

ASSESSING WRITING APPLIED BY ENGLISH TEACHERS

(A Descriptive Study in the Eight Grade of SMP N 4 Rejang Lebong)

THESIS

**This thesis is Submitted to Fulfillment of the Requirements for
'Sarjana' Degree in English Language Education**



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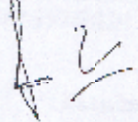
Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Risky Hardianti yang berjudul "Assessing Writing Applied By English Teacher (A Descriptive Study In The Second Grade Of SMPN 4 Rejang Lebong)", sudah dapat diajukan dalam sidang Munasqasyah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

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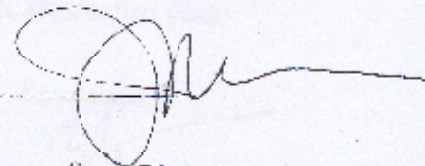
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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitle “*Assessing Writing Applied by English Teachers (A Descriptive Study in The Eight Grade of SMP N 4 Rejang Lebong)*”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Collage for Islamic Studies (STAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

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Curup, Januari 2018

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MOTTO

“~Life Is Never Flat!!~”

*“It Takes Time To Succeed Because Success Is
Merely The Natural Reward Of Taking Time
To Do Anything Well”*

*“You Will Never Know Your Limits Unless
You Push Yourself To Them”*

Rizky hardianti.AR

DEDICATION

By asking *أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ*, This research will never accomplish

without many people helps. I dedicate this thesis to:

“The biggest love and My heartfelt thanks go to my parents, Bapak (Mr. Albuhari,M.H.I), who have been patient and work hard for my life and Bunda (Mrs. Rafia Arcanita,M.Pd.I), who always hug me, wiped my tears and always be with me.. I LOVE YOU SO MUCH”

“And full of love for my dearest brother Muhammad Ilham Fajri.AR, and My little sister Nurul Fitriah.AR who always give me support and entertain me when I lost my spirit and for being the best brother and sister ever in my life”.

“In particular, special thanks for my best friends and my endless friends: Buk Ay (Ayu Sepiani Tanjung), nenek Detol (Deta Promita) , soimah (Maysaroh Umami) and Liza Oktaria for accompanying me so far in every condition”

“my big family of PBI A and all of my friends in STAIN CURUP Especially for PBI 2013 which I can’t mention one by one “

Rizky hardianti.AR

ABSTRACT

Rizky Hardianti, 2017, *“Assessing Writing Applied by English Teaches (A Descriptive Study in the Eight Grade of SMPN 4 Rejang Lebong)”*

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

The present study entitled assessing writing applied by English teachers is concerned with the analysis of how the teacher assessing students writing, because assessing students is one of important work for teacher after teaching. It is needed to give the best description about students' achievement. Therefore, the aims of this research were to find out: the assessment types, task types, scoring types used by the teachers in assessing students' writing and also teacher's feedback to the students in assessing writing. this research was conducted under descriptive design. The respondent were 2 English teachers of Sekolah Menengah Pertama Negeri (SMPN) 4 Rejang Lebong. The data were taken from interview and document analysis. The results of this research were : 1) the assessment types used by teachers were formative and summative assessment. 2) the task types used by teachers were paraphrasing, guided question and answer, paragraph construction, editing task and controlled writing, each of teacher used different task types in assessing writing. 3) both teachers assessed students' writing by using primary trait rubric. The scoring itself depend on their own description which were being assessed and each of range of score has its own description. 4) for the teachers' feedback were modeling learning target, motivating students and assigning grades to students, both of teacher used that feedback to the students in assessing students writing. virtually, the teachers can modify the assessment types or the task types based on the students need and show the description of scoring in students' rubric and also teachers' feedback in hope the students can analyze their weakness and improve their ability.

Keywords: *Assessment, writing Assessment*

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Assalamualaikum Warohmatullah Wabarokatuh

Bismilahirrahmannirrahim

Alhamdulillah, praise to Allah SWT who has given his mercy that the researcher can finish this thesis. Praying and greeting to Prophet Muhammad SAW and to all of His family and also to His followers who brought us from darkness to the lightness.

This thesis entitled **“Assessing Writing Applied By English Teachers (A Descriptive Study In The Eight Grade Of SMPN 4 Rejang Lebong)”**, presented in fulfillment of the requirement for the degree of Strata 1 in English Study Program of Tarbiyah of STAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the researcher would like to express the deepest appreciation and thanks to:

1. Mr. Dr. Rahmad Hidayat, M.Ag, M.Pd as the head of STAIN Curup
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3. Mr. Sakut Ansori, M.Hum as the head of English Study Program of STAIN Curup
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especially for VIII Class, researcher would like to say thank you very much to support in finishing this thesis.

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Finally, the writer needs suggestions for being perfect in the next step. Hopefully, the result of this research can give beneficial contribution to the development of education in others school and the researcher hopes this thesis can be useful for readers.

Wassalamu'alaikumwr.wb

Curup, Januari 2018

Writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, delimitation of the study, definition of key terms, and the significance of the study.

A. Background of the Study

Education was a strategic way to improve the quality of human resources, thus serve as one measurement level progress of a nation. In Indonesia, education is important especially English, because English is a foreign language. Therefore, it is very important to teach English at schools cause by learning a foreign language the students can have access to another culture. It gives them ability and to exchange views with people all over the world.

Furthermore, learning a foreign language has a positive effect on intellectual growth and it enriches and enhances mental development. It contributes significantly to the development of individual intelligence as stated by Kirkeby.¹ Moreover, having knowledge of foreign language increases job opportunities in many carriers because it is an asset to have a good job. Hence, by looking at those advantages of learning foreign language, it is greatly considered necessary that English should be taught at schools because English is useful to understand and share information, thought, feel and also to develop science, technology, and culture.

¹Petetwidyaningrum, „Undergraduate Thesis :Improving Students’ Skills Of Writing Hortatory Text Through Portfolio Assessment,(Yogyakarta : Universitas negeri Yogyakarta,2013),P.2

Current curriculum says English is taught through skills and text. Therefore, English subject is directed to develop those skills so that graduates are able to communicate both spoken and written form. English proficiency is defined as having proficiency at four skills, they are listening speaking, reading and writing. Being competence at English, the students should have good ability to use those four skills. If those four skills are mastered by students, automatically they are fully capable of communicating in English. One of the skills that is very important to have to be competent at English is writing skills.

Harmer states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In other word, Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.²From the definitions above, it can concluded that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

Moreover, writing need hard thinking to produce idea, words, sentences, paragraph and composition. So, the students can use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively. Writing also used in many areas of our lives such as writing is an essential

²Daniels, Peter T. & Bright, William, "The World's Writing Systems" [Http:Omniglot.Com/Writing/Definition-Of-Writing-General-Concept.Html](http://Omniglot.Com/Writing/Definition-Of-Writing-General-Concept.Html), May 2017.

job skill and be the primary basis upon which one's work, learning and intellect.³ That is why writing become an important thing in all of side in our life.

At the time, and perhaps even now, such a prescription might seem simple, but students do not learn what they are taught. Even when instruction is planned with great care, delivered effectively, and in a way that engages students, the learning outcomes often bear little or no relation to what was intended. If what a student learns as a result of a particular sequence of instructional activities is impossible to predict, even in the unlikely event that all the learners in an instructional group are at the same place when the instruction starts, within minutes, students will have reached different understandings.

For measuring the successful of learning process and knowing how far the learning objectives has been reached, the evaluation is an important thing to do. Alberta says “for teachers, evaluation indicates whether student learning activities need to modified or enriched or if outside intervention is needed”.⁴ It means that the evaluation is needed to determine whether the learning objectives have been accomplished or not. Furthermore, evaluation is strongly related to the students' motivation. As Christiane said,” we should do everything we can to motivate our students and positive evaluation will certainly help in this respect.”⁵ So it can be said that the evaluation becomes one of teacher's effort in

³Fischer, Steven Rodger,”The History Of Writing”,[Http://Balbrigganetns.Scoilnet.Ie/Blog/Files/2016/06/3.039-Why-Writing-Is-Important.Pdf](http://Balbrigganetns.Scoilnet.Ie/Blog/Files/2016/06/3.039-Why-Writing-Is-Important.Pdf), May 2017.

⁴Alberta, English As A Second Language,(Alberta Education :Canada,2007),P.134

⁵Christiane ,Nord,1998, Text Analyze And Übersetzen,Heidelbergl,Groos,(English Version : Text Analysis In Translation ,Amsterdam,Radopi,1991)P.202

motivating students while the students' motivation will affect the successful of learning process.

The evaluation of language learning itself is generally done through the assessment, as Alberta states that evaluation is the making of judgments and decisions, based on information gathered through assessment.⁶ In assessment, the teachers shows the students how well he or she has performed or how far they have reached the comprehension about material given. It can be done through some ways either formal or informal, direct or indirect, written or oral and so on. That is why assessment is a central process in effective instruction. It is only through assessment that we can find out whether a particular sequence of instructional activities has resulted in the intended learning outcomes.

For many years, the word “assessment” was used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequence was completed.⁷ As explained by Pinter and Damayanti, when the teacher would like to know the effectiveness of their teaching and the progress of their students' learning in the classroom, they used assessment. Overall, assessment is one of the important parts in teaching and learning process. Cause by assessment the teachers could know the students competence in learning process and to make sure the student know well about the subject.

⁶Alberta ,Op.Cit,P.138

⁷William,Dylan.Studies In Educational Evaluation,What Is Assessment For Learning “,(United Kingdom,Institute Of Education , University Of London Vol 37,2011)P.3

In measuring students' ability, the common way is by giving the test to the student and the various test format is important to be used. After giving the test, the teachers has to give the grade based on some language components that become the criteria of assessment which are going to be used in giving score as the result of students' achievement. Therefore, the appropriate assessment system is important to be known by the teachers because the result reflects students' levels of development and achievement. it can be used to analyze students' strength and weakness of material

Brindley cited in Jumatul Hidayah thesis, the result of assessment can be used for some purposes in teaching, such as ; first, to check the students progress in the sense that it should give teachers feedback on their students' performance at different stages of the course. Second, to encourage the students achieve their goal meaning.⁸ So, it should also be a way of giving students regular feedback and to make they are aware of their excellence their failures. Moreover, the teachers would get information about the progress and achievement of students if the assessment which he/she uses related to what would be assessed. Finally, assessment can be used to evaluate the teaching / learning process, it should be give teachers basic information about how successful the teaching is, so that they can see whether the approach is correctly implemented, the aims of the course are appropriate, the materials used are relevant, and whether the assessment has been done properly. By having the information from the assessment, language teachers especially in writing can get real information and make a necessary

⁸JumatulHidayah, Speaking And Writing Assessment Applied By English Lectures Of Stain Curup, Thesis Of Unp Padang, 2015, p.4

decision or action before is too late and plan remedial work for those areas of difficulty encountered by the students.

Then, as parts of the teachers' job in assessing and evaluating the students, there four abilities had role which were important each other, like teachers should understand the students in their capability before deciding the assessment. Then the teachers also should be capable in developing curriculum/syllabus which it must be where assessment part. It was also for designing learning for the students in lesson plan as the teachers plan for every meeting. And the last was evaluation of the learning outcomes to know the students progress during the learning process. Unfortunately, many teachers still make a mistake when they are assessing the students whereas, the teachers have been written the rubric assessment of writing in their lesson plan.

From these explanation, the researcher was curious about how deep teachers understand on the way assessing the students which could be influential for students achievement. Based on pilot study whom the researcher did to the school in Curup Region, in Junior High School Number four Rejang Lebong, the researcher found there are many teachers did not know well how to give assessing for their student, because the syllabus mostly covers the topic on structure paragraph and essay and how to them in certain genre, the topic about writing mechanic, coherence, and cohesion are not clear enough and also the students get low score for writing task which mean score 65. And for the teachers reading students writing and check it is tiring and time consuming, so that they gave the student score based on how many word that student write down on the task whether the teachers knew about the student task or not. And a big number of

students in the class are not an excuse for teachers not to pay attention in assessing their writing carefully.⁹That is why the objectives of this research are to know what are the type of test, task, scoring and feedback used by English teachers of SMP N 4 Rejang Lebong in assessing students' in writing skill., because the researcher found the problem in writing subject only.

In accordance with the importance of appropriate assessment system toward students' ability, this researcher will be important and give some advantages for some people. For the English teachers of the other schools, they can implement the appropriate assessment system for each language skill that will help them in measuring students' ability in each skill to know students improvement and analyze where is exactly the students good at. Furthermore, the appropriate evaluation system will give the good effects for students' psychology where they can do self-assessment in knowing their strength and weakness which related to students' motivation in learning process.

Based on the reason above, the researcher interested in conducting a descriptive research entitled "ASSESSING WRITING APPLIED BY ENGLISH TEACHERS (a descriptive study in the second grades of SMP N 4 Rejang Lebong)". In the end of the research, researcher got the result how the teachers assessing their student especially in writing. Then, this research can give valuable information to the teachers itself and other teachers can assess the student as it should be.

⁹Pilot Study Activity, During Do Ppl On Smp 4 Rejang Lebong

B. Problem of the Study

Based on the phenomena in background of the study then the researcher was curious to search some points in the question below:

1. What were the assessment types used by English teachers of SMP N 4 Rejang Lebong in assessing student writing?
2. What were the scoring types used by English teachers of SMP N 4 Rejang Lebong in assessing student writing?
3. What were the teacher's feedback to the student in assessing writing at SMP N 4 Rejang Lebong?

C. Objectives of the Study

From the research that would be done by the researcher, the objectives of this research were to investigate:

1. The assessment types used by English teachers of SMP N 4 Rejang Lebong in assessing student writing
2. The scoring types used by English teachers of SMP N 4 Rejang Lebong in assessing student writing
3. The teacher's feedback to the student in assessing writing at SMP N 4 Rejang Lebong

D. Delimitation of the Study

The assessment which is investigated in this research was the assessment done by the teachers during the learning process in the classroom since this research used observation. This research focused on the four aspects of assessment including the test

type, task type and the scoring type used by English teachers and also teacher's feedback to the student.

E. Definition of Key Terms

1. Writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In other word, Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable.¹⁰ Writing is really a form of thinking using the written word.
2. Assessment is a process by which information is obtained relative to some known objective or goal.¹¹In the other word, assessment is the way gathering information and evidence about student performance e.g.,collecting data or work samples, or recording observation.¹² In this research, the assessment format is the test format or the activity given by teachers to students in evaluating students' ability which happen in the class that designed and observed through checklist designed by the researcher.
3. Assessing writing is an ongoing process how the teachers assess the students writing usually done by asking the students to produce a writing where the topic is general and the students should decide what would be written. When assessing

¹⁰Daniels, Peter T. & Bright, William, "The World's Writing Systems"[Http: Omniglot.Com /Writing/ Definition-Of-Writing-General-Concept.Html](http://Omniglot.Com/Writing/Definition-Of-Writing-General-Concept.Html),May 2017.

¹¹Assessing Learners With Special Needs: 6th Ed. By Terry Overton [Http://Www.Adprima. Com/Measurement.Htm](http://Www.Adprima.Com/Measurement.Htm),May 2017

¹²Alberta ,Op.Cit,P.133

students' writing, the teachers should decide what scoring that would be used.

Thus, the teachers should be trained of how to use the scoring before using it to get a correct result.

F. Significance of the Study

1. For Teachers

The result of this research can inform the teachers about the appropriate assessment system that can be applied in assessing students' work and performance for each skill of English especially in writing skill. Furthermore, the appropriate assessment will show the real result of students' ability that can be used by the teachers as the indication whether the learning objectives have been reached or not. In addition, it can be used to analyze students' weakness in certain material, and inform the teachers whether the learning activities used to be modified or enriched.

And also, it could be useful for the teachers as the references to start evaluating the own teachers competence. It was also as the references for both teacher and students to use rubric in the class. However, it was a prohibition before building a mistake and subjectivity in grading.

2. For Students

The appropriate assessment system will give the fair judgment to the students based on their own ability so that they can measure their weakness and strength toward the material as a tool to improve their ability and it related to students' motivation in learning English. And then they can open their mind that there is a way to make them achieve higher score in the class by knowing the rubric of the task

because they would know what they should do. Whatever the subject of the study could be writing, speaking and also reading.

3. For school

The result of this research is expected to be a good reference for all teachers. The teachers who do not know about the evaluation system including assessment technique, criteria and scoring scheme will be aware with the appropriate evaluation technique that can be used in improving the quality of teaching learning process.

4. For the Future Researchers

For the future researchers who wanted to investigate deeper on teachers competence and rubric in improving the competence for teaching process. Another interesting topic for the future studies may be about the effect of using rubric on the students' response and their learning behavior.

CHAPTER II

LITERATURE REVIEW

This chapter highlights the related theories of the research and some previous related findings

A. Writing Skill

a. Definition of writing

Writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In other word, Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.¹³

Based on the definition of writing, Steven Rodger Fischer states that writing is used in many areas of our lives, such :

- a) Writing is critical to becoming a good reader.
- b) Writing is an essential job skill.
- c) Writing is the primary basis upon which one's work, learning, and intellect will be judged—in college, in the work place and in the community.
- d) Writing equips us with communication and thinking skills.

¹³Daniels, Peter T. & Bright, William, "*The World's Writing Systems*"[Http: Omniglot.Com /Writing/ Definition-Of-Writing-General-Concept.Html](http://Omniglot.Com/Writing/Definition-Of-Writing-General-Concept.Html), May 2017.

- e) Writing expresses who we are as people.
- f) Writing makes our thinking and learning visible and permanent.
- g) Writing fosters our ability to explain and refine our ideas to others and ourselves.
- h) Writing preserves our ideas and memories.
- i) Writing allows us to understand our lives.
- j) Writing allows us to entertain others.¹⁴

b. Step and specification standard of writing

In writing, there are combination of approaches which emphasize on the process, the product, and the genre can help students greatly develop their writing skills by considering (1) the personal process students go through when writing such as drafting, revising, and editing; (2) the accuracy of the language used as reflected by the control of grammar, vocabulary, mechanics, and coherence and cohesion; and (3) the purpose of the writing as specified by the discourse mode and genre. We will refer to this combination of approaches as the ‘process-product approach’ to writing, which involves the following steps:¹⁵

1. Selecting a topic

In negotiation with the students, teachers select a topic based on the writing standards, the genre, and the most appropriate discourse modes for the

¹⁴Fischer, Steven Rodger,”*The History Of Writing*”,[Http://Balbrigganetns.Scoilnet.Ie /Blog /Files/2016/06/3.039-Why-Writing-Is-Important.Pdf](http://Balbrigganetns.Scoilnet.Ie /Blog /Files/2016/06/3.039-Why-Writing-Is-Important.Pdf), May 2017.

¹⁵Munoz,Ana,Dkk,”Guidelines For Teaching And Assessing Writing, 2006, (Medelin : UniversitasEafit),P.5

course. Then teachers give detailed instructions for students to complete the writing task. Instructions consist of the specific criteria for designing writing prompts at the language center: audience, genre, discourse mode, and organizational plan

2. Generating ideas

Before writing, students explore ideas on the topic with the help of different techniques such as the ones proposed by Leki¹⁶ :

a. Free writing

Students write the topic at the top of a page. Then they begin to write down everything that comes to their mind on this topic, no matter how disorganized it is. Students write continuously for ten minutes. Finally, they underline or circle the ideas and expressions they like and that will help them write.

b. Listing

Students write everything that comes to their mind about a topic, but they do not write sentences. Instead, they write words or quick phrases. This technique is one of the most useful ways for writers to get started if, for some reason, their ideas dry up as they are writing a draft. Listing can be an individual, small group or whole class activity.

¹⁶ Alberta , Op.Cit,P.134

c. Mind mapping

Students write the subject of their composition in the middle of a piece of paper, and then write down all the things associated with it. They continue the process by finding associations for each of the things they have written down. Sharing associations might trigger memories for students having difficulty thinking of topics. When they are done with the associations, they try to group items into clusters or categories.

d. Cubing

Students spend three to five minutes examining their topic from each of the following angles:

- a. Description (What does it look like? What do you see?)
- b. Comparison (What is it similar to? What is it different from?)
- c. Analysis (What is it made of? What are its parts?)
- d. Association (What does it remind you of? What do you associate it with?)
- e. Application (What can you do with it? What can you use it for?)
- f. Arguing for or against it. (Take either position. Give any reasons, even crazy ones.)

When students have finished, they reread what they wrote to find ideas that they like. Perhaps one of those ideas may be the topic for a composition on the subject.

e. Outlining

The outline functions as a plan for writing. It basically helps students:

- a. Organize ideas
- b. Present material in a logical form
- c. Show the relationships among ideas
- d. Construct an ordered overview of their writing

When developing an outline:

- a. List all the ideas to be included in the writing
- b. Group related ideas together.
- c. Create main and sub headings (labels)

3. Writing a draft

Students take their ideas from the two steps above and write a draft (in class activity). At this stage, there is a searching for words, trying out sentences, and putting pieces together. Concerns for mechanics should be set aside for later. Instead, students' energy should be focused on organization of ideas.

4. Revising

Teachers collect the draft and check it using writing conventions (out of class activity). At this point, it is very important to include additional personal comments regarding degree of formality, genre or discourse mode.

5. Editing

Using the teacher's feedback, students can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of

insertion, deletion, reordering, rephrasing, etc. Editing is critical because students actually move into higher order thinking skills such as analysis, synthesis, and evaluation. At this point, the text is handed back to the teacher.

In writing also use the specification of writing standards and the following components of language knowledge and ability:

a) Grammar and Vocabulary (linguistic competence)

The grammar and vocabulary domain addresses the control of grammar, vocabulary and sentence structure. It examines the appropriate use of language structures, effectiveness and range of lexical choice, and the appropriateness to context and to the demands of the task. It also covers the control of spelling and punctuation.

b) Coherence and Cohesion (discourse competence)

The coherence and cohesion domain addresses the logical development (organization) of the text that enables the reader to follow a thread through the development of the written piece. Cohesion measures the students' ability to link ideas by using cohesive devices such as transitions and connectors. Such devices permit logical sequencing; establish time frames for actions and events, and create structure of meaning by establishing main and supporting language units.

c) Task completion (sociolinguistic competence)

The task completion domain addresses the students' ability to thoroughly complete the given task. It examines students' ability to achieve the specified writing standards, through their knowledge of functional uses of the language

and the appropriate register. It also examines the extent to which the students are able to elaborate and provide sufficient details to illustrate ideas and go beyond the given task, avoiding digressions and irrelevancies.

After defining the construct, we need to plan carefully how we are going to measure it. This involves the design of the assessment tasks and the scoring of the final written piece.

1. Assessment and Evaluation

a. Definition of Assessment and Evaluation

The term of evaluation and assessment share overlapping shades of meaning when refer to measurements in a general sense. As a matter of fact, the two terms have been used interchangeably. In actually they are two parts of the same process. Assessment is the process of gathering evidence of what the child can do. It is supported by Ur who states, “ in assessment, the learners is simply informed how well or badly he or she has performed.”¹⁷ The quite similar idea is also supported by Alberta who describes that assessment involves gathering information and evidence about students performance, e.g., collecting data or work samples, or recording observations.¹⁸ In other words, assessment is an ongoing process that should be used routinely each day. Here the teacher is demanded to inform the students how far they have reached the learning goal by showing the real result of their own.

¹⁷ Penny Ur, A Course In Language Teaching,(Cambridge:Cambridge University Press,2009),P.167

¹⁸ Alberta,Op.Cit.,P.133

Meanwhile, the evaluation is the process that follows the collection of data, including analysis and reflection, as well as decisions based on the data. As Alberta describes that evaluation is the process of summarizing and the making of judgments and decisions, based on the interpretation of evidence gathered through assessment and standards that have been set.¹⁹ In addition, Bachman describes the quite same idea that evaluation can be defined as the systematic gathering of information for the purpose of making decision.²⁰ Therefore, it can be concluded that evaluation is the process which is gotten by doing assessment. Furthermore, assessment as evaluation or appraisal, it is about making judgment, identifying the strengths and weakness, the good and the bad, the right and the wrong in some cases.²¹ It is more than simply giving marks or grades , although that may will be a part of it, because it involves making a judgment, it will inevitably include an element of subjectivity by the assessor.

b. Functions of Assessment and Evaluation

As one of the important parts in teaching and learning process, assessment has a lot of functions not only for the students but also for the teacher even for the student's family. The main purpose of assessment and evaluation themselves is to measure students' achievement toward the material given and inform the teacher how far the material has been understood by the students, as described by

¹⁹ Alberta , Op.Cit,P.134

²⁰F.Lyle Bachman, Fundamental Considerations In Language Testing, (Newyork:Oxford University Press,1990),P.22

²¹Cannon R. And Newble D, Assessing The Students, In A Handbook For The Teacher In University And Colleges(London: Kogan Page,1995)P.69

Bostwick and Gakuen state that assessment can be used to improve instruction and help students take control of their own learning.²² Besides, it provides information to be used as feedback to modify the teaching and learning activities in which they are engaged.²³ Moreover, the functions of assessment and evaluation are divided by Alberta for the teacher, parents and students themselves as follow :

For students, assessment and evaluation information:²⁴

1. Enhances metacognition, help students make judgments about their own learning and provides them with information for self-monitoring.
2. Helps students set goals for learning-most learners organize their efforts more purposefully if they know that on a specific date they will e asked to perform to a certain standard.
3. Helps students solidify their learning before moving to the next instructional unit. At the end of a unit, assessment can help integrate and reinforce learning. At the end of a year, it can provide a symbolic act of completion.

From the explanation above, it can be seen that assessment and evaluation generally becomes the guidance for the students to analyze their strength and weakness as a basis for improving their ability and to learn more at some points which still have the lower score.

For families, assessment and evaluation information :²⁵

1. Helps them become more knowledgeable about their children's progress and learning needs.

²²Bostwick Rm. And Gakuen K, Evaluating Young Efl Learners Problems And Solution, (Tokyo:The Japan Association For Language Teaching,1995).P/57

²³Black Pj. &William D, Inside The Black Box :Raising Standards Through Classroom Assessment (London:King's College,1998)P.152

²⁴Alberta.,Op.Cit,P.134

²⁵Alberta ,Ibid

The information of children progress in learning process is needed by the family especially for the parents. Moreover, from the evaluation result, the students' family especially the parents can control their children improvement in school or try to help them if there are some problems concerning with the learning process.

For Teachers, assessment and evaluation information :

1. Indicates whether students learning activities need to be modified or enriched or if outside intervention is needed.
2. Provides feedback about the success of instruction and programming through assessment, teachers learn which elements of their instruction were successful and which need to be improved.
3. Provides a profile of students aptitudes and future learning potential, based on performances, progress and growth over period of time.
4. Screens and identifies students with special education needs within the second language learning situation.

The teacher, on the other side can give the review of the certain material that is quite difficult to be understood by the students in order to keep the learning process run well.

The quite similar idea is completed by Ur who describes the function of Assessment and Evaluation.²⁶

1. In order to evaluate students' overall level
2. In order to evaluate students' progress
3. In order to evaluate how well students have learnt specific material during a course
4. In order to evaluate students' strengths and weaknesses (diagnostic' assessment)

²⁶Penny Ur., Op.Cit,P.167

It can be concluded that the assessment is done as an effort to evaluate students' progress and improvement by giving the real information to the students based on their performance. In assessing students ability, the teacher does not work freely but there are some points that must be considered in order to get the fair result of evaluation. It includes the test format in assessing students, the criteria that is used in marking students' ability and the scoring type that related to how the teacher gives the score to students' performance based on the criteria. Through these three aspect, the effective assessment is hoped to be reached.

3. Writing Assessment

Writing assessment or assessing writing, just like producing writing, takes time and need an attention for the test maker. It is very common that test maker or teacher will spend a time to read students' writing before deciding to put the score. But the process of writing assessment has been done long before the assessment is composed. The teacher or test maker should first, decide how the test would be assess and what criteria that would become an indicator for judging good writing. Weir states the writing component of any test should concentrate on controlled writing tasks where features of audience, medium, setting, and purpose is chosen appropriately including the scoring criteria and trained examiner.²⁷ Weir gives a signal that when the examiner (usually a teacher) has decided about how to assess writing skill and scoring criteria, he/ she should know how to examine students' writing using such scoring criteria

²⁷ Weir, C.J, Communicative Language Testing,(Lomdon, Prentice Hall, 1990),P.73

Students' often argues that they are not good in writing, their grammar is poor or even they are not good in imagining something for writing. However writing is not dealing with the intelligence or creativity but dealing with the skill that they have learn before. Hughes argues testing writing should not test anything else other than the ability to write. It means that assessing writing deals with the ability in composing ideas into written product. Hughes also says that the best way to assess writing is assert the students to write.²⁸ As the result, assessing writing is usually done by asking the students to produce a writing where the topic is general and the students should decide what would be written. There are some aspects in writing assessment :

A. Assessment Types of Writing

The type of assessment chosen should be related to learning outcomes and governed by decision about its purpose, validity and relevance. In addition, as it is probably true to say that every assessment method will place some students at a disadvantage to some extent, a range of types of assessment is desirable to hopefully reduce the element of disadvantage suffered by any particular students. There are two types of assessment, they are :

a. Formative assessment

Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned

²⁸ Arthur Hughes, Testing For Language Teachers.(Cambridge :Cambridge University Press,2003),P.90

and then use this information to modify their future teaching plans.²⁹ Alberta has the same idea by stating that formative assessment is ongoing assessment that monitors students strengths, weakness, attitudes, interest and ability to work independently.³⁰ In other word, formative assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know for example daily test or home work. Such assessment can also be the basis for feedback to the students. Feedback to the learner is immediate or nearly so, to enable the learner to change his/her behavior and understanding right away. Formative assessment also enables the teacher to” turn on a dime” and rethink instructional strategies, activities and content based on students understanding and performance. Here, his or her role is comparable to that of a coach. In addition, formative assessment can be as informal as observing the learner’s work or as formal as a written test. Furthermore, formative assessment is the most powerful type of assessment for improving student understanding and performance.

b. Summative assessment

Summative assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher’s or school’s use.³¹ Alberta added summative assessment is usually conducted at specific times, after students have

²⁹Arthur Hughes, Testing For Language Teachers,(New York :Cambridge University Press,1992),P.15

³⁰Alberta,Op.Cit.,P.136

³¹Ibid.,

had opportunities to practice, at the end of a unit or semester or at the end of reporting period.³²Mid term and final test, for example, can be called as summative assessment where the result may take to time to be returned to the students or parent, feedback to the students is usually very limited and the students usually has no opportunity to be reassessed. Thus, summative assessment tends to have the least impact on improving an individual student understanding or performance. Teachers or schools can use this assessment to identify strength and weakness of curriculum and instruction with improvement affecting the term's students. Summative assessment can be done through paper and pencil tests, standardized test, unit tests, grading of students assignments, presentation and projects, grading of students portfolios. The examples of summative assessment are final exams, standardized testing, major cumulative projects, research projects and performance.

B. Task types of writing assessment

In doing assessment, the teacher can do either formal or informal assessment. Based on pilot study, the researcher found that the English teachers in SMP N 4 Rejang Lebong prefer to use formal assessment where there is a tool used by teacher in assessing the students and the most usual is by using a test. The test itself can be varied for each skill that is being assessed. As Nunan said that :

³²Alberta, Loc.Cit.,

Evaluation is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making. This information will generally include data on what learners can and can not do in language. Procedure for collecting this learner data are referred to as 'assessment'. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance. In other words, assessment subsumes testing and is, in turn, subsumed by evaluation.³³

From the explanation above, it can be concluded that assessment process of students' language ability can be done by giving test as part of the evaluation. In giving the test, the teacher is demanded to design the test format differently based on the ability that is going to be tested. As Hughes states that people performance on the same task is not consistent.³⁴ It means that we have to offer candidates as many 'fresh starts' as possible, and each task can represent a fresh start. Hughes adds, people will simply be better at some tasks than others.³⁵ So that if we happen to choose just the task or the tasks that a candidate is particular good at, then the outcome is likely to be very different from that which would result from the ideal as that included or the tasks. Therefore, this is a reason for including as many different tasks as possible which is suitable to writing assessment.

The idea of assessing writing is to know students' progress or achievement after period of study. The type of writing assessment or writing test is also the same with writing task and classified based on the level or stage of

³³David Nunan, Task Based-Language Teaching (Cambridge: Cambridge University Press,2004),P.138

³⁴ Arthur Hughes.,Op.Cit., P.83

³⁵ Ibid.,

writing. Weir classifies types of writing assessment into indirect and direct writing.³⁶ Indirect writing (editing task) is assessing students' writing ability by asking them to make a correction toward a given writing while direct writing (essay test and controlled writing) is assigning students to create a writing. Those types of writing are explained as follows:

1. Editing task : students is given a text containing a number of errors grammar, spelling, punctuation of the type noted as common by remedial teachers of students in the target group and is asked to rewrite the passage making all the necessary corrections. The assessment is on students' ability in identifying and revising the error found in the text.
2. Essay test : students are asked to produce a sample of connected writing in paragraph and essay writing. The assessment is on students' ability in producing the paragraph and essay based on the topic and genre of the text.
3. Controlled writing : students are asked to produce a writing by giving stimuli such as ; a graph, plan or drawing which the students is asked to interpret in writing. The assessment is on students' ability in produced a writing based on the context and situation given.

Brown classified types of writing assessment into intensive and responsive and extensive writing. Intensive writing is types of writing test or assessment for a basic students while responsive and extensive reading is suitable for intermediate to advance students. Intensive writing consists of dictation,

³⁶ Arthur Hughes, Op.Cit,P.58

grammar transformation, picture cued, vocabulary assessment, ordering tasks and short answer and sentence completion tasks. On the other hand, the responsive and extensive writing consist of as follows³⁷ :

1. Paraphrasing, students are asked to write something in their own words as to ensure that they understand the importance of paraphrasing to avoid plagiarism. The assessment is on the students' ability in conveying similar message as primary evaluation with secondary evaluation of discourse, grammar and vocabulary.
2. Guided question and answer, students are given series of questions that essentially serves as an outline of the emergent written text. The assessment is on students' ability in writing from an outline and checking students' ability in organizing supporting ideas, using appropriate details and demonstrating syntactic variety.
3. Paragraph construction, students are assigned to write a paragraph as to check their ability in developing main idea and supporting details, and keeping cohesion and coherence in a paragraph.
4. Strategic option, students are assigned to write based on task that has been demanded and focus on the genre of writing and the expectation of that genre. The assessment is on the students' ability in writing in different genre for different purposes.

³⁷Douglas Brown, Language Assessment Principles And Classroom Practices, (Usa : Pearson Longman,2010), P.267

This research focused on the types of writing assessment proposed by Weir and Brown because those types are suitable for intermediate and advance students. Meanwhile, students in SMP N 4 Rejang Lebong are categorized as intermediate level of students where those types of assessment task probably occur.

C. Scoring types of writing assessment

As one of tools to measure students achievement and improvement toward the material, score has a main part as the result of assessment. Therefore, scoring system is needed in this case. The score will affect student motivation as what Harmer states, “ when students are graded on their work they are always can to know what grades they have achieved.”³⁸ The students can be very happy if the score is same toward is expected, it is in line with harmer words who said that when students get good grade their motivation is often positively affected provided that the level of challenge for the task was appropriate. Bad grade can be extremely disheartening.³⁹ Scoring is designed based on what would be measured based on the component or criteria of writing. Brown classify three major approaches to scoring writing performance are commonly used: holistics, primary trait and analytical⁴⁰.

³⁸ Jeremy Harmer, *Practice Of Language Teaching* (London:Longman.1995), P.101

³⁹ *Ibid.*,

⁴⁰ H.Douglas Brown, *Op.Cit*, P.283

1. Holistic scoring procedure

The holistic scoring system avoid the potential flaw in global impression band scale of uneven development in the different criteria.⁴¹ White, Spandel and Stiggins state that if the scoring procedure is based on the judgment of the general impression as a whole without any separable feature, it is called holistic.

A holistic rubric presents a description of each level of achievement and provides a single score based on an overall impression of a student's performance on a task.

- a. Advantages: quick scoring, provides an overview of student achievement, efficient for large group scoring
- b. Disadvantages: does not provided detailed information; not diagnostic; may be difficult for scorers to decide on one overall score.
- c. Use when:
 - 1. You want a quick snapshot of achievement.
 - 2. A single dimension is adequate to define quality⁴².

In holistic scoring, the rater reacts to the speaker oral production as a whole, one score is awarded for his or her speech performance. Often each level on the scale is a companied by a verbal description of the performance. The performance required to achieve that score (score criteria). Moreover, with this approach of assessment, a teacher is easy to give a higher score for a certain criterion by giving a certain coefficient when he/she thinks that his/her student should focus on the criterion.

⁴¹Weir.C.J. Language Testing And Validation :An Evidence Based Approach(HoundgraveHampshire:Palgrave Macmillan,2005),P.189

⁴²Ibid.,P.5

2. Primary trait scoring

Primary trait scales are specific to a particular writing task. Primary trait focused on” how well students can write within a narrowly defined range of discourse. This type of scoring emphasizes the task hand and assigns a score based on the effectiveness of the text’s achieving that one goal. For example, if the purpose or function of an essay is to persuade the reader to do something, the score for the writing would rise or fall on the accomplishment of that function. For rating the primary trait of the text, Lloyd Jones suggested a four point scale ranging from 0 (no response or fragmented response) to 4 (the purpose is unequivocally accomplished in a convincing fashion)⁴³. It almost goes without saying that organization, supporting details, fluency, syntactic variety and other features will implicitly be evaluated in the process of offering a primary trait score.

3. Analytical scoring

Analytic scoring is known as the scoring system where the teacher is scoring every language element of language skills, then totaling all scores to get final score. This opinion is supported by Hughes who states that analytical method scoring is one method of scoring which require separate score each number of aspect of a task.⁴⁴ In other words, analytical scoring are means of assessment by breaking down the objective of final products into criteria parts, and each part is scored independently. The procedure of this method involve the separate of the various features of a

⁴³H Douglas Brown , Op.Cit.P.284

⁴⁴Arthur Hughes ,Op.Cit,P.91

discourse into categories for scoring purpose.⁴⁵ The total score is the sum of the rating for all of the part which are being evaluated. When using analytic procedure, it is necessary to treat criterion or part as separate to avoid bias toward the whole product.

An analytic rubric presents a description of each level of achievement for each criterion, and provides a separate score for each criterion.

- a. Advantages: provides more detailed feedback on student performance; scoring more consistent across students and raters
- b. Disadvantages: more time consuming than applying a holistic rubric
- c. Use when:
 - 1. You want to see strengths and weaknesses.
 - 2. You want detailed feedback about student performance

Here are some primary reasons to use rubrics

- a. A rubric creates a common framework and language for assessment.
- b. Complex products or behaviors can be examined efficiently.
- c. Well-trained reviewers apply the same criteria and standards.
- d. Rubrics are criterion-referenced, rather than norm-referenced. Raters ask, "Did the student meet the criteria for level 5 of the rubric?" rather than "How well did this student do compared to other students?"
- e. Using rubrics can lead to substantive conversations among faculty.

⁴⁵T.Park, An Overview Of Portfolio-Based Writing Assessment (United States :Colombia,2004),P.1

- f. When faculty members collaborate to develop a rubric, it promotes shared expectations and grading practices.

To sum up, A primary trait scales are specific to a particular writing task, while holistic and analytic scales can be used for grading multiple task. In primary trait scale, rating scale is defined with respect to the specific writing assignment and essays are judge according to the degree of success with which the writer has carried out the assignment. Holistic scale is scoring or assigning of a single score to a script based on the overall impression of the script. In analytic scale, script are rated on several aspect of writing or criteria rather than given a single score. Different from Weigle, Hughes⁴⁶ classifies writing scale or rubric into two types; holistic scoring and analytic scoring. He adds that to examine students progress in writing analytic scale is more suitable to be used. Since this rubric or scale is designed into component so, the teacher knows the are of weakness of students and set a plan to overcome it.

Marking criteria and scoring of writing

As a productive skill, the main element of writing is the idea or the content where it will be supported by the accuracy of grammar use and the word choice in order to get the best writing. Moreover, the mechanics such as punctuation, spelling and capitalization are also the important part in order to avoid the misunderstanding of the message between the writer and the reader. In

⁴⁶Op.Cit.,p.93

accordance with this idea, the criteria or language components of writing have been outlined by O'Malley some as follows:

Table 1
Components/criteria of writing described by O'Malley⁴⁷

No	Language component	Description
1	Idea development organization	Focuses on central idea with appropriate elaboration and conclusion
2	Fluency/structure	Appropriate verb tense used with a variety of grammatical and syntactic structure
3	Word choice	Uses varied and precise vocabulary appropriate purpose
4	mechanics	Absence of errors in spelling capitalization and punctuation

Furthermore, on the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown the categories for evaluating writing are:

1. Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

⁴⁷ J Michael, O'malley&Pierce,Lorraine Valdes, Authentic Assessment For English Language Learners :Practical Approaches For Teacher,(New York: Addison Wesley Publishing Company ,1996)P.142

2. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

3. Discourse

It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.

4. Syntax

5. Vocabulary

6. Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance. The scoring of the students' writings is based on the writing scoring type which is suggested by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's in Brown.

Table 2

Criteria of Writing Scoring

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

There is a breakdown of each trait above into substrate of the writing scoring above, which are also small in number and homologous or corresponding. As a result, the researcher uses the rubric or composition to score the students' writing. See table below, which teases out the substrate of the main traits in Jacobs et al. (1981) in Haswell (2007):

Table 3
Composition for Scoring Writing (Jacobs et al. 1981)

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and

		development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, pronouns, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not

		communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

According to analytic scoring procedure, the language component or the criteria are assessed independently before the whole scored are totaled to the final scored. The theory of categories for evaluating writing above is used by the researcher to assess the students' narrative and recount writings. Obviously, dual criteria can be used as the guidance for the teacher in marking students work, but in this case it can be contextual based on what is the object of assessment and who are being assessed.

Besides, the marking criteria, the score given by the teacher has to be accordance based on the criteria used, so that the score will show the real students' achievement. In accordance with it, the rubric or scoring scale of

writing assessment either analytic or holistic have been described by some expert as follow :

Table 4
The analytic scoring procedure of writing given by Hughesh⁴⁸

no	Aspect	Score	criteria
1	Grammar	6	Few noticeable errors of grammar or word order.
		5	Some error of grammar or word order which do not, however, interfere with comprehension/
		4	Error of grammar or word order fairly frequent.
		3	Error of grammar or word order frequently effort of interpretation sometimes required on reader's part
		2	Error of grammar or word order fairly frequent, reader often to has rely on own interpretation.
		1	Error of grammar or word order show severe as to make comprehension virtually impossible
2	Vocabulary	6	Use of vocabulary and idiom rarely distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terms of relies on circumlocution of ideas hardly impaired.
		4	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that

⁴⁸Ibid.,P 91-93

			reader must often rely on own interpretation
		1	Vocabulary limitation so extreme as to make comprehension virtually impossible.
3	mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasional lapses in punctuation or spelling which do not, however, interfere, with comprehension.
		4	Error in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
		3	Frequent errors in spelling or punctuation ;lead sometime to obscurity.
		2	Errors in spelling or punctuation in frequent that reader must often rely own interpretation.
		1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible
4	Fluency	6	Choice of structure and vocabulary consistently appropriate; like that of educated native writer
		5	Occasional lack of consistently enjoys and structure and vocabulary with do not, however, impair overall case of communication.
		4	“patchy” with some structure or vocabulary items noticeable in appropriate to general style
		3	Structures or vocabulary items sometimes not only in appropriate but also misused little sense of ease of communication
		2	Communication often impaired by completely in appropriate or misused structures or vocabulary items.
		1	A 'hotchpotch' of half learned misused structures and vocabulary items rendering communication almost

			impossible.
5	Organization	6	Highly organized, clear progressive of ideas well linked, like educated native speaker.
		5	Material well organized ;links could occasionally be clearer but communication not impaired.
		4	Some lack of organization; re-reading require for clarification of ideas.
		3	Little or no attempt at connectivity.
		2	Individually ideas may be clear, but very difficult to deduce connection between them
		1	Lack organization so severe that communication seriously impaired.

The marking criteria given by Hughes shows the scale and description of score that can be used by teacher in giving the score towards students' work. The scale can depend on the criteria which is used and can be varied based on some things such as school policy and others. Besides, the analytic scoring procedure also introduced by Ur. The criteria is almost the same but Ur introduces 1 to 5 scale while hughesh introduces 1 to 6 scale, so it can be said that it will be varied based on the assessor. It shows on the table below :

Table 5

The analytic scoring procedure of writing given by Ur⁴⁹

Level	Content	Organization And	Vocabulary And Spelling	Grammar And Punctuation
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⁴⁹Penny Ur, Op.Cit., P.182

		Coherence		
5	Clear and appropriate content	Content well organized and coherent	Wide range of vocabulary, very few errors	Wide range of structures, very few minor errors
4	Appropriate content, but could be more fully extended	Logical organization, occasional misuse of cohesive devices	Adequate vocabulary, occasional spelling errors	A variety of structures, occasional errors
3	May be some missing or irrelevant content	Somewhat disorganized, repetitive, sometimes incoherent	Minimally adequate vocabulary, errors in spelling, etc. that may impede communication	A limited range of structures, may make errors that impede communication.
2	Limited range of idea, largely irrelevant	Does not organized ideas logically	Limited range of vocabulary, lexical errors may lead to incomprehensibility	Errors in grammar and punctuation predominate, leading to in comprehensibility..
1	Content is completely unrelated to the topic	Disorganized and incoherent	Can only use a few isolated simple words.	Most of the grammar is erroneous
Writes text copied from elsewhere or memorized, or nothing				

Beside the analytic scoring procedure, there is also the possibility that the teacher will use the holistic scoring procedure. Here are the holistic procedure given by some experts that can also be used by the teacher in assessing student writing skill.

Table 6
The holistic scoring procedure of writing given by Hughesh⁵⁰

Score	Criteria
9	The writing display an ability to communicate in a way which gives the reader full satisfaction. It displays a completely logical organizational structure which enables the message to be followed effortlessly. Relevant arguments are presented in an interesting way. With main ideas prominently and clearly stated, with completely effective supporting material; arguments are effectively related to the writer's experience or views. There is no effort vocabulary, spelling, punctuation or grammar and the writing show an ability to manipulate the linguistic system with complete appropriate.
8	The writing displays an ability to communicate without causing the reader any difficulties. It displays a logical organizational structure which enables the messages to follow easily. Relevant arguments are presented in an interesting way. With main idea highlighted. Effective supporting material and they are well related to the writer's own experience or views. There are no significant errors of vocabulary, spelling, punctuation or grammar and the writing reveals an ability to manipulate the linguistic system appropriately.
7	The writing displays an ability to communicate with few difficulties for the reader. It displays good organizational structure which enables to message to be followed without much effort. Arguments are well presented with relevant supporting material and an attempt to relate them to writer's experience or views. The reader is aware of but not troubled by occasional minor efforts vocabulary, spelling, punctuation or grammar and some limitations to the writer's ability to manipulate the linguistic system appropriately.
6	The writing displays an ability to communicate although there is occasional strain for the reader. It is organized well enough for the message to be followed throughout. Arguments are presented but it may be difficult for the reader to distinguish main ideas from supporting material, main ideas

⁵⁰ Arthur Hughes.,Op.Cit,P.87

	may not be related to the writer's experience or views. The reader is aware of errors of vocabulary, spelling, punctuation or grammar and limited ability to manipulate the linguistic system appropriately, but these intrude only occasionally.
5	The writing displays an ability to communicate although there is often strain for the reader. It is organized well enough for the message to be followed most of the time. Arguments are presented but may lack relevance, clarity, consistency or support. They may not be related to the writer's experience or views. The reader is aware of errors of vocabulary, spelling, punctuation or grammar which intrude frequently, and of limited ability to manipulate the linguistic system appropriately.
4	The writing displays a limited ability to communicate which puts strain on the reader throughout. It lacks a clear organizational structure and the message is difficult to follow. Arguments are inadequately presented and supported. They may be irrelevant, and it will be difficult to see. The control of vocabulary, spelling, punctuation or grammar is inadequate, and the writer displays inability to manipulate the linguistic system appropriately, causing severe strain for the reader.
3	The writing does not display an ability to communicate although meaning comes through spasmodically. The reader cannot find any organizational structure and cannot follow a message. Some elements of information are present but the reader is not provided with an argument, or the argument is mainly irrelevant. The reader is primarily aware of gross inadequacies of vocabulary, spelling, punctuation and grammar, the writer seems to have sense of linguistics appropriate, although there is evidence of sentence structure.
2	The writing displays no ability to communicate. No organizational structure or message is recognizable. A meaning is no evidence of control of vocabulary, spelling, punctuation or grammar and sense of linguistic appropriately.
1	A true non-writer who has not produced any assemble strings of English writing. An answer which is wholly or almost wholly copied from the input text or task is in this category.

Table 7

The holistic scoring procedure of writing given by Brown⁵¹

Rating scale/category	Description of criteria
6	Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.
5	Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors.
4	Demonstrates minimal competence in writing on both the rhetorical and syntactic levels
3	Demonstrates some developing competence in writing on but it remains flawed on either the rhetorical and syntactic levels, or both.
2	Suggests incompetence in writing.
1	Demonstrates incompetence in writing.
0	Contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists only of keystroke characters.

Table 8

Primary trait scoring procedure of writing given by brown

Scale ranging	Criteria
0-4	D. The accuracy of the account of the original (summary) E. The clarity of the steps of the procedure and the final result (lab report)

⁵¹H.Douglas Brown,Op.Cit.,P.239

	F. The description of the main features of the graph (graph description) G. The expression of the writer's opinion (response to an article)
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Primary trait, analytic and holistic above then used by the researcher as the guidance in investigating the scoring types used by the teacher.

D. Feedback

Feedback is a process through which students learn how well they are achieving and what they need to do to improve their performance. Feedback is integral to learning process and is one of the main benefits that students get from assessment, but students are often dissatisfied with the feedback they receive, despite teacher spending many hours producing it. On the other word, feedback is information that is given to the learner about his/her performance of learning task, usually with the objective of improving his/her performance.⁵²It means that feedback is giving any information about students' performance in learning process which the purpose is for improving students performance in learning English, and effective feedback helps students to develop their understanding and improve their performance in relation to the standards of the university.

Feedback exists in any process, activity or information that enhances learning by providing students with the opportunity to reflect on their current or recent level of

⁵² Penny Ur, A Course In Language Teaching : Practice And Theory, (New York,Cambridge University Press, 1996),P.242

attainment. Teacher use the outcomes of students assessments both formative and summative, together with feedback from student, as a guide to the success or otherwise of the students experience, talk to each other about what students are saying, change their practice accordingly, and feedback to students on their progress and on what happens next. This involves students and teacher in a continuous, systematic loop, and a policy of continuous improvement.

The goal of good feedback is essentially the same as that for the final element of formative assessment : to be effective feedback needs to be clear, purposeful, meaningful, an compatible with students' prior knowledge and to provide logical connections'. Hattie and Timperley found that some forms of feedback, such as cues, corrective feedback (giving correction feedback to the learners' performance which purpose to improve students' performance itself), motivational influences, and reinforcement had a larger effect sizes that other types such as teacher praise, reward and punishments.⁵³ Furthermore, how and when feedback is delivered (e.g, written, spoken, grades, or scores) by teacher affected students in learning. Within an assessment for learning framework, verbal teacher feedback is often privileged. Cowie and Bell described this process as “ interactive formative assessment,” where teachers notice, recognize, and respond to students thinking in an unplanned and spontaneous manner during teacher-students interactions within the learning process.

⁵³Hattie AndTimperley, The Power Of Feedback, Review Of Educational Research Vol 77. (American Educational Research Association,2007)

In teaching learning process, the teacher can provides feedback based on the purpose of it such as to find out the strength or weakness of students', students progress or the learning target. Hattie and timperley's review of feedback literature identified four types of feedback, along with factors mediating their effectiveness: feedback task (i.e, whether work was correct or incorrect), feedback process (i.e, comments about the processes or strategies underpinning task), feedback self-regulation (i.e. reminders to the students about strategies students can use to improve their own work), and feedback self (i.e, non-specific praise and comments about effort).⁵⁴ Research indicates self regulation feedback leads to greater students engagement, effort, and self-efficacy, making it the most powerful type. However task feedback is the type most frequently provided to students in classroom.

Assessment can be used provide feedback to both students and teacher. To students the result of assessment provides the feedback to students about their learning whether it improves or not. For the teacher feedback of assessment is more than just information of students' achievement. Nitko⁵⁵ classifies the used of feedback for teacher into three areas ; modeling the learning target, motivating students, and assigning grades to students. Different with Nitko, Brokkhardt in Jumatul Hidayah Thesis, classifies feedback into two; as formative and summative assessment. Feedback as formative assessment is used as information to teachers and students about how students are doing relative to classroom learning goals. In other

⁵⁴ Ibid.

⁵⁵Nitko Anthony J,1996,Educational Assessment Of Students, New Jersey : University Of Arizona, P.9-10

words, formative assessment is used to check whether the learning goals has been achieved or not by students or modeling learning target (Nitko classification). Feedback as summative assessment is used as the information of students' achievement. It means the assessment is used to classify students into grade which is the same with Nitko classification. In most cases the feedback is highly used by the teacher to get the information about students than used by students as self-progress and achievement. Meanwhile, assessment which is used to motivate students are usually found when teacher gives classroom assignment or take home assignment and return the result of students and discuss it with students about their progress.

In conclusion, assessment given by teacher provides feedback both for students and teacher. The feedback itself can be in a form of written or spoken information which is used as part of formative assessment and summative assessment. The feedback as part of formative assessment is used as the information of students progress and whether the learning goal has been achieve or not. The feedback as part of summative assessment, on the other hand, is used as the information of students' achievement and whether the learning program need to be reconsidered or not. Thus this research investigated the use of feedback by teacher based on Nitko and Brookhart classification; modeling learning target, motivating students and assigning grades for students. It is because these three classification might be found in formative and summative assessment and are generally used by teacher.

B. Related Findings

The Related finding contains the elaboration emphasized on the related finding results of other researcher which have relation to variable of this study. In accordance with assessment study, the researcher found several related studies of this research.

The first study about assessment in writing, which has written by Muhammad Javed one of students in University Sains Malaysia: His study entitled “A Study of Students’ Assessment in Writing Skills of the English Language”⁵⁶, the research addresses to evaluate and assess the students’ competency in writing skills at Secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and handwriting. The target population was the male and female students of grade 10 of urban and rural Secondary schools from public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. The sample consisting of 440 students (11students from each school) was randomly selected using a table of random numbers.

In his study, javedassess the students’ competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. Mean score and standard deviation were used to analyze the students’ proficiency in each sub-skill. The t-test was applied to make the comparison on the bases of gender, density and public and private sector. The

⁵⁶Muhammad Javed , “A Study Of Students’ Assessment In Writing Skills Of The English Language”Thesis Of University Sains Malaysia,2015,P.8

overall performance of all the students was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar and handwriting. Finally, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

Besides, Muhammad Javed, the study regarding to the assessment has been conducted by Jumatul Hidayah, one of STAIN Curup lecturer who investigated about speaking and writing assessment applied by English lecturers of STAIN Curup.⁵⁷ This research discussed about the assessment types of speaking and writing subject applied by lectures, the way lectures constructed speaking and writing test and the use of information gotten by assessment as a feedback to students where the result showed that there were 9 types of speaking assessment and 5 types of writing assessment applied by the lectures.

All lecturers who taught speaking and writing used analytic scoring rubric and last, the feedback is mostly used by lectures for assigning grades and motivating the students. It is different with this present research where the researcher analyzed the whole English skills not only speaking and writing but also reading and writing, and the feedback is not part of this research meanwhile the researcher investigated the criteria used by the teachers in assessing students' ability.

⁵⁷JumatulHidayah, *Speaking And Writing Assessment Applied By English Lectures Of Stain Curup*, Thesis Of Unp Padang, 2015

Unlike this previous research, the present research is tend to be different where the researcher focused on the format of testing and the assessment system applied by English teachers without analyzing the validity and the reliability of the test used by the teachers.

CHAPTER III

METHODOLOGY OF THE STUDY

This chapter elaborates the research method covering the kind of the research, subject of the study, technique of collecting data, research instrument, and technique of data analysis.

A. Kind of the Research

This study is a descriptive qualitative study. Through this research design, the researcher process the data in qualitative side, after that it would described in descriptive side, so that the research named descriptive qualitative study. Gay and Airasian state that descriptive study determines and describes the way thing are, thus this research reported the result of research just as it was found.⁵⁸ in other words, this research reports the real data based on what is found in the field without some additions or assumption from the researcher. The researcher collected the data needed, then analyze and reported it just as it was found.

In this method the researcher has an opportunity to get clear information of the assessing which applied by English teacher especially in writing. Furthermore, since this research described the current condition of what the types of test, task, scoring and feedback are used by English teacher at SMP N 4 Rejang Lebong, descriptive was appropriate design to be applied.

⁵⁸Gay,L.R&Airasian, Education Research Competencies For Analysis And Application(6th Ed)(Upper Saddle River, N.J, Prentice Hall,2000),P.175

Moreover, it can be said that this research is descriptive research which is presented by qualitative way since this research described the current condition of assessment system of writing skills applied by English teacher in SMP N 4 Rejang Lebong. Denim states that the characters of qualitative are the data, which come from the words, pictures, non-numerical. Even though, there is numerical data, but it just the supporting data.⁵⁹ To investigate the research problem, the researcher involved an observation, an interview and document analysis.

B. Subject of the Research

According to Jack R. Fraenkel, Norman E. Wallen, subject was someone or something that hits the wish obtained information.⁶⁰ The subject of this research were English teachers at *Sekolah Menengah Pertama Negeri* (SMP N 4) Rejang Lebong that consisted of three teachers who teach English on eight grade, but one of them did not want to be a sample of this research, so that the researcher only took two teachers as a sample. Sugiyono stated that total sampling is a types purposive sampling where chosen to examine the entire sampling that have a particular set of characteristics, it was used if it less than 100 sampling. Based on the explanation above, the researcher chose total sampling. Because, the subject in this research were two teacher who teach English on second grade, and the researcher took both of them.

⁵⁹Sudarwan Denim, Menjadi Penelitian Kualitatif, (Bandung: Pustaka Setia, 2002), P.16

⁶⁰Jack R. Fraenkel, Norman E. Wallen, How Design And Evaluate Research In Education, (Graw Hill: International Edition, 1998), P.78

C. Technique of Collecting Data

There were two method in collecting the data :, interviewing and document analysis.

This method was taken based on the following sources :

a. Interviewing

In this research, the researcher used semi-structured interview. In this types of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews.⁶¹ Moreover, Cathrine says that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.⁶² The entire question were constructed based on the theories of writing assessment including types of test, task, scoring and feedback used by the researcher as the indicator.

The time of doing interview adjust based on the teachers schedule after the researcher did the observation. Besides, in doing interview, the researcher used tape recorder to get the result of interview. Since it gives some advantages for the researcher, it is used in the process of interviewing so that the researcher could play and listen carefully to the result of interview for many times as the equipment in describing the data. After that, the record data were changed into written transcript text.

⁶¹Catherine Dawson, Practical Research Method,(United Kingdom: Deer Park Production,2002),P.28

⁶²Dawso.Op.Cit,P.28

b. Document analysis

Document analysis was used to collect all the document of the English teachers of SMP N 4 Rejang Lebong which were used in implementing the writing assessment. The documents covered the teacher' lesson plan, and students' works.

D. Research Instruments

a. Interview guidance

The researcher used interview guidance that means a list of question to investigate the assessment system in evaluating students' ability applied by English Teachers in students assessing writing skill. Interview guidance is a set of questions to be answered by the subjects of the study. The advantages of this instrument are the respondent to expand on answers that are particularly important or revealing.⁶³The interview guidance consist of the question to finding out the rubric used by teacher and to find out the use of feedback by teacher in writing assessment.

The indicator for the interview are collected from some theories which have been explain in chapter II. Therefore, the researcher resumed the theories which used to make the instrument, For test assessment, the researcher took the theories from Alberta and Arthur Hughes, for the task types of assessment, the researcher took the theories from Douglas Brown and Arthur Huges, for the scoring rubric, the researcher also took theories from Douglas Brown and Arthur Hughes, and the last,

⁶³Jack R. Fraenkel, Norman E. Wallen, Op.Cit,P.119

for feedback the researcher took the theories from Nitko and Brookhart. It can be seen on the table below:

TABLE 9
INTERVIEW GUIDANCES

No	Variable	Aspects	Indicators	Questions
1	Assessment types	Formative Assessment	-observing the learner's work -doing a written test	-Do you always check your students progress in learning process? Why? - how do you check their progress?
		Summative Assessment	-conducting test at specific times -Doing an assessment at the end of semester or at the end of reporting period	In the end of subject or learning process, do you always give a mid term or final test to assess your student comprehension? Why? -Or do you have a different time with the schedule which have fixed by school?
2	Task types of assessment	Paraphrasing	-conveying similar message in their own words	-Do you ask your students to inform the important point of the text which have been read in their own words?
		Guided Question And Answer	-writing from an outline to organize the supporting ideas, to use appropriate details and demonstrate syntactic variety.	-Do you assess your students ability to organize the supporting ideas, to use appropriate details and demonstrate syntactic variety from the outlines?
		Paragraph Construction	-writing a paragraph -developing main idea and supporting details -keeping cohesion and coherence in a paragraph	-Do you assess your students ability in making paragraph based on the topic? -Do you assess your students ability in making supporting sentences based on the topic? -Do you assess your students ability to arrange the idea in paragraph organizing form?
		Strategic Opinion	-writing an essay based on the genre and format which have been learned	-Do you assess your students ability to write an essay or paragraph based on the genre and format which have been learned?

			-writing in different genre for different purposes.	-Do you assess your students ability to write based on purpose and the reader interest?
		Editing Task	-students is given a text containing a number of errors grammar, spelling, punctuation. -identifying error found in the text	-Do you assess your students ability by identifying errors in the text
		Essay test	-producing a sample of connected writing in paragraph and essay writing. -producing the paragraph and essay based on the topic and genre of the text	-Do you assess your students ability to write essay based on topic? -Do you assess your students ability by giving an essay which contain one paragraph and asked the students to complete it?
		Controlled Writing	- produce a writing by giving stimuli such as ; a graph, plan or drawing.	-Do you assess your students ability to make a paragraph based on graphic or picture?
3	Rubric	Holistic	-using rubric to assess students writing -Achieving certain criteria which have been designed -easy to give higher score for a certain criterion by giving a certain coefficient	-Do you use rubric to assess students writing? -what kind of components is in your rubric? -How do you assess them based on your rubric?
		Analytic	-scoring every language element of language skills, then totaling all scores to get final score. -method of scoring which require separate score each number of aspect of a task	-Do you use rubric to assess students writing? -what kind of components is in your rubric? -How do you assess them based on your rubric?
		Primary Trait	-emphasizes the task hand and assigns a score based on the effectiveness of the	-Do you design the rubric based on the learning purpose? Why? -How many components which you used and what are they?

			text's -achieving that one goal -respect to the specific writing assignment and essays -For rating the primary trait there are four point scale ranging from to 4	-do you arrange the point of assessment based on priority scale? -How many range of point for each component? -Do you explained it to your students? Why?
4	Feedback	Modeling The Learning Target	-checking whether the learning goals has been achieved or not	-Do you compare students result to the learning target? -what do you do after you compare it?
		Motivating Students	-giving classroom assignment and returning the result of students	-do you return their assignment? -are the students motivated more after they know their result?
		Assigning Grades To Students	-discussing with students about their progress -the information of students' achievement and the learning program need to be reconsidered or not	-do you tell their progress? -are the result of students assessing writing used for assigning grades to students? How? -Does the result of students assessing writing used for the final report?

b. Checklist

One of the most frequently used of all measuring instruments is the checklist.

In this research, checklist was used to analyze the documents of teachers' assessment and lesson plan. The checklist used by the researcher can be seen on the table below :

Table 10
The Checklist Of Document Analysis

No	Variable	Aspect	Indicator	Teacher	
				A	B
1	Assessment types	Formative Assessment	-teacher is observing the learner's work - teacher is doing a written test		

		Summative Assessment	<ul style="list-style-type: none"> - teacher is conducting test at specific times - teacher is doing an assessment at the end of semester or at the end of reporting period 		
2	Task types of assessment	Paraphrasing	<ul style="list-style-type: none"> - teacher is asking students to convey similar message by using their own words 		
		Guided Question And Answer	<ul style="list-style-type: none"> - teacher is asking students to organize supporting ideas, to use appropriate details and demonstrate syntactic variety from the outlines. 		
		Paragraph Construction	<ul style="list-style-type: none"> - teacher is asking students to write a paragraph - teacher is asking students to develop main idea and supporting details, - teacher is asking students to keep cohesion and coherence in a paragraph 		
		Strategic Opinion	<ul style="list-style-type: none"> - teacher is asking students to write based on task that has been demanded - teacher is focusing on the genre of writing and the expectation of that genre. - teacher is writing in different genre for different purposes. 		
		Editing Task	<ul style="list-style-type: none"> - teacher is giving a text containing a number of errors grammar, spelling, punctuation. - teacher is asking students to identify and revise the error found in the text 		
		Essay Test	<ul style="list-style-type: none"> - teacher is asking students to produce a sample of connected writing in paragraph and essay writing. - teacher is asking students to produce the paragraph and essay based on the topic and genre of the text 		
		Controlled Writing	<ul style="list-style-type: none"> - teacher is asking students to produce a writing by giving stimuli such as ; a graph, plan or drawing. - teacher is asking students to produce a writing based on the context and situation given 		

3	Rubric	Holistic And Analytic	- teacher is giving a certain coefficient to score a certain criteria -teacher is scoring every language element of language skills, then totaling all scores to get final score. -teacher is scoring which require separate score each number of aspect of a task -teacher is describing each level of achievement and provides a single score based on an overall impression of student's performance on a task. -teacher is breaking down the objective of final products into criteria parts, and each part is scored independently.		
		Primary Trait	-teacher is giving the task hand and assigns a score based on the effectiveness of the text's -teacher is designing writing assignment and essays -teacher is providing four point scales ranging		
4	Feedback	Modeling The Learning Target	-teacher is checking the learning goals		
		Motivating Students	-teacher is giving classroom assignment and returning the result of students		
		Assigning Grades To Students	-teacher is discussing with students about their progress -teacher is considering students achievement and the learning program		

The checklist above is used to analyze some documents related to the assessment system used by the teachers to strengthen the data gotten by the observation and interview. Here the researcher analyzed teacher's lesson plan, teachers' note, and students' assignment to investigate the assessment system used by the teachers.

E. Data Analysis Technique

After the data of the research were collected from the techniques of collecting data namely, interview, and document analysis. The researcher continued to analyze the data. In analyzing data, the researcher did these steps:

1. Coding

The data gotten by some collection techniques were given codes by the researcher in order to classify the data gotten by different techniques easily, as Creswell states, “during the process of classifying and describing, the researcher develop codes or categories and to sort text or visual images into categories”.⁶⁴ Gay et.al added that coding is a process of marking units of text with codes or labels as way to indicate pattern and meaning in data.⁶⁵ Since this research used two different techniques of collecting data, the researcher gave the different code for each source. The data which were got from the interview were coded by “1”. And the data which were gotten by checklist were coded by “2”.

2. Classifying

The data that had been coded based on the data collection techniques then classified into several categories. Gay,et.al states that data classifying is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form.⁶⁶ The data

⁶⁴John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, (Usa: University Of Nebraska,2007),P.152

⁶⁵Lorraine R.Gay,Et Al,Op.Cit,P.478

⁶⁶Ibid, P.468

which had been coded were classified based on the first, the second, the third and the fourth research question based on the code gives. It can make the researcher easier to know about the data clearly.

3. Managing

In this stage, the researcher saw and managed the data from each technique collecting data. The answers for the research questions from each collecting technique were described to look for the synchronization of each data that were gotten by different technique.

4. Summarizing

After looking for the synchronization of the data gotten by different collection techniques, then the researcher summarized the answer of each research question. Gay et.al state that data summarizing is the presentation of the findings of the study in manner that has an air of undeniability.⁶⁷ Here the researcher took the summarization from some techniques collecting data to generalize the answer of each research question.

5. Describing

After making the summarization from all sources of data collecting, the researcher started to describe the data. Gay.et.al state “ describing, involves developing through and comprehensive description of the participants, the setting, and the phenomenon studied to convey the rich complexity of the

⁶⁷ Ibid, P.478

research”.⁶⁸ In this phase, the answer of each research question from each collection technique were described in order to get the fix answer about the test ,task, and scoring types of assessment, and also feedback which used by teachers so that the researcher can determine the assessing writing which applied by the teacher.

⁶⁸ Ibid,”P.468

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The research toward assessing writing applied by English teacher in the second grade of SMP N 4 Rejang Lebong contributed some findings that worth to be presented and discussed in this chapter. This chapter presents the finding taken from interview and document analysis. This research had been done on September 2017. The aims of this research were to investigate the type of test, task, scoring rubric, and feedback and its implementation that used by the teachers in assessing students' writing. In collecting data, the researcher used two instruments such as interview guidance for interview and checklist for document analysis.

The finding was presented based on the research question that had been proposed earlier. To answer this question, the data were collected through interview and document analysis.

a. Assessment Types of Writing

On second grade class, there were 2 teachers that each of them taught English skills. The assessment types of writing assessment used by the teachers were related to the topic for writing as stated in lesson plan or book that they used in learning process. The teacher A and B were explained that in assessing students' writing, they used two types of assessment that are formative and summative assessment. In formative

assessment, they will see the progress of their students by doing a daily task and in summative assessment they will do a test in the end of meeting by doing mid term or final test. Then, the task types of assessment used by teachers were related to the topic for writing as stated in syllabus and lesson plan. The finding table below shows that the task types which used by the teachers :

Table 11
The types of assessment used by English teachers

No	Types of Assessment	Teacher	
		A	B
1	Paraphrasing	-	√
2	Guided Question And Answer	-	√
3	Paragraph Construction	√	-
4	Strategic Opinion	-	-
5	Editing Task	√	-
6	Essay Test	-	-
7	Controlled Writing	-	√
Total		2	3

From the interview, it was found the teacher A gave writing practice and assessment almost in every meeting related with the topic that was discussed in each meeting. Even though she only used two task types of writing assessment but it was used continually which can also be identified through the syllabus that she has made. The students were assigned to make a paragraph based on given topic or based on picture and sometimes they were given a freedom to write their own topic. After

that, the students will identifying a number error of grammar and word by word

On the other hand, teacher B based on the interview used three task type of assessment. The teacher had the same activity that was making a paragraph based on the topic or picture but the teacher will lead the process in writing or the students were asked to make a paraphrase from the text which have given by teacher.

b. Scoring Types of Writing Assessment

To find out the writing scoring rubric constructed by the teacher the interview was conducted to writing teachers and the document was collected to support the analysis and finding table below shows that teacher A and B, used a rubric which was categorized as primary trait .The components of writing rubric were each teacher had different component and mainly concerned on content.

Table 12
The scoring types of writing assessment used by English Teacher

No	Teacher	Rubric	Indicator of rubric			Note
			Types	Component	Range of point	
1	A	Primary trait	Ready used	Content, Coherence ,organization, language use	<50 low 50-69 medium 70-80 high 81-100 very high	
2	B	Primary Trait	Modified the	Content, grammatical	From 40-100	No further information

			ready use rubric			about the point for each component
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The range of point for each component of writing rubric which was constructed by the teacher A was very clear that she started with the lowest to highest score. The finding was also supported by the document which was collected from the students' assignment and syllabus. On the other hand, teacher B did not give clear description about the range of point especially for each component of writing. Besides, there was no document that can be collected to prove that he had constructed the rubric in assessing students' writing.

Both teachers argued that they constructed the rubric which was clearly stated the component of writing to assess students' writing, easy to be used and suited with the students condition (no further information about 'condition' itself). The rubric was also introduced to the students so they knew in what category that their writing can be classified as good writing but only teacher B did this. Teacher A decided not to introduce to students as he argued the information was important for him.

In conclusion, the rubric for assessing students' rubric was mainly constructed to give clear information and distinction about students' writing ability and effect but was easy and suited with students. From the analysis of

the rubric constructed by the teacher, it was found that Primary Trait rubric was mainly used than other rubric. And from the interview and document which was collected it was found that the teachers confessed that they used primary trait rubric to assess students writing.

c. Teachers' Feedback

The finding toward the use of feedback for teacher figures out that the feedback have much attention from the teacher. The teacher A have complete document about the use of feedback and she can explain it clearly. On the other hand, teacher B can explain about the use of feedback but there is no document about it. The teacher do not use feedback as it is assigned in teaching and learning process. The teacher actually have to use all the information to observe whether the learning goal has been achieved or not.

B. Discussion

The researcher findings towards assessment types, task types, scoring rubric and teacher's feedback used by English teacher at SMP N 4 Rejang Lebong showed that both teacher had quite similar assessment system which were applied in evaluating student' English ability. In this part, the findings were discussed in more specific based on the research question that had been constructed earlier.

1. Assessment types used by English Teachers of SMPN 4 Rejang Lebong in evaluating students' writing skill

The finding showed that teacher A and B used same types of writing assessment. Teacher A seems know what to do and capable enough, she always

check on the progress of their students to see how far they have mastered, what they should have learned, and then to modify their future teaching plan, from the lesson plan and the task types which were used by her indicates that she has designed the lesson plan and the task based on the learning goal and objective writing. She also knew how to assess students' writing ability, and she also gave a test for her student like a mid term and final test.

Moreover, the finding from document has shown that the teacher is very careful in preparing her teaching and assessing writing. It means that in giving the writing assessment to the students She used both of type of assessment writing, formative and summative assessment. It is supported by Arthur Hughes (1992) that formative assessment is an assessment when the teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned and then use this information to modify their future teaching plans, and summative assessment is usually conducted at specific times, after students have had opportunities to practice, at the end of a unit or semester or at the end of reporting period. In contrast, teacher B seems did not know much about assessing writing. The information about students' writing ability was only taken by the progress in learning.

The analysis toward students task as one of documents in writing also show that the teacher use formative and summative in assessing student's writing. And the topics in writing are related both of them and be found in the guide book.

And also, based on the interview, the researcher found that both the teachers use different task types in assessing students writing. The teacher A used paragraph construction and editing task in assessing students writing. In applying this task, she gave a task based on the topic that they have learned before. The teacher taught how to construct the sentences first and focused on the grammar. In the other hand, the teacher also taught how to identify grammatical errors in the text. It was supported by the document analysis that the researcher found that the teacher corrected the student error by rewrite the student sentence.

In contrary, the teacher B used paraphrasing, guided question and answer, and controlled writing in assessing students writing. in implementing this task, he gave a task based on the purpose of the writing like free writing or not, and the teacher would lead a students to make a sentence be a paragraph. The teacher also taught how to guided question and answer like he made a draft of the text and the student will be organized the supporting ideas. In addition, he also lead the students to make a sentences or paragraph based a picture or graphics.

2. Scoring types used by English teacher of SMPN 4 Rejang Lebong in evaluating students' writing skill

Based on the interview, the researcher found that both the teachers used primary trait rubric. Teacher A uses primary trait which indicates that she knows the students' weakness and would focus on them. It is supported by Douglas Brown (2010) that primary trait is a type of scoring emphasizes the task hand and assigns a score based on the effectiveness of the text's achieving that one goal. It

seems four component :content, coherence, organization and language used, are chosen as she is aware that the ability to deliver the ideas will be reflected through content and it can be read if it is written in good organization and the language used also has coherence. Thus, her decision to use primary trait scoring rubric is well understood. It also describes that she knows much about not only teaching writing but also assessing it with appropriate rubric and scoring procedures which is proven by designing the range of point or score.

Teacher B also uses primary trait rubric but he more focus on the learning process because he thinks if the rubric is not objective sometimes. So that he is rarely uses the scoring rubric to assess students. Moreover, the component of his rubric is only by learning progress or sometimes he will assess by doing a task or midterm. It seems that he would like to focus on students progress in the class.

3. Teachers' feedback used by English teacher of SMPN 4 Rejang Lebong in evaluating students' writing skill

Based on the interview, the researcher found that both the teachers used all of type of feedback such as modeling the learning target, motivating students, and assigning grades to students. Teacher A and B used all of the types of feedback which indicates that they can provides feedback based on the purpose of it such as to find out the strength or weakness of students', students progress or the learning target. It is supported by Nitko Anthony (1996) that feedback of assessment is more that just information of students achievement and he classifies the used of feedback for teacher into three areas : modeling the learning

target, motivating students, and assigning grades to students. But teacher A knew deeply about the feedback than teacher B.

Teacher A always compared the students result with the learning goals, and she will do a remedial if there is a students who have a low score. She was also returning the result of the students then she will order the students to take their parents assign and give it back to her. Thus, to motivating the students ,their parents have to know the progress of their child in the school and also she will take it for her archive. The teacher also told to the students about the progress and their grades with other students. In contrast, the teacher B also used all of the types of feedback but he is not too emphasize about the feedback, he only compare and find out the mistake, then for the students who have low score will discuss in individual.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter described the conclusion of the research and some suggestion.

A. Conclusion

Based on the finding and discussion in previous chapter, it can be concluded that :

1. The teachers used the same types of writing assessment. They used formative and summative for assessing students writing. They did not only check the students progress but also they did mid term and final test for assessing students writing. There were 5 task types of assessment used by English teacher those are; paraphrasing, guided question and answer, paragraph construction, editing task, and controlled writing. Among those types, only paragraph construction that was used as formative and summative assessment to assess students' writing ability
2. Both of teachers constructed and used primary trait rubric. The component of teacher A rubrics were content, coherence, organization, and language use while rubrics' teacher B were content and grammatical, but both of them were focused on content. The teachers had stated and defined the range of point for each component but only one of them who clearly defined the point into lowest up to highest score.
3. It was found that most teachers committed that they used the result of students' assessment as a feedback both for teacher and students. For the teacher, the result

of students' assessment was mainly used as assigning grade to students. The feedback was also used as motivating students to learn much and get a better mark.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions which may be useful for:

1. The English teachers

In accordance with assessment types, the teacher should carefully choose the types of assessment that suit with the course objective and learning target. The teacher should do that before the teaching and learning process is running.

Related to the task type of writing assessment, the teacher also should choose suitable task with related to syllabus or lesson plan that she had made. The teachers should design the task more creative for writing.

Then, the scoring for assessing writing along with the components and point for each of it should be introduced and explained to students so they know their own strengths and weaknesses and set the plan to overcome their weaknesses, improve their ability and finally get the highest score in those subject.

In accordance with teachers feedback, the teacher should use the result of students' assessment as the feedback for themselves and students as well. They should use it to modeling learning target, motivating students, and assigning the grade.

2. The other researcher

This research focus on how the English teacher assess students in writing. But, the study about language assessment not limited only in this scope. So the researcher hopes that other researchers can do research about language assessment which more complex and the other researchers can conduct the research towards the standard criteria of language testing.

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She finished her kindergarten at Tunas Melati STAIN Curup and continued to MI Negeri 01 Dusun Curup in 2001. In 2007, she entered her study to Junior High School at SMP N 4 Rejang Lebong and finished her study in 2010. Subsequent, she sustained to Senior High School at MAN Curup and graduated in 2013.

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