacher reflection in EFL teaching practice, allowing students and teachers to learn from their errors and successes in the classroom. Doing reflective practice also can solve problems to achieve learning goals. It also adds that self-assessment as a form of reflective practice can be beneficial to students or teachers. Through self-reflection assessment, students define their learning and performance techniques, provide feedback to themselves based on well-understood standards and criteria, and select the next steps to improve their performance. Self-reflection can motivate and empower students to take charge of their own learning. The students are responsible with identifying their own weaknesses, devising a strategy to increase their comprehension, and then reflecting on how well they achieved their goal. Students will display greater performance and significant motivation when they develop goals to aid their improved knowledge, identify criteria, self-evaluate their progress toward learning, reflect on their learning, and generate methods for more learning (Richard, 2022). On the other hand, for a study conducted by Arefian, it concluded that all students benefited from their self-assessment and self-reflective practices by assessing, measuring, evaluating, checking, and confirming previously acquired materials, reflection on previous procedures, mastery of specific areas of knowledge and

skills, conducting self-reflective practices independently, and perceiving their level of success by establishing their own educational goals, making individual plans and targets, and measuring learning and performance, and making decisions. In line with that, Nilsen & Ellström (2012) describe reflective practice as a system for converting experience into learning by evaluating one's attitudes, beliefs, and behavior and drawing conclusions to facilitate better future alternatives or reactions. As a result, reflection can be utilized in the context of teaching and learning as a technique to help teachers or learners integrate their self-reflection assessment of their teaching learning process. Moreover, self-reflection assessment has a significant potential for improving learning outcomes when used for educational purposes, it has gained a lot of attention in higher education (Zi Yan, et al., 2023). Allen & Chaerles (2017) concluded that self-reflection assessment can provide various advantages, including tools for adjusting and adapting professionalism between students and teachers, fostering relevant instruction, and assisting them in their own development. Embracing this potential tool has the potential to be a beacon of hope in realizing digital learning objectives across various educational domains (Mandalika, et al., 2023).

Conclusion

The valuable tool and platform for students and teachers to internalize the teaching and learning process and make informed choices for future improvement is the one that educational fields need, such as high school, universities, and colleges, especially in English language learning activities. Self-reflection assessments were found to offer lots of benefits for EFL students' self-development, such as improving students' language skills, enhancing engagement, boosting confidence, promoting critical thinking, facilitating meaningful learning and professional development, reflect on performance, learn from mistakes, facilitated goal setting, planning, monitoring, and motivating individual learning and development, and achieve learning goals. In this review, the researcher looked at web-based self-reflection assessment potential in English education world. For this systematic review, the studies that were analyzed were 10 articles on self-reflection assessment for EFL students' self-development. These studies highlighted the various of web-based self-reflection assessment types that used by EFL learners to gain good language learning outcomes, the scrutinized studies also unveiled the merits and advantages of using web-based self-reflection assessment in getting good self-development for EFL learners in learning English language. This review provided ideas of how learners can use various types of web-based self-reflection assessments to help their language learning practice in the form of English language test, such as writing tests, reading tests, speaking tests, listening test, etc. These kinds of online self-reflection tests improved students' language abilities and general language competency. To adapt to the changing landscape of the 21st century, it is essential for educators or learners to embrace the use of digital learning tools or platforms for English language learning like web-based self-reflection assessment. This is particularly important as teaching and learning activities have become the current digital learning. Teachers or learners should be open to innovative way and approaches, and recognize the inevitability of digital learning assessment tools, such as web-based self-reflection assessment. It is now possible to find and use web-based self-reflection assessments that are interactive, engaging, and easy to use. Embracing this tool offers hope for attaining objectives in digital learning in all educational fields. Future research should investigate how these web-based learning tools can potentially benefit other institutions looking to integrate self-reflection assessment into their programs. The tool's accessibility and immediate feedback, make it a powerful tool for promoting personal growth and academic success.

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