“Writing Assessment Technique Used by English Lecturer at IAIN Curup”

THESIS

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Demikianlah surat pengajuan skripsi ini dibuat, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr,Wb.

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Motto

"Nobody Deserves to Know The Real You· Let Them Critize Who They Think You Are"

**Strunggle that you do today is the single way to buld up a better future **

** ALLAH always bless my way and know what the best for me, because i believe my plan is good but allah's plan is perfect **

DEDICATION

With love and gratitude, i dedicate this thesis to those who make my life meaningful; they are the best things i ever had....

♥ most important above all else to Allah SWT and nabi Muhammad SAW.

♥ To my beloved parets (Mr, Muslim and Mrs, Pisniati).thank you so much for all prays, supports, effoert, suggestion, loves, cares and attention you provided me through my entire love.. no words which can say how deep i love both of you.. i love you mom dad .. and to my second parents (Bastion Noerma S.Pd and Nofriadi) thank you so much for every thing.

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better.

Curup, Januari 2019

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Nurfal Asyura. 2019. *"Writing Assessment Technique Used by English Lecturer at IAIN Curup"(A Case Study of Writing Lecturer at IAIN Curup)*

Advisor : Jumatul Hidayah, M.Pd.
Co-Advisor : Eka Apriani, M.Pd.

Assessing writing is one of the important work for the teacher after teaching. An appropriate technique of assessment gave a best description about students progress and achievement as well. The objectives of the research were: 1) writing assessment techniques used by English Lecturers at IAIN Curup 2) writing assessment implemented by English lecturers related with the techniques of assessment. This research was conducted under qualitative design a case study of writing lecturer at IAIN Curup. The respondents were 2 lecturers of IAIN Curup who teach writing subject. The data were taken from observation, document and interview. The results of this research were: 1) there were 7 techniques of asssessment used by writing lecturers those are; paraphrasing, guided question and answer, paragraph construction, strategic option, editing task, essay test, and controlled writing. 2) the implementation of writing assessment at IAIN Curup appropriate with the tehniques lecturers used.

Keyword: Writing, Assessment Technique, English Lecturer

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is the language which is used by most countries in the world nowadays. Richard and Theodore state that Latin was mostly studied as a foreign language five hundred years ago. However, English has become the most widely studied foreign language today. In Indonesia, English has become the first foreign language taught from the level of junior high school up to that of university. English is also intensively used for international communication, in both spoken and written communication. Especially for written communication, the messages conveyed should be provided in a more prepared manner, wherein the structures of ideas, paragraphs, sentences, and others should be well-managed. Thus, to provision a good writing work is indeed not easy. Readable ideas in a written work are of importance, and this point aligns with Richard and Renandya who state that the breakdown of written communication is commonly caused by the fear of having nothing to say.[1]

Of the four skills of English, writing is considered as the most difficult one.[2] To be defined, writing is one way to express ideas, feeling, and experience in certain time and situation through a written form. Case and Milne elucidate that writing is used for a wide variety of purposes, and it is produced in many different forms. A

[1] Jack C. Ricard and W.A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.2002.P.303

[2] Harmer, Jeremy, How to Teach Writing, (Essex: Pearson Longman, 2004), p.61

qualified writing work is really dependent upon the mastery of writing skill. This skill is what English students require in order to be appropriately acquired. Writing skill is the students' ability to convey their set of information or ideas through a written work presented in a well-arrangement of grammar, vocabularies, and the related mechanics. Pollard mentions that the category of writing skill is as a productive skill.[3]

Furthermore, A Case states that when we write, unlike when we talk, we are engaged in an activity which usually entails both private and public communication. In addition, Oshima and Hogue accentuate that writing is a process of creating, organizing, writing, and polishing. At the first step of the process, writers create ideas, or as Pollard says, they can also select a clear topic[4]; at the second step, writers organize the ideas; at the third step, writers make a rough draft; and at the final step, writers polish their rough draft by editing it and making revision.[5]

Mastering writing skill is really essential. There are some reasons underlying the importance of writing skill for students. First, it is to lead the students to the academic success at school. By the developing their writing skill, students will capably write and develop their paper or essay assignment from paragraphs to essays in a proper way. In addition, with their writing skill, students will also acquire

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[3] A Case and Milne, *Developing Writing Skill in English*, Heilnimen Education Book,: London 1983.P. 57. In T Thesis 2009 Wiwin Winarti, STAIN Curup

[4] Pollard,L. (2008). *Guide to Teaching English* . London: Oxford University Press.

[5] Alice Oshima & Ann Hogue, *Introduction to Academic Writing English*, 2nd ed., (New York: Addison Wesley Longman, 1997), p.2.

critical thinking skills which are very substantial for producing academic papers.[6] Students who are good at writing skill can easily deliver their ideas, thoughts and opinions clearly to the readers alongside conveying their messages into readable texts.[7] Simply speaking, other than the aforementioned importance of writing, the essence of writing *per se* becomes a mode required by almost any learning subjects in every aspect of the study.[8]

By virtue of its nature as the most challenging English skill, writing tends to be the problem confronted by students, including those who study in English Tadris Study Program at IAIN Curup. Based on the grand tour observation conducted as the preliminary research, the researcher found that the students have various and diverse writing skill. A few students were good at idea management, but at some point had obstacles in arranging proper sentences. Others were found to be good at sentence arrangement and vocabulary use but at some degree often suffered from difficulties of gathering ideas. However, a few students were also found to have been able to produce good wiring works.

The aforementioned highlight of the encountered problem or phenomenon basically infers that the ways of assessing students' writing are also quite challenging. The lecturers who teach writing subject should consider lots of constituents pertinent to students' writing work, whether it is associated with students' basic writing skill; or it is as regards students' manner of idea delivery.

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[6] Martin h. Manser *Oxford Learner's Poket Dictionary*, Oxford University Press, Oxford: 1995,P.410.
[7] Almutallyy ally, *The Teaching of Gided Writing theSstudent*, Sriwijaya University : 1984, P.84
[8] Harmer, *The Practice of English Language Teaching*, (Longman, Cambridge:2002)

Concerning with the notion of assessment, assessment is the process of documenting, usually measurable term, knowledge, skill, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole (also known as granularity). Specifically in classroom, the term assessment generally refers to all activities teachers or lecturers use to help students learn and to gauge students' progress. Some assessments that are commonly used by teachers or lecturers for their purpose are: formative, summative and diagnostic assessment and alternative assessment.[9]

According to Bradley, the primary purpose of assessments is to create information about the overall students' performance in understanding the learning materials. In other words, the purpose of assessment is to assess students' proficiency in performing complex tasks that are directly associated with learning outcomes.[10] Furthermore, Bradley elucidates some advantages of assessment. First, assessment provides a means of assessing valued skills that cannot be directly assessed with traditional test. Second, it provides a more realistic setting for students' performance. Third, it focuses on students' performance and the quality of work performed by students. Forth, it can be easily aligned with establishing the learning outcomes.

[9] Oshima, A. & Hogue, A.(2007). *Introduction to Academic Writing (3rd ed.)*. New York: Pearson Longman.
[10] Ibid. P 45

For many years, the word “assessment” is used primarily to describe the processes of evaluating the effectiveness of sequences of instructional activities when the sequences are completed.[11] As explained by Pinter and Damayanti, when teachers would like to know the effectiveness of their teaching and the progress of their students’ learning in the classroom, they use assessment. In overall, assessment is one of the important parts in teaching and learning process because by assessment the teachers or lecturers could know the students’ competence in the learning process and to make sure that the students know well about the subject taught.

Appertaining to the phenomenon revealed from the preliminary research corresponding to the writing ability of the students of English Tadris Study program at IAIN Curup, and concerning with the above-mentioned notion presented to cast light on the notion of assessment, thus, the researcher is interested in bringing the issue of English writing assessment into a research. This research is entitled ”**Writing Assessment Technique used by English Lecturers at IAIN Curup”.** It is expected that the results of this research that reveal abundant information about writing assessment technique can be valuable and beneficial to other English teachers or lecturers because the results of this research can be one of the references for them in order to manage to do a teaching reflection while they are teaching English writing subject. So, the assessment is influential in learning writing, with the

[11] William,Dylan.*Studies in Educational Evaluation, What is Assessment for Learning, ”*(United Kingdom,Institude of Education, University of London Vol 37, 2011)p.3

assessment at the meeting the lecturer can find out the progress of the students and in writing assessment used by the English lecturer in learning writing.

B. Research question

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

1. What are the writing assessment techniques used by English lecturers at IAIN Curup?
2. How is the implementation of writing assessment techniques used by English lecturers at IAIN Curup?

C. Objectives of the Research

The objectives of the research are to investigate:

1. To investigate the techniques used by English lecturers in writing assessment at IAIN Curup.
2. To investigate the implementation of assessing of writing at IAIN Curup.

D. De[imitation of the Research

In this research, the researcher focuses on investigating the ways of the lecturers in assessing students' writing and the implementation of the assessment techniques in writing class of IAIN Curup in academic year 2017/2018. Then researcher wants to know how the lecturers use the techniques especially in assessing writing.

E. Definition of Key Terms

1. Writing according to Harmer is a way to procedure language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.[12]
2. As broadly said, the assessment activity refers to collecting data as the broadest and deepest as regards the capabilities of students in order to determine causation and students' learning outcomes in order to encourage or develop learning skill of students. In this research, assessment is an independent, systematic investigation into how, why, and to what extent about grants, clusters of grants, components, or strategy.[13]
3. Assessing writing according to Nunan is a broad, general set of procedures involving the collection and interpretation of information for curricular decision making. This information will generally include the data on what learners can and cannot do in language.[14]

F. Significant of the Research

This research is expected to provide some useful information about the teaching and learning English especially in assessment technique used by lecturers in writing

[12] Harmer, J. (2004). *How to Teach Writing*: Pearson Education.

[13] Danields, Peter T. and Bright, William,"The World's Writing System"Http:Omniglot.Com/Writing/Definition of Writing General Concept.Html,May 2017.

[14] David Nunan. *Task Based-Language Teaching*,(Cambridge:Cambridge University Press,2004),p.138

class. This study is also useful for IAIN Curup, researcher, students, teachers, and the further researchers as described in the following points:

The result of this study is expected to capably be useful for:

1. **For IAIN Curup**

   This research can give contribution for IAIN Curup and create candidates that have a good effect for English lecturers and students in English Study Program.

2. **For the Researcher**

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

3. **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 related to students' motivation in learning writing.

4. **For Lecturers**

   The result of this research can inform the lecturers about the appropriate assessment system that can be applied in assessing students' work and performance for writing class. Furthermore, the appropriate

assessment will show the real result of students' ability that can be used by the lecturers 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 lecturers whether the learning activities need to be modified or enriched.

5. For further Researchers

The result of this study can be used as a reference for other researchers who are interested in conducting a similar study.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing is a process, and that we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. First of all, O'Malley and Pierce state that writing as a "personal act writers take ideas or prompts and transform them into self-initiated topics".[15] The writer draws on background knowledge and complex mental processes in developing new insights. Subsequently, Brown and Abeywickrama state that writing is primarily a convention for recording speech and reinforcing grammatical and lexical features of language. They who are writing must be well-persons since in writing it is completed with its own features and conventions.[16]

Coulmas provides some definitions of writing. The first definition is from those various definitions of writing, she reflects on the first definition as her major definition of writing: "a system of recording language by means of visible or tactile marks. Then, the second definition is the activity of putting

[15] J. Michael O Malley, and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*.Virginia: Addison-Wesley Publishing Company, 1996,P,136.

[16] H Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (second Edition), San Fransisco: Pearson Education, 2010,P, 218

such a system to use. After that, she defines writing as the result of such activity, a text. Next, definition is the particular form of such a result, a script style such as block letter writing. The fifth definition of writing is artistic composition. And the last definition of writing is a professional occupation".[17]

When the writer would like to produce a writing work, he/she should carefully decide what the purpose is, about what it is, and to whom his/her writing would be addressed to. Hamp- Lyona and Kroll in Weigle explain that writing is an act that takes place within context that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.[18] It means, writing is always set in a certain context of discussion and for certain audience. If the writer is neglecting the reader, his/her writing will fulfill the purpose of it.

Furthermore, the experts such Murray and Moore state that "writing is the manifestation or professional learning journey, and it is a continuous process involving reflection, improvement, development, progress and fulfillment of various types and in varying measures". They also believe that writing contains different processes and phases in each process. At last, it is expected that the second language learner will be able to write coherent essays with artfully chosen rhetorical and discourse devices. And Hedge states that writing is the result of employing strategies to manage the composing process, which

[17] Danields, Peter T. and Bright, William,"The World's Writing System "Http:Omniglot.Com/Writing/Definition of Writing General Concept.Html,May 2017.

[18] Weigle, Sara Cushing. 2002. *Asessing Writing.* Cambridge: Cambridge University P.19

involves setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. The process that has to be followed by the writer to produce the writing sometimes become a reason for people not to like writing. [19]

Writing is considered as difficult and complicated process because it is not only related with brain when thinking about what would be written and how to write but also requires the writer to be patient in producing it. Sikolik in Nunan states that writing is both a physical of committing word or ideas to some medium and mental act as the writer is inventing ideas, thinking about how to express them, and organizing them into statements paragraphs that was clear to a reader. This statement emphasizes that producing writing requires the writer to think much about the topic and how to write it before coming to the actual writing activity. It is supported by Byrne in Luu that writing is a process of encoding (putting a message into words) carried out with the readers' expectation.

In writing, there is a combination of approaches which are emphasized on the process, the product, and the genre that 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 writing language use reflected by the control of grammar, vocabulary,

[19] Hedge, Tricia. 2007. *Teaching and Learningin The Language Classroom*. New York:Oxford University. P.302

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:

1. Pre-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. Miriam Myers in your grader and writing say that: this is the first stage of the writing process in the writer gathers roommates information. Prewriting activities may be graphic organizer, such as a cluster map of his thoughts or Venn diagram comparing two ideas, a drawing, free or brainstorming writing. During this stage, the writer should be thinking of whom he is writing for or the target audience. The writer should be sure the writing and the audience is a good 'fit'.[20]

2. Drafting

   After gathering initial information in the prewriting, writing is the next stage in the drafting. The writer then develops his topic on paper or the computer. At this stage the focus is on the content of the writing and not

[20] Miriam Myers, *your Fourth-Grader and Writing*, online at http://www.greatshools.net/cgibin/showarticle/729.accessed on October 5th 2015

the mechanic. The writer begins to organize his thoughts and development structure of the paper. He begins to think about the “hook” that will engage the reader and develops a conclusion that ties everything together.

3. Revising

   Get other readers responses to what students have written. Make revisions based on their comments and students’ own ideas to improve the draft. Think about what to add, what to cut and what to change.

   Lecturers collect the draft and check it using writing convention. At this point, it is very important to include additional personal comments regarding degree of formality, genre or discourse mode. According to Mirriam Myers; “Next, the writer makes changes to the draft to improve the writing and make it clear. This may include additions or organization. At this stage, it is helpful to have input from a peer or the teacher.

4. Editing

   After completing the phase on writers revising, editing stage is done by the writers. In the editing stage, the lecturers read the students’ revised draft carefully and look for mistake in grammar, spelling, capitalization and punctuation. The lecturers correct any mistakes that students make, and they get other readers to help find errors that they have made.[21]

5. Publishing

[21] H Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (second Edition), San Fransisco: Pearson Education, 2010,P, 259

As the last stage is intended to help students with their friends about their papers have been made. Wendy Miller, a consultant and winner of North Carolina's Teacher of the Year said: publishing is an important part of the writing process because it helps the writer interact with the reader though a finished document. Students understand that this is my writing at its best. This helps the students transform her thinking from a writer to another. It is important for students to share their work with other sand reflect on their reactions in order to improve future writing.

In conclusion, the process of writing consists of series of action such as: pre-writing, making a draft, revising and editing. The writer should think about who the reader of his/her writing will be so the message will be successfully delivered. Using the lecturers' feedback, students can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice. Students can also use revision technique of insertion, deletion, reordering, rephrasing, etc. At this point, the text is handed back to the lecturer.

6. Writing Assessment

Many people sometimes have misunderstood the term of assessment in the current educational practice. The term of testing and assessment, for example, share overlapping shades of meaning when referring to measurement in a general sense.

As a matter of fact, the two terms have been used interchangeably until very recently.

As Nunan said that:

> 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 cannot 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.[22]

There are some ideas related to assessment. Firstly, the assessment of students' language abilities is something on which teachers spend a fair amount of class time in one way or another. Secondly, Hedge states that assessment refers to the general process of monitoring or keeping back track of the learner progress.[23] Next, regarding to Johnson and Johnson assessment involves collecting information about the quality and quantity of a change in a student, group, class, school, teachers, or administrator. Based on definition above, the researcher concludes that in assessment, the researcher collects information of the students' achievement on ongoing process of teaching and learning activities.[24]

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[22] Dvid Nunan. *Task Based-Language Teaching*,(Cambridge:Cambridge University Press.2004),p.138

[23] Hedge, Tricia. 2007.teching and learning in the Language Classroom. New York oxford University .P 376

[24] Johnson, David, W and Johnson, Roger T. 2002. *Meaningfull Assessment* . Boston: A Pearson Education Compony, P .2

The purpose of assessment is closely related to the decision that the teacher or test maker makes. A very common use of assessment is to measure students' achievement. Brown states that the basic purpose of assessment is to provide information for making decision. The decision is classified into 1) decision about students; the result of assessment is used to group students' based on level of language ability, diagnosing students strength and weaknesses, and to measure students' progress and grade, 2) decision about teacher; to hear students' who have certain background knowledge and language proficiency, and 3) decision about program; to measure existing program or new program.[25]

Nitko states that assessment is prepared and given to students' with a purpose to take certain decision related with teaching. He classifies the decision into 1) instructional Management decision; feedback to students' feedback to teachers, modeling learning target, motivating students, and assigning grades to students', 2) selection decision; an institution decides that some persons are acceptable while others not, 3) Placement decision sectioning the class into those receiving different level of instruction such as remedial, regular, and honor, 4) classification decision; classifying students' into certain designated categories, and 5) counseling and guidance decision.

Earl and Katz classify three purposes of assessment; assessment for learning, assessment as learning, assessment of learning. The assessment should be design

[25] H Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (second Edition), San Fransisco: Pearson Education, 1990,P, 53-62

by considering what would be assessed, what is the assessment task up to how to use the data from the assessment for teacher, students and parents. In other words, teacher should decide whether to give the assessment to students to which purpose as explained below related to Earl and Katz classification:[26]

1. Assessment *for* learning is designed to give teacher information to modify and differentiate teaching and learning activities. It gives the information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know.
2. Assessment *as* learning is a process of developing and supporting metacognition for students. It focuses on the role of the students as the critical connector between assessment and learning. It also requires teachers to help students' develop, practice, and become comfortable with reflection, and with a critical analysis of their own learning.
3. Assessment *of* learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and occasionally to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

[26] Earl, Lorna and Katz, Steven.2006. *Rethinking Classroom Assessment with Purposes in Mind*.Manitoba: Manitoba University, P.13-14

Writing assessment or assessing writing, just like producing writing, takes time and need attention for the test maker. It is very common that test maker or lecturers will spend some time to read students' writing works before deciding to put the score. But the process of writing assessment has been done long before the assessment is composed. The lecturer or test maker should first decide how the test would be assess and what criteria that would become the 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.

Weir gives a signal that when the examiner (usually the lecturer) has decided about how to assess writing skill and scoring criteria, he/she should know to examine students' writing works using such scoring criteria. Students often argue that they are not good in writing, their grammar is poor or even they are not good in imagining something for writing. [27]

However, Brookhart gives a clear definition of purpose of assessment that assessment for learning and assessment as learning is known as formative assessment and summative assessment. She argues that the classification of assessment for, as , and of learning is based on the information of it for teacher, students and parents (feedback), while formative and summative assessment is

[27] Weir, C,J. 1990. Communicative Language Testing. London:Practice .P.73

classified based on whether the assessment is given in the process of learning (formative) or at the end of it (summative).

Therefore, some categories appear differently in discussing assessment. Experts categorize assessment based on its purpose: formative and summative. Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessment is typically used to assign students a course grade. Summative assessment is evaluative. On the other hand, formative assessment is generally carried out throughout a course or project. Formative assessment also referred to as educative assessment, is used to aid learning. In a educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on students work, and would not necessarily be used for grading purpose. Formative assessment is diagnostic.

In conclusion, assessment has a purpose to give information about students' progress or know as assessment for learning that in practice is given in formative way and information about students' success at the end of the program as it is given in summative way. Thus, the purpose of assessment can be understood as the formative and summative assessment to give information about students for learning and of learning.

a. Types of writing Assessment

1) 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 and then use this information to modify their future teaching plans.[28] Alberta has the same idea by stating that formative assessment is ongoing assessment that monitors students' strengths, weaknesses, attitudes, interests and ability to work independently.[29] In other words, formative assessment occurs in the short term, as learners are in the process of making meaning of new content and integrating it into what they already know, 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. His/her role here is comparable to that of coach. In addition, formative assessment can be as informal as observing the learners' work or as formal as a written test. Furthermore, formative assessment is the most powerful type of assessment for improving students' understanding and performance.

2) Summative Assessment

The process of assessment leads to summative assessment if it is conducted at the end of the learning process, which is usually done at the end of the semester. This takes place at the end of a large chunk of

[28] Arthur Hughes, *Testing for Language Teachers,* (New York: Cambridge University Press,1992),p.5
[29] Alberta, *Op Cit*.,p.136

learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the term's students. Summative assessment can be done through paper and pencil test, standardized tests, unit tests, grading of student assignments, presentation and projects, grading of students portfolios. Examples: Final exams; Major cumulative projects, research projects, and performances.

In conclusion, assessment has a purpose to give information about students' progress, or it is known as assessment for learning that in practice is given in a formative way and information about students' success at the end of the program as it is given in a summative way. Thus, the purpose of assessment can be understood as the formative and summative assessment to give information about students for learning and of learning.

Moreover, the function of assessment and evaluation are divided by Alberta for the Lecturer and students themselves as follow:

1. For the students, assessment and evaluation information Enhances metacognition, help students make judgments about their own learning and provide 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 asked to perform to a certain standard.
3. Helps students solidify their learning before moving to the next instructional activity. 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 because 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 lecturers, 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 instructional and programming though assessment, lecturers 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 lecturer, 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.

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

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 lecturer does not work freely but there are some points that must be considered in order to get the fair result evaluation. It concludes the test format in assessing students, the criteria that is used in marking students' ability and the scoring type related to how the lectures give the score to students' performance based on the criteria.

However, writing is not dealing with the intelligence or creativity but dealing with the skill that they have learned before. As writing teachers began

designing local assessment, the methods of assessment began to diversify, resulting in timed essay tests, locally designed rubrics, and portfolio. Because writing assessment is used in multiple contexts, the history of writing assessment can be traced through examining specific concepts and situations that prompt major shifts in the theories and practices. Writing assessment scholars do not always agree about the origin of writing assessment.

b. Technique of writing Assessment

The technique of writing assessment or writing test is also the same as writing task and is classified based on the level or stage of writing. Weir states technique of writing assessment into direct and indirect writing. 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.[30] Those techniques of writing are explained as follows:

1) Editing Task

A stage of the writing process in which the writer or editor strives to improve a draft and sometimes prepare it for publication by correcting errors and by making words and sentence clearer, More precise, and more effective. The assessments on students' ability in identifying and revising the error found in the text.

[30] Weir, C,J. 1990. Communicative Language Testing. London:Practice .P.58-60

2) Essay Test

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

Produce a writing work by giving stimuli such as; a graph, plan or drawing. The assessment is on students' ability in producing a writing work based on the context and situation given.

Brown classifies technique of writing assessment into intensive and responsive, extensive and extensive writing. Intensive writing is technique of writing a test or assessment for basic-level students while responsive and extensive writing is suitable for intermediate to advanced-level students. The intensive writing consists of dictation, grammar transformation, picture cued, and vocabulary assessment. [31] Responsive and extensive on the other hand consist of as follows:

4) Paraphrasing

Students rewrite a piece of text in their own words, while retaining the meaning. It is usually similar in length to the original text. The assessment is on students' ability in conveying similar message as primary evaluation with secondary evaluation of discourse, grammar, and vocabulary.

[31] H Douglas Brown and Priyanvada Abeywickrama,(2010), *Language Assessment: Principles and Classroom Practices* (second Edition), San Fransisco: Pearson Education.p.227

5) Guided Question and Answer

Students are given series of the question 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.

6) Paragraph Construction

Collection of (ideally, strong) sentences that are grouped around a central topic. Students are assigned to write a paragraph as to check their ability in developing the topic within paragraph, developing main idea and supporting details, and keeping cohesion and coherence in a paragraph.

7) Strategic Option

Students are assigned to focus on the genre of writing and the expectation of that genre. The assessment is on students' ability in writing in different purposes.

This research focused on the technique of writing assessment proposed by Brown and Weir likes: editing task, essay test, controlled writing, paraphrasing, guided question and answer, paragraph construction, and strategic option because those technique are suitable for intermediate and advance students. Meanwhile English lecturers in IAIN Curup are categorized as intermediate to advance level of students where those techniques of assessment probably occur.

3. Definition of feedback

Feedback is used by a course instructor or lecturer to communicate to students about their performance as his/her role in teaching and learning process and feedback is integral to the 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. Effective feedback helps students to develop their understanding and improve their performance in relation to the standards of the university. As Harmer stated that one of some common teachers' roles is feedback provider which giving feedback on writing task demand special care should respond positively and encouragingly to the content students have written. [32]

As Ur's theory:

> In the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. It has two main distinguishable components: assessment and correction. In assessment the learner is simply informed how well or badly he or she has performed. Whereas, in correction, some specific information is provided on aspects of the learner performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner. Note that in principle correction can and should include information on what the learner did right, as well as wrong, and why.[33]

Based on the statements above, the feedback is not only can be provided in general, but also for written work. For supporting statement above, Keh in Soja defines feedback as the: "input from a reader to a writer with the effect of

[32] Harmer,*Op-Cit*,p.261
[33] Penny Ur, *A Course in Language Teaching* ,(Cambridge:Cambridge University Prees,1991,p242

providing information to the writer for revision.[34]" Beside those terms related which is used in defining feedback, feedback also usually related with two focuses are namely surface level feedback and content level feedback or it is better to know as feedback on content. Hattei and Timperley found that some forms of feedback, such as: corrective feedback, motivational influences and reinforcement had far larger effect sizes than other types, such as teacher praise and rewards and punishments. [35]

Assessment can be used to provide feedback to both students and teacher. For the teacher the feedback of assessment is more than just information of students. To students the result of assessment provides the feedback about their learning whether it improves or not. Nitko classifies the used of feedback for teacher into three areas: modeling the learning target, motivating students, and assigning grades to students. Different with Nitko, Brokkhart classifies Feedback have two types; as formative and summative feedback. Feedback as formative assessment used as information to teachers and students about how students are doing relative classroom learning goals. In other words, formative assessment is used to check whether the learning goals has been achieved or not by students or modeling learning target. 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

[34] Sonja, Written corrective feedback,(German :t,p , 2013),t.p
[35] Hattei, J and Timperley,H. 2007. The Power of Feedback Review of Educational Research

feedback is highly used by the teacher to get the information about students than used by students as self-progress and achievement.[36] Meanwhile, assessment which is used to motivate students are usually found when teacher gives classroom assignment or take home assignment and return the result to students and discuss it with students about their progress.

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 attainment. Teacher use the outcomes of students assessment both formative and summative together with feedback from students, 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 teachers in a continuous, systematic loop, a policy of continuous improvement. Teachers and students actively cooperate in learning, rather than students being passive recipients of knowledge and skills, and teachers being passive carriers of officially prescribed method.

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, and compatible with students period knowledge and to provide logical connections. How and when feedback is delivered (e.g., written, spoken, grades or scores) by lecturer affected students in learning. Within an

[36] Nitko, Anthony J.1996. Educational Assessment of Students, New Jersey: University of Arizona

assessment for learning, verbal teacher feedback is often privileged; Cowie and Bell described this process as “interactive formative assessment”, where teachers notice, recognize, and response to students thinking in an unplanned and spontaneous manner during teacher students’ interactions within the learning process.

In conclusion, assessment given by the 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 to students. It is because these three classifications might be found in formative and summative assessment and are generally used by teacher.

B. Review of Related Finding

Related on this research, especially about lecturers technique in teaching writing that have done investigate of media recently by the researcher they are: the first study by Tirrahma Pusparila,2014 “Classroom assessment technique in teaching writing AT SMA 1 Curup Timur”(A study at the first class of SMAN 1

Curup Timur in 2013/2014 academic years). The objective of this research is to investigate technique used by teacher in assessing writing, implementation of assessing of writing, the problem in implementation classroom assessment technique in teaching writing. It is a descriptive study. The results show: the finding of research show that the assessing on writing assessment do on two technique such as on: the technique based on two type like individual and group. In addition in implementation of writing assessment teacher give feedback on discussion form. [37]

There are some problems in the implementation of writing assessment. Students with learning problems, even those who read well, frequently submit written work which is brief and difficult to read. Such students can be victims of misunderstandings, a problem which becomes much more pronounced at the secondary level. Accusations of laziness, poor motivation, and students have low motivation in writing and they have difficult in write sentences of combine the word become sentence.

The second Titin Anggraini in 2007 in her research entitled" *teacher's techniques in improving children English ability*". The techniques in teaching English for children and the difficulties of the teachers in applying the techniques in teaching English for children. The result shows that there are four techniques to

[37] Tirrahma Pusparila,2014 Classroom Assessment Technique in Teaching Writing At SMA 1 Curup Timur" (A study at The First Class of SMAN 1 Curup Timur in 2013/2014 Academic Years).

improve the children to learn English more active, the techniques are song, games, pictures and stories.[38]

The third study by Syafudin Zuhri wit the tittle "improving the ability in writing of the students through collaborative writing"; In his research, the aim refers to observing improving students writing especially in a short paragraph through collaborative writing strategy. The method of his research have been done in one class consist of 32 students, and all of the students are the population of that research. The procedure of his research included the four main step are: planning, implementation, observing, and reflection. In the technique of collecting data, the researcher used some instrument are: questioner, survey, observation, and student writing. The finding of this research shows that the using of collaborative writing strategy in teaching writing could improve student writing. The improving was indicated by improving of the students score averag

Based on the related study finding above, the researcher finds that there is a problem which is not discussed, that is about students writing in the classroom. The researcher uses technique in using assessment to improve students' writing ability in the classroom. In this study, the researcher uses assessment technique in writing class.

[38] Titin Anggraini,2007, " Teachers Techniques in Improving Children English Ability"

CHAPTER III

METHODOLOGY OF THIS RESEARCH

This chapter presents the method used in this study which consists of kind of research, context of the research, technique of data collection, research instrument and technique of data analysis.

A. Research Design

Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative one. It is a descriptive research because the objectives of this study are observing and finding the information as many as possible of the phenomena. It is kind of method which is conducted by collecting and analyzing data.[39]

Qualitative researches are those in which the description of observation is not ordinarily expressed in quantitative term. It is not suggested that numerical measures are never used, but that other means of description are emphasized. In this case, this research identified and described assessment techniques used by the lecturers in teaching writing class. It is qualitative because this study is written based on qualitative data. The most part to do qualitative research in natural setting is that the researcher does not manipulate (except possible by their presence) in the situation. Therefore, research design requires flexibility and a tolerance for an adjustment as

[39] Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to school*-Based Research, (New York, Routledge, 1995), p26 – 27.

the research progresses. Equally, the researcher made an interpretation of the data. This included developing a description of an individual or setting, analyzing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.[40]

By using the design explained above, the researcher tries to understand and explore the assessment techniques used by lecturers in writing class found in English writing at IAIN Curup.

B. Subject of the Research

The subjects of this research were the lecturers of English Tadris Study Program (PBI) at IAIN Curup. The lecturers were involved as the subjects because many lecturers of English Tadris Study Program at IAIN Curup have not used the assessment in teaching writing.

C. Technique of Data Collection

Technique of data collection means the way that researcher uses to collect the data or information from participants. There are some techniques that researcher uses to collect the data. Those techniques are :

1. Observation

The first technique that was used by the researcher is observation. Morisson argued that observations enable the researcher to gather data on:[41]

a. The *physical setting* (e.g. the physical environment and its organization);

[40] Bambang, Setiyadi Ag, 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kuatitatif dan Kualitatif)*, Graha Ilmu: Yogyakarta, Page, 240

[41] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education Fifth edition*, (New York: Routledge Falmer,2000) p.305

b. The *human setting* (e.g. the organization of people, the characteristics and make-up of the groups or individuals being observed, for instance gender, class);
c. The *interactional setting* (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.);
d. The *program setting* (e.g. the resources and their organization, pedagogical styles, curricula and their organization).

Based on Setiyadi, there are some advantages of using observation. They are (1) the researcher will be able to find a real condition of an activity: (2) the researcher will be get more accurate data: (3) the researcher can choose an appropriate data. The purpose of observation is to explain the situation that will be studied, activities in that area and the relation between the situation and the activities.

Observation was one of techniques for collecting data by analyzing the note and documents. The observation used for getting about the location of the field. Using observation was functional in order to be able to find the problem in the field or place that would be researched.

2. Document Analysis

Document was used to collect all of the documents of the lecturers of IAIN Curup which were used in implementing writing assessment. The documents covered lecturers' lesson planning, question sheet, quiz, marking system, etc.

3. Interview

Interview is the process to get explanation by asking questions face to face *between* researcher and respondent using interview guide. Interview has been

used extensively across all disciplines of the social sciences and in educational research as a key technique of data collection. This has led to considerable diversity in the form and style of interviewing as well as the product of such an approach. Researcher has approached the interview in so many different ways that broad types of interview can be identified. The differences refer to matters such as the nature of the questions asked, the degree of control over by the interviewer, the numbers of people involved, and the overall position of the interview in the research design itself.

Interview is a kind of technique which is usually done by giving a certain question to get information from the sample. Actually, the data which were taken could not be valid if the researcher uses technique for collecting data only. In order that, the need of using other is accepted. So, the researcher used an interview to some respondents. According to Sugiono, "an interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent deeply".[42]

In addition, the interview is organized to make data clear for interpreting about assessment techniques used by lecturers in writing class. The researcher will make an open interview. Open interview is the interview that has been

[42] Ibid, Sugiono, P188.

organized by the researcher in the list of interview. It can be used as instrument even though the questions are not written in the list.

D. Research Instrument

One of most important activities in doing research is how to get and collect the data needed: the researcher has tried to apply some appropriate research instruments. To collect the data from the sample or participant, the researcher needed tools as media. This is appropriate to "Research Instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. According to Arikunto, research instrument is a device used by a researcher while collecting data to make her work become easier and to get better result, complete, and systematic in order to make the data easy to be processed.

There are some instruments that researcher uses for collecting the data, they are:

1. Checklist of Observation

The researcher used checklist to find what the lecturers' techniques are in assessing students' writing at IAIN Curup. Checklist is a list of subject, factors and names which will be searched. The purpose is to make a systematic note. This instrument gave the researcher opportunity to obtain the valid data in other fields because factors that will be searched are written in checklist. The researcher just wrote check (√) that was balanced in each subject that was observed. The checklist used by the researcher can be seen on the table below:

Table 1. The Observation checklist for writing assessment

No	Techniques of Assessments	Sub-indicators	Category		Note
			Yes	No	
1	Paraphrasing	1. Lecturer asks students to paraphrase a piece of text			
	Guided question and answer	2. Lecturer asks students to organize the supporting ideas, appropriate details and to demonstrate syntactic variety from the outlines.			
	Paragraph construction	3. Lecturer asks students to write a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph.			
	Strategic option	4. Lecturer ask students to write an essay or paragraph based on the genre			
	Editing task	5. Lecturer asks students to analyze the errors in the text			
	Essay test	6. Lecturer asks students to make an essay based on the topic and genre of the text			
	Controlled writing	7. Lecturer asks students to make a paragraph based on the context and situation given			

2. Document Analysis

The researcher collected all of the documents that were used in implementing writing assessment. The documents covered RPP/Syllabus, Lesson plan, question sheet, quiz, marking system, etc.

3. Interview Guideline

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. In this research, interview is used to get the interview data from the chief of English department and the lecturers of writing subject.

Furthermore, using interview in this research is to connect the data result of questionnaire with the English students' opinion.

Table 2. interview Guideline for writing assessment

No.	Variable	Indicators	Sub-indicators	Questions
1	Types of Assessment	Formative assessment	Conducting writing test in the short time	1. Do you always conduct writing test in the short time? Why?
		Summative assessment	-conducting test at the end of semester or at the end of reporting period	2. Conduct writing test at the end of semester or at the end of learning period? Why?

2	Technique of assessment	Paraphrasing	Conveying similar message in their own word	3. Do you ask your students to rewrite a piece of text in their own word? Why?
		Guided question and answer	Writing from an outline organizing the supporting ideas, using appropriate details and demonstrating syntactic variety	4. Do you assess your students ability to write an outline organize the supporting ideas, to use appropriate details and demonstrate syntactic outlines? Why?
		Paragraph construction	Writing a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph	5. Do you assess your students' ability in making paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph? Why?

		Strategic option	-writing and essay based on the genre and format which have been learned	6. Do you assess your students' ability to write an essay or paragraph based on the genre and format which have been learned? Why?
		Editing task	Analyzing the text containing a number of errors grammars, spelling, and punctuation	7. Do you assess your students' ability to analyze error in the text? Why?
		Essay test	Producing the paragraph and essay based on the topic and genre of the text	8. Do you assess your students' ability to make an essay based on the topic and genre of the text? Why?
		Controlled writing	Producing a writing by giving stimuli such as ; a graph plan or	9. Do you assess your students' ability to make a paragraph based on the context and situation given? Why?

			drawing	
3	Feedback	Modeling the learning target	Checking whether the learning goals has been achieved or not	10. Do you evaluate students writing work? Why?
		Motivating students	Motivating students writing ability	11. Do you motivate your students related to their writing ability? Why?
		Assigning grades to students	Discussing with students about their progress	12. Do you turn back your students' writing work? Why?

E. Technique of Data Analysis

Data analysis technique is a process in arranging the data to make it easier to understand and inform. Data analysis in qualitative study is inductive and going concern. It began from the detailed data going to the general Data. The purpose of data analysis technique in qualitative study is to produce the sense, concepts, definition, and so on.

All of the data will be analyzed by some steps. They are:

1. Managing

Before the data from observation and interview were read and able to be interpreted, they were managed by envisioning what the data from observation and interview of the research looked like. The researcher divided the data based on the resources. From checklist/field note, they were saved in one folder, but interview data were saved in other folders. Besides, the folders of data were also categorized based upon the dates when the data were gotten.

2. Reading/ Memoing

After managing the data, the researcher read the data from observation by using checklist/field note and interview with using the result of interview. The researcher read the students' strategies which were used and then interpreted those strategies.

3. Classifying

Classifying data was done after reading the data garnered observation and interview on every week. The data were classified based on the kinds of evaluation in finding context clues in writing.

4. Description

Description is based on the observation and field notes which are to provide the true picture of the setting and events that take place in it. So, the researcher and the reader will have an understanding of the context in which the study took place. In this step, the researcher described all of the data that could help the researcher do the next step in analyzing the data.

5. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he or she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from others.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research which dealt with writing assessment used by the English lecturers of IAIN Curup contributed some findings that were worth to be presented and discussed in this chapter. The findings are presented based on the research questions having been formulated earlier. The data are presented through tables followed by analysis and discussion.

1. The Techniques of Assessment used by writing lecturers

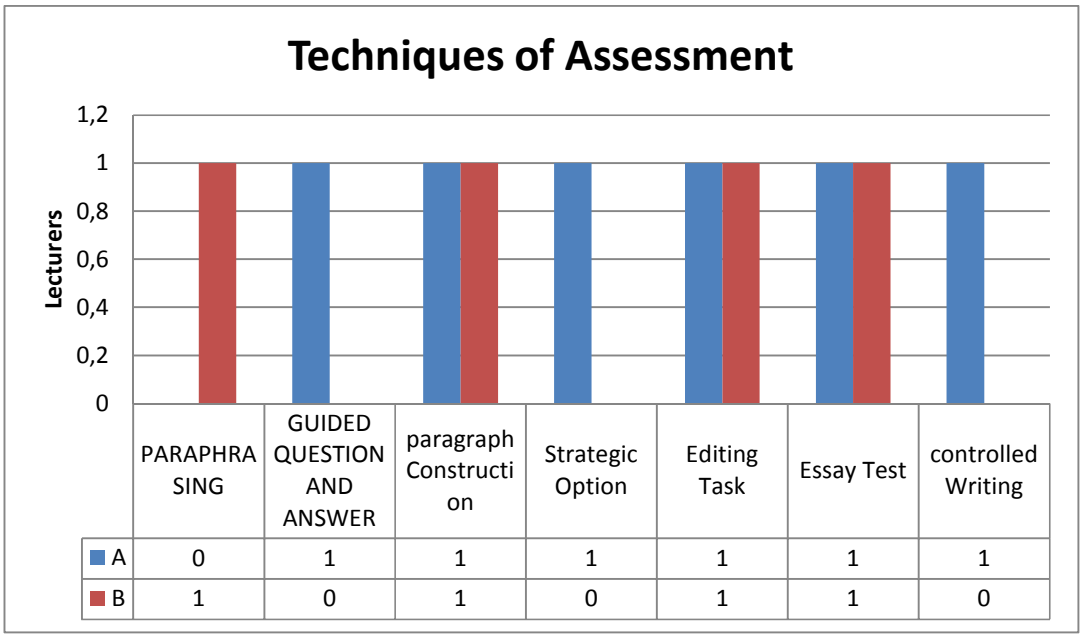
The first question proposed in this research is "what are the writing assessment techniques used by English lecturers at IAIN Curup?". To answer this question, the data were collected through observation, document and interview. The observation was done during the teaching and learning process. The observation list was used to guide the researcher in collecting the information as regards the techniques of writing assessment that were used by the lecturer.

In writing class, there were 2 lecturers whereby each of them taught writing II and IV. The techniques of assessment used by the lecturers were related to the topic for writing class as stated in syllabus and lesson plan that they used in learning process. The lecturer A and B explained that in assessing students' writing, they used two types of assessment that were summative assessment and formative assessment. In summative assessment they did a test

at the end of meeting by giving mid-term or final test, and in formative assessment, they saw the progress of their students by doing a daily task. Then, the techniques of assessment used by lecturers were related to the topic for writing as stated in syllabus and lesson plan. The table below shows the task techniques used by the lecturers:

Table 3. The Techniques of Assessment used by Writing Lecturers

No.	Technique of Assessment	Lecturer	
		A	B
1	Paraphrasing	-	√
2	Guided question and answer	√	-
3	Paragraph construction	√	√
4	Strategic option	√	-
5	Editing task	√	√
6	Essay test	√	√
7	Controlled writing	√	-
8	Total	6	4



The table above shows that both lecturer A and B used 6 techniques of assessment. Lecturer A who taught writing II used guided question and answer, paragraph construction, strategic option, editing task, editing test, and controlled writing that she stated clearly in her syllabus. Lecturer B used 4 techniques of assessment; paraphrasing, paragraph construction, editing task, and essay writing. From the interview, it was found that lecturer A gave writing practice and assessment almost in every meeting related to the topic that was discussed in each meeting. Even though she only used six techniques of writing assessment, it was used continually, and it could also be identified through the syllabus that she had made. The students were assigned to make a paragraph based on the given topic and sometimes they were given a freedom to write their own topic.

Lecturer B on the other hand, based on the interview used four task techniques of assessment. The lecturer had the same activity that was making a paragraph based on the topic, but the lecturer would lead the process in writing or the students were asked to make a paraphrase from the text which had been given by lecturer.

2. Writing Assessment Implemented by Lecturer related to the Technique of Assessment

How each technique of writing assessment was implemented by the lecturers in teaching writing II and IV is described as follows:

1) Paraphrasing

Paraphrasing as writing assessment that was implemented by lecturer B was suited with the topic; *students are able to quote, paraphrase and summarize the paragraph.* It was used as formative assessment. The lecturer B implemented paraphrasing assessment by assigning students to paraphrase the paragraph which was stated in writing book. The lecturer then checked students' ability in delivering the important information in their paraphrasing, the grammar and vocabulary which was used in paraphrasing the paragraph. Paraphrasing was used as writing assessment as formative assessment by lecturer B only.

3. Guided Question and Answer

Guided question and answer as writing assessment was implemented by lecturer A, and it suited with clustering or main map. It was used as

formative assessment. The lecturer A implemented guided question and answer assessment by assigning students to write an outline in order to organize the supporting ideas, to use appropriate details and to demonstrate syntactic details.

4. Paragraph construction

Paragraph construction was used as writing assessment by lecturer A and B. Lecturer A used paragraph construction in almost all of writing activities in the class since the purpose of writing II subject is *to teach students to be able to write a paragraph with genre of the text.* She used it as formative as well as summative assessment to assess students' writing ability. The students were asked to make or construct a paragraph but the topic sentence had been given whether in the first, middle or last sentence of the paragraph. The next meeting, the students were asked to choose the topic and then make paragraph with clear main ideas and supporting details. Paragraph construction was used as formative assessment or summative assessment or mid semester test to assess students' writing ability.

5. Strategic Option

Strategic option was used by lecturer A. in those meetings the students were assigned to write a paragraph based on the genre that they learn. The students were free to choose the topic for their writing as long as it reflected the genre of writing. Since the paragraph that they had to write

was related to certain genre, thus the technique of writing assessment was classified as strategic option for formative assessment.

The students' writing was examined based on the writing score which had been introduced by the lecturer. The students knew their weaknesses that they got from the assignment that had been returned to them by the lecturer. The lecturer discussed about their writing and what they should do to avoid the same mistake in the future.

6. Editing task

Editing task was used as writing assessment by lecturer A and B as formative assessment. It was implemented by giving a paragraph which had errors of grammar, spelling and punctuation. The students were asked to identify the error and corrected it in pairs. Then, the result of students' pair work was discussed in the class. The editing task was continued by giving a paragraph which did not use any punctuation that the students were asked to place the punctuation. The lecturer then discussed the right use of punctuation.

7. Essay Test

Lecturers A and B used essay writing to assess students' writing ability as formative assessment. Essay test was implemented by asking the students to write an essay in the class which then should be collected to the lecturer. The students might choose any genre; narrative, exposition, descriptive or argumentative for their essay. However, the lecturer did not

monitor the students when they were writing their essay. She also did not explain about the rubric that was used to examine students' writing. Moreover, the essay was not returned to the students.

8. Controlled Writing

Controlled writing was used as writing assessment by lecturer A as formative assessment. It was implemented to make a paragraph based on the context and situation given like; hot situation about LGBT, Cadar, etc.

In conclusion, the techniques of writing assessment were; paraphrasing paragraph construction, strategic option, editing task, essay task, and controlled writing. However, when using those techniques of assessment the lecturer did not used every indicator of techniques of writing assessment in assessing students' ability.

B. Discussion

The research findings pertinent to writing assessment techniques and implementation used by English lecturer at IAIN Curup showed that both lecturers had quite similar assessment systems which were implemented in assessing students' English ability. In this part, the findings are discussed more specifically based on the research questions having been constructed earlier. Theories related to findings are provided to support the discussion.

1. The Technique of Assessment used by writing lecturers

The discussion on the techniques of assessment used by the lecturer to assess students' ability is discussed based on the skill that it is used writing. It

aims to organize the discussion into a clearer view for each sub topic. Brown classifies technique of writing assessment into intensive and responsive, extensive and extensive writing. Intensive writing is the technique of writing test or assessment for a basic students while responsive and extensive writing is suitable for intermediate to advance students. The intensive writing consists of dictation, grammar transformation, picture cued, and vocabulary assessment[43] and Weir states technique of writing assessment into direct and indirect writing. 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[44]. The discussion is started with techniques of writing assessment used by lecturer. Lecturer A used guided question and answer, paragraph construction, strategic option, editing task, essay test, and controlled writing. Lecturer B used Paraphrasing, paragraph construction, editing task, and essay test.

2. Writing Assessment Implemented by Lecturers Related to the Techniques of Assessment

The finding shows that lecturer A and B used different technique of writing assessment. Lecturer A seems to know what to do and capable

[43] H Douglas Brown and Priyanvada Abeywickrama,(2010), *Language Assessment: Principles and Classroom Practices* (second Edition), San Fransisco: Pearson Education.p.227

[44] Weir, C,J. 1990. *Communicative Language Testing.* London:Practice .P.58-60

enough in teaching and assessing writing ability. From the syllabus and techniques of assessment which were used by her indicates that she has designed the syllabus and assessment based on the learning goal and objective of writing 2. She also knows how to assess students' writing ability, the techniques of assessment that is related with the criteria of assessment and the learning goal itself. It is related to Bachman statement that teacher should make clear decision about objective or criteria where each of them can be assessed through a variety of tasks or techniques of assessment.[45] Moreover, the finding from observation and document showed that the lecturer is very careful in preparing her teaching and assessing writing. She made a correlation between the topics in syllabus with the assessment to examine students' writing ability.

In contrast, lecturer B did not seem to know much about teaching writing as well as assessing writing. The syllabus showed that she taught writing IV with the aim to prepare students to write a research paper. It means she has to teach the students step by step of writing a research paper such as; the body of research proposal and report, how to paraphrase, summarize, and review the theories or related finding and how to write an argumentative essay and

[45]Bachman, Nitko.Anthony J.(1996). Educational Assessment of Students, New Jersey:University of Arizona, p.231

research paper. In addition, the assessment should be on the basis knowledge of writing a research paper.

The information about students' writing ability was only taken from mid and final semester test. It is aligned with Hughes statement that when talking about writing assessment, what the teacher or test taker should do is to test students' writing ability and not anything else. It can be inferred that whether to test or to train even teach writing to students, the teacher should do that in a form of writing as well to get valid information about students' writing ability.

The analysis toward syllabus as one of the documents in writing also shows that the topics which are offered in writing IV do not conform to the description of writing IV subject. The topic mainly concerned the students' ability in writing a paragraph, making an outline, using punctuation and discussion about coherence in writing. However, those topics are mainly discussed in writing II. In other words, the syllabus design is not related and supported by the teaching of writing IV which then affects the assessment of it. It is well understood if the students cannot demonstrate their ability in writing a research paper. Hughes states that writing tasks should be well defined that candidates should know just what is required for them[46]. So, if the students are introduced about the description or the learning goal of

[46] Arthur Hughes,(2003) *Testing For Language Teacher* ,(Cambridge:University),p.93

writing IV of what they are expected to do, they would have a chance to achieve the goal and at the end ability to do so.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the research and some suggestions.

A. Conclusion

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

1. The lecturers use the same technique of writing assessment. They use formative and summative assessment for assessing students' writing ability. They not only check the students' progress but also provide mid-term and final test for assessing students' writing ability. The techniques of writing assessment that are applied fall into the following points: paraphrasing, guided question and answer, strategic option, paragraph construction, editing task, essay test, and controlled writing.
2. There are 6 task techniques of assessment used by English lecturer A. Those are: Guided question and Answer, paragraph construction, strategic option, editing task, essay test, and controlled writing, and 4 task techniques of assessment are used by English Lecturer B. They entail paraphrasing, paragraph construction, essay task, and editing test. Only paragraph construction that is used as formative and summative assessment to assess students' writing ability.

B. Suggestion

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

1. The English Lecturers

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

   Related to the task techniques of writing assessment, the lecturers also should choose suitable task related to syllabus or lesson plan that they had made. In accordance with lecturers' feedback, the lecturers 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. For other researchers

   The researcher suggests that other researchers should make an effort to conduct further researches that are better than this one. And, this research could be used as guidance or related finding. Moreover, the subjects of the research were the professional English Lecturers in this Campus.

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APPENDIX

RENCANA PEMBELAJARAN SEMESTER GANJIL

PELAKSANA AKADEMIK MATA KULIAH WRITING II

SEKOLAH TINGGI AGAMA ISLAM NEGERI CURUP

Mata Kuliah	**:**	Writing II	**Kode MK**	**:**	
Mata Kuliah Prasyarat	**:**	-	**Bobot MK**	**:**	2 sks
Dosen Pengampu	**:**	Eka Apriani, M.Pd.	**Kode Dosen**	**:**	-
Alokasi Waktu	**:**	Tatap muka 16 x 120 menit, tidak ada praktik, tidak ada online			
Capaian Pembelajaran	**:**	Mahasiswa mampu menguasai materi yang akan dipelajari pada Mata Kuliah Writing			

SESI	KEMAMPUAN AKHIR	MATERI PEMBELAJARAN	BENTUK PEMBELAJARAN	SUMBER PEMBELAJARAN	INDIKATOR PENILAIAN
1	Mahasiswa	Introducti	1. Interacti	1. Hogue, Ann. 2000. *The*	Memahami Topik-Topik yang akan dipelajari pada Mata

	dapat mengetahui materi yang akan dipelajari pada mata kuliah writing	on to the course	ve Lecturing 2. Diskusi 3. Individual task 4. *Group task*	*Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Kuliah writing.
2	Mahasiswa mengetahui bentuk coordinative clause	Coordinative Clause	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Mengerti dan Memahami tentang: Coordinative Clause dalam kalimat.
3	Mahasiswa dapat memahami tentang subordinate	Subordinate clause	1. Interactive Lecturing 2. Diskusi 3. Individ	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for*	Mengerti dan Memahami tentang: • Pola dari subordinate clause di dalam kalimat.

	clause		ual task 4. Group task	*Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	
4	Mahasiswa dapat memahami tentang common sentence problems yang biasa dihadapi siswa di dalam menulis.	common sentence problems	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Mengerti dan Memahami tentang: Mengatasi common sentence problems yang siswa miliki.
5	Mahasiswa dapat menjelaskan tentang word order and word choice	word order and word choice	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia.	Mengerti dan Memahami tentang: Pola dari word order and word choice

				2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	
6	Mahasiswa dapat menjelaskan tentang what are the writing process ?	The writing process (creating and organization)	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book (for EFL.* Washington: United State Department.	Mengerti dan Memahami tentang: • Proses di dalam writing (creating and organization the sentence)
7	Mahasiswa dapat menjelaskan tentang The writing process	The writing process (writing and publishing)	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Mengerti dan Memahami tentang: Membuat suatu produk writing yang memiliki sturuktur kalimat itu sendiri.

8	Mahasiswa dapat menjawab soal UTS dengan benar.	Soal UTS	Menjawab Soal Individually	-	Menjelaskan soal Ujian Tengah Semester (UTS) dengan baik dan benar dan mahasiswa dapat menjawab soal UTS dengan benar dan tepat
9	Siswa dapat mengetahui tentang: Paraghraph	A paraghraph	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Mengerti dan Memahami tentang: • Membuat paraghraph yang baik
10	Mahasiswa dapat menjelaskan tentang pembuatan paragraph yang baik berupa surat.	Writing Paragraph: letter	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice*	Siswa dapat : • Menulis surat berdasarkan pola yang sesuai.

				Book for EFL. Washington: United State Department.	
11	Mahasiswa dapat membuat diary yang berupa kegiatan dan kejadian yang terjadi sehari-hari.	Writing paragraph : make a diary	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Siswa sudah bisa menulis kejadian dan kegiatan yang terjadi sehari hari berbentuk diary.
12	Mahasiswa dapat menulis paragraph yang berisi tentang makanan dan minuman favorite	My favorite food and drink	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington:	Siswa menulis kalimat yang berisi penjelasan tentang makanan dan minuman favorite.

				United State Department.	
13	Mahasiswa dapat menulis paragraph tentang impian mereka masing-masing.	My dream	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Siswa mampu menulis paragraph tentang impian masing-masing dengan pola kalimat yang benar.
14	Mahasiswa dapat menulis paragraph tentang kampus	My campus	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Siswa menulis kalimat denga pola yang benar.

15	Mahasiswa dapat membuat paragraph tentang pengalaman yang tidak terlupakan	My unforgettable experience	1. Interactive Lecturing 2. Diskusi 3. Individual task 4. Group task	1. Hogue, Ann. 2000. *The Essentials of English.* USA: United State of America. 2. L. Uhler, Jennifer . *2006. Academic Writing for Publication.* Jakarta: RELO Officer. 3. Wilcox Peterson, Patricia. 2003. *Writing Skills Practice Book for EFL.* Washington: United State Department.	Siswa menulis paragraph tentang pengalaman yang tidak terlupakan dengan menggunkan pola kalimat yang benar.
16	Mahasiswa dapat menjawab soal UAS dengan benar	Siswa membuat paragraph	Membuat secara individu	-	Siswa menghasilkan sebuah produk paraghraph yang baik dan benar.

Komponen Penilaian:

- Absensi : 10 %
- Tugas : 20 %
- Keaktifan : 30 %
- MID : 20 %
- UAS : 20 %

Interview Guidline in Writing Assessment technique used by English Lecturer at IAIN Curup

Name of Lecturer :

Subject / Lesson :

No.	Variable	Indicator	Sub Indicators	Question
1	Technique assessment	Paraphrasing	Conveying similar message in their own word	1. What are steps that students do to paraphrase in writing ?
		Guided question and answer	Writing from an outline to organize to supporting ideas to used appropriate details and demonstrate	2. Do you make a format or outline for students writing , such as asking supporting ideas, using appropriate detail and demonstrate ?
		Paragraph construction	-writing a paragraph -developing main ideas and supporting details	3. Do you assess your students ability in making paragraph based on the topic ? 4. How do you developing students in paragraph construction ? does it have to be there topic sentence every

				paragraph, supporting ideas, and concluding ?
		Strategic option	-writing and essay based on the genre and format which have been learned -writing the different genre for different purpose	5. do you teach genre of writing? 6. How do you explain about genre of writing ? such as in text descriptive, narrative, persuasive, and etc.
		Editing task	-student is given a text containing a number of errors grammar, spelling punctation	7. When you give the students writing task, do you edit it? 8. How do you edit ? do you check their grammar, punctuation, mechanic, vocabulary and spelling?
		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	9. What are the form of writing that give to the students paragraph or essay writing ? 10. How do you make a good writing for students? Do you teach about unity, coherence, topic sentences, supporting sentences, and concluding sentences ?

		Controlled writing	Produce a writing by giving stimuli such as ; a graph plan or drawing	11. When you teach writing, do you give intensive writing such as explaining tenses, vocabulary, grammar, and sentences construction ? how do you that ?

Curup, 2018

Validator

Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

Observasi checklist in Writing Assessment technique used by English Lecturer at IAIN Curup

Name of Lecturer :

Subject / Lesson :

No	Variable	Indicator	Sub indicator	Category		Note
				Yes	No	
1	Technique assessment	Paraphrasing	-Lecturer is asking to students to Convey similar message in their own word			
		Guided question and answer	-lecturer is asking students to organize to supporting ideas to used appropriate details and demonstrate syntactic variety from the outlines			
		Paragraph construction	-lecturer is asking students to write a paragraph -lecturer is asking students to develop main ideas and supporting details -lecturer is asking students to keep cohesion and coherence in a paragraph			

		Strategic option	-lecturer is asking students to write based on task that has been demanded -lecturer is focusing on the genre of writing and the expectation of the genre -lecturer is writing in different genre for different purpose			
		Editing task	-lecturer is given a text containing a number of errors grammar, spelling punctation -lecturer is asking students to identify and revise the error found in the text			
		Essay test	-lecturer is asking students to produce a sample of connected writing in paragraph and essay writing -lecturer is asking students to produce the paragraph and essay based on the topic and genre of the text			
		Controlled writing	-lecturer is asking students to produce a writing by giving stimuli , such as; a graph plan or drawing			

Curup, 2018

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TECHNIQUES OF ASSESSMENT PROVIDED BY LECTURER A

FROM OBSERVATION

Name of Lecturer : Eka Apriani M.Pd

Subject / Lesson : Writing 2

No	Techniques of Assessments	Sub indicator	Category		Note
			Yes	No	
1	Formative assessment	8. Lecturer conducts writing formative assessment	√		
	Summative assessment	9. Lecturer conducts writing summative assessment	√		
2	Paraphrasing	10. Lecturer asks students to paraphrase a piece of text		√	
	Guided question and answer	11. Lecturer asks students to organize the supporting ideas, appropriate details and to demonstrate syntactic variety from the outlines.	√		
	Paragraph construction	12. Lecturer asks students to write a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph.	√		
	Strategic option	13. Lecturer ask students to write an essay or paragraph based on the genre	√		
	Editing task	14. Lecturer ask students to analyze the errors in the text	√		
	Essay test	15. Lecturer ask students to make an essay based on the topic and genre of the text	√		
	Controlled writing	16. Lecturer ask students to make a paragraph based on the context and situation given	√		
3	Modeling the	17. Lecturer evaluates students writing work	√		

	learning target				
	motivating students	18. Lecturer motivating students related to their writing ability	√		
	Assigning grades to students	19. Lecturer turn back students writing work		√	

TECHNIQUES OF ASSESSMENT PROVIDED BY LECTURER B

FROM OBSERVATION

Name of Lecturer : Desfritanita M.Pd

Subject / Lesson : Writing 4

No	Techniques of Assessment	Sub indicator	Category		Note
			Yes	No	
1	Formative assessment	1. Lecturer conducts writing formative assessment	√		
	Summative assessment	2. Lecturer conducts writing summative assessment	√		
2	Paraphrasing	3. Lecturer asks students to paraphrase a piece of text	√		
	Guided question and answer	4. Lecturer asks students to organize the supporting ideas, appropriate details and to demonstrate syntactic variety from the outlines.		√	
	Paragraph construction	5. Lecturer asks students to write a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph.	√		
	Strategic option	6. Lecturer ask students to write an essay or paragraph based on the genre		√	
	Editing task	7. Lecturer ask students to analyze the errors in the text	√		
	Essay test	8. Lecturer ask students to make an essay based on the topic and genre of the text	√		
	Controlled writing	9. Lecturer ask students to make a paragraph based on the context and situation given		√	
3	Modeling the learning target	10. Lecturer evaluates students writing work	√		

	motivating students	11. Lecturer motivating students related to their writing ability	√		
	Assigning grades to students	12. Lecturer turn back students writing work		√	

The Result of Interview from Writing Lecturer

No	Techniques of Assessments	Assessment Procedure	Lecturer	
			A	B
1	Formative assessment	1. Lecturer conducts writing formative assessment	√	√
	Summative assessment	2. Lecturer conducts writing summative assessment	√	√
2	Paraphrasing	3. Lecturer asks students to paraphrase a piece of text	-	√
	Guided question and answer	4. Lecturer asks students to organize the supporting ideas, appropriate details and to demonstrate syntactic variety from the outlines.	√	-
	Paragraph construction	5. Lecturer asks students to write a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph.	√	√
	Strategic option	6. Lecturer ask students to write an essay or paragraph based on the genre 7. Lecturer ask students write different genre based on the purpose	√	-
	Editing task	8. Lecturer ask students to analyze the errors in the text	√	√
	Essay test	9. Lecturer ask students to make an essay based on the topic and genre of the text	√	√
	Controlled writing	10. Lecturer ask students to make a paragraph based on the context and situation given	√	-
3	Modeling the learning target	11. Lecturer evaluates students writing work	√	√
	motivating students	12. Lecturer motivating students related to their writing ability	√	√
	Assigning grades to students	13. Lecturer turn back students writing work	-	-

TRANSCRIPT OF INTERVIEW OF ENGLISH LECTURER A

Name of lecturer: Eka Apriani M.Pd

Subject/Lesson : Writing 2

No.	Variable	Indicator	Sub Indicators	Question	Response
1	Types of Assessment	Formative assessment	Conducting writing test in the short time	13. Do you always conduct writing test in the short time? Why?	Sometimes, sometimes it doesn't depend on the meeting and the material
		Summative assessment	-conducting test at the end of semester or at the end of reporting period	14. Conduct writing test at the end of semester or at the end of learning period? Why?	Yes, at each meeting assessed at the end of the semester and at the end of learning
2	Technique of assessment	Paraphrasing	Conveying similar message in their own word	15. Do you ask your students to rewrite a piece of text in their own word? Why?	No, because some write paragraphs, write essays, and write academic writing. so they write their own sentence

		Guided question and answer	Writing from an outline organizing the supporting ideas, using appropriate details and demonstrating syntactic variety	16. Do you assess your students ability to write an outline organize the supporting ideas, to use appropriate details and demonstrate syntactic outlines? Why?	Yes, before writing they usually make the main map first, after that it makes a clustering and after that just starts composing
		Paragraph construction	Writing a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph	17. Do you assess your students ability in making paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph?	Yes, because if it's not guided the sentence is not coherence and cohesive, it doesn't connect, paragraph 1 and 2 are not consistent so it must be considered

				Why?	
		Strategic option	writing and essay based on the genre and format which have been learned	18. Do you assess your students ability to write an essay or paragraph based on the genre and format which have been learned? Why?	Yes , because there are examples of writing techniques such as clustering and given themes for writing like LGBT. So they write according to the LGBT, what LGBT examples are, aspects of aspects, factors that influence. So it is in accordance with the content of the topic.
		Editing task	Analyzing the text containing a number of errors grammars, spelling, and punctuation	19. Do you assess your students ability to analyze error in the text? Why?	Yes, so after they wrote I asked them to analyze the word structure, grammar and they corrected it with senior sisters, so they could know which ones were wrong
		Essay test	Producing the paragraph and essay based on the topic and genre of the text	20. Do you assess your students ability to make an essay based on the topic	Yes, they wrote according to the writing technique

				and genre of the text? Why?	
		Controlled writing	Producing a writing by giving stimuli such as ; a graph plan or drawing	21. Do you assess your students ability to make a paragraph based on the context and situation given? Why?	Yes, make the theme or paragraph specified according to the situation that is hot in the community
3	Feedback	Modeling the learning target	Checking whether the learning goals has been achieved or not	22. Do you evaluate students writing work? Why?	Yes, for this semester they write and send them via whatsap group. So on whatsap the group was given the wrong and correct comment, such as punctuation, structure,
		Motivating students	Motivating students writing ability	23. Do you motivate your students related to their writing ability? Why?	Yes, of course. if not motivated how they know their mistakes.

		Assigning grades to students	Discussing with students about their progress	24. Do you turn back your students writing work? Why?	If on whatsap you have been told which is wrong and true

TRANSCRIPT OF INTERVIEW OF ENGLISH LECTURER B

Name of lecturer: Desfritanita M.Pd

Subject/Lesson : Writing 4

No.	Variable	Indicator	Sub Indicators	Question	Response
1	Types of Assessment	Formative assessment	Conducting writing test in the short time	1. Do you always conduct writing test in the short time? Why?	Depending on the meeting and the material
		Summative assessment	-conducting test at the end of semester or at the end of reporting period	2. Conduct writing test at the end of semester or at the end of learning period? Why?	Yes, at the end of the study and the semester is assessed
2	Technique of assessmen	Paraphrasing	Conveying similar message in	3. Do you ask your students	Yes,

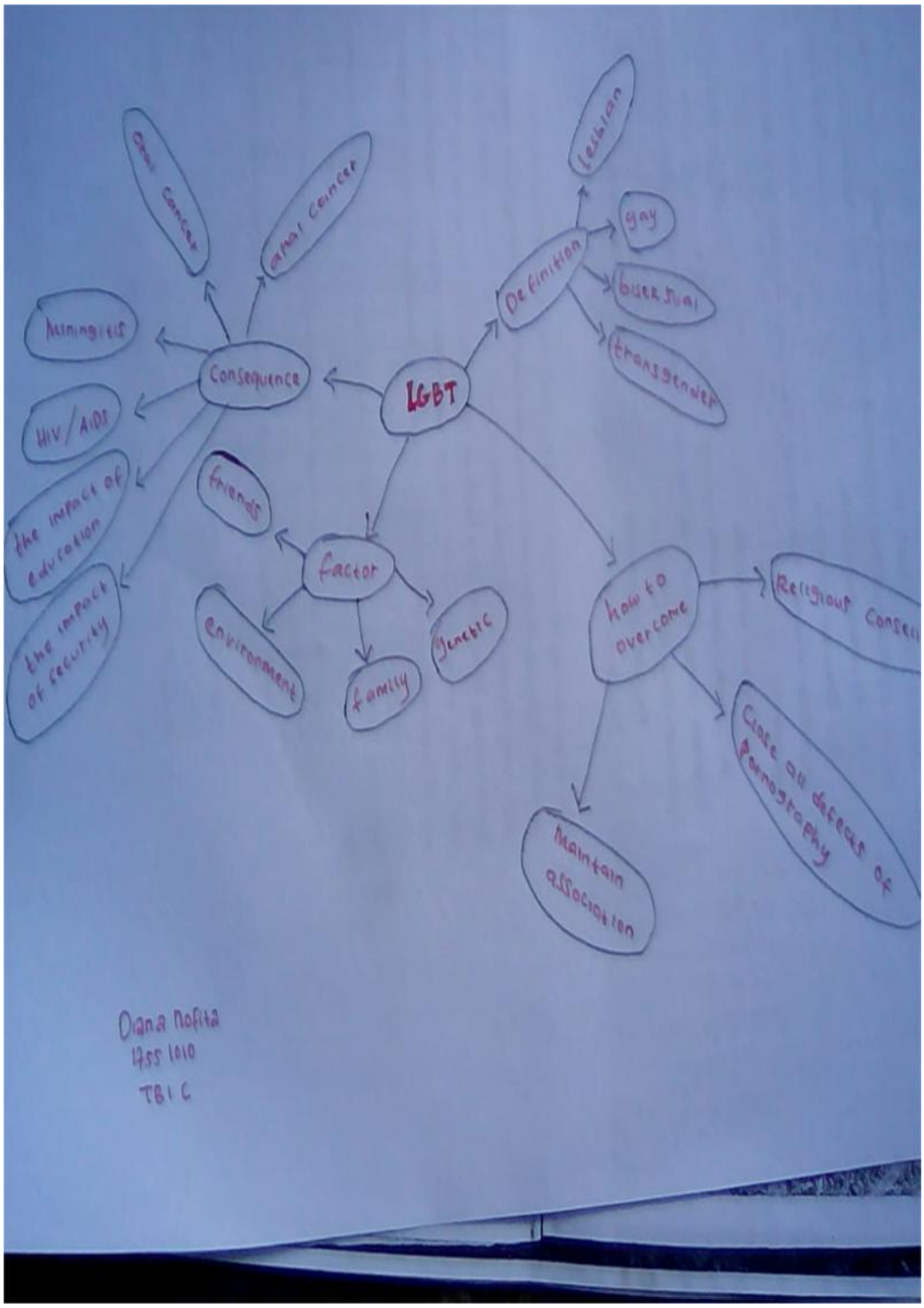
	t		their own word	to rewrite a piece of text in their own word? Why?	
		Guided question and answer	Writing from an outline organizing the supporting ideas, using appropriate details and demonstrating syntactic variety	4. Do you assess your students ability to write an outline organize the supporting ideas, to use appropriate details and demonstrate syntacti	

				c outlines ? Why?	
		Paragraph construction	Writing a paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph	5. Do you assess your students ability in making paragraph, developing main ideas, supporting details, keeping cohesion and coherence in a paragraph? Why?	Yes, because if it's not guided the sentence is not coherence and cohesive, it doesn't connect, paragraph 1 and 2 are not consistent so it must be considered

		Strategic option	-writing and essay based on the genre and format which have been learned	6. Do you assess your students ability to write an essay or paragraph based on the genre and format which have been learned? Why?	Yes, according to the genre
		Editing task	Analyzing the text containing a number of errors grammars, spelling, and punctuation	7. Do you assess your students ability to analyze error in the text? Why?	Yes, after they wrote I asked them to analyze the word structure, grammar and they corrected it.

		Essay test	Producing the paragraph and essay based on the topic and genre of the text	8. Do you assess your students ability to make an essay based on the topic and genre of the text? Why?	Yes, they wrote according to the writing technique.
		Controlled writing	Producing a writing by giving stimuli such as ; a graph plan or drawing	9. Do you assess your students ability to make a paragraph based on the context and situation given?	

				Why?	
3	Feedback	Modeling the learning target	Checking whether the learning goals has been achieved or not	10. Do you evaluate students writing work? Why?	Yes, to motivate them
		Motivating students	Motivating students writing ability	11. Do you motivate your students related to their writing ability? Why?	Yes, of course. motivated to find out about his mistakes
		Assigning grades to students	Discussing with students about their progress	12. Do you turn back your students writing work? Why?	No


LGBT
Consequence
Oral Cancer
anal cancer
Miningitis
HIV/AIDS
the impact of education
the impact of security
Definition
lesbian
gay
biseksual
transgender
factor
friends
environment
family
genetic
how to overcome
Religious Consel
Close all defects of Pornography
Maintain association
Diana Nofita
1755 1010
TBIC

Name : M. Rahman Syakir
Class : TBI 5B

LGBT

LGBT is an initialism that stands for lesbian,gay,bisexual and transgender. This is a community for people who had in love with their own gender/have the same gender. This LGBT community have a sign of their variety and it's identifically with rainbow flag, and this all starts from 1990's. People have their own side of view about this community, there are (in religion way and law persepective. It also has some factors that make someone became an LGBT. This cause some case in some country also issues about Health as the side effect. Because of this, some country decide this community as illegal but some claim it's legal as their human right.

LGBT in Islam is clear in it's prohibition of LGBT acts Islamic Scloolars cite these reasons for condemning Homo Sexuality, based on teaching of the qur'an and sunnah:

- It's clashes with the natural order in which God created human beings.
- it brings destruction of the family and the institutions of marriage.
- it makes people to ignore God's guidance in other areas of life.

It will cause many deseases like veneral disease, AIDS and else. As a muslims we believes what the propets say and Qur'an say about this LGBT in some era. It will make Allah's mad and destroy these peoples. Again we have to learn more about our religion and history to makesure our faith and prevented from sins.

LGBT people in Indonesia face legal challenges and prejudices not experienced by non LGBT residents. Traditional mores disapprove of homosexuality and crossdressing, which impact public policy. In Aceh, and for muslims in the city of Palembang, homosexuality is illegal inder Islamic Sharia law, and punishable by flogging. Currently, Indonesia does not recognize same-sex marriage. In july 2015, the Indonesian Religious Affairs Ministers Stated that it is unacceptable in Indonesia, Because strongly held religious norms speak strongly agains it. The Importance in Indonesia for social harmony leads to duties rather than rights to be emphasized, which means that human rights

along with LGBT rights are very fragile. Yet, the LGBT community in Indonesia has steadily become more visible and politically active.

Case of LGBT especially in our beloved country Indonesia. Recently we knew that in Jakarta, There were an accident ride 141 men suspected as homosexual, in a store that they held a gay party be a big news for the world. Foreign media from some continents also highlighted the event. From Australia, ABC News, reported the incident with ‘ Indonesian police arrest dozen in raid on Jakarta gay sauna’. Human rights activists were worried about friends and family recognizing.”.

In islam we know that we have to back to Allah for every sins we have, in Quran we know that some people need to do ruqiah because sometimes the jin that teach human about homosexuality, and come to the Ulama to ask for suggest and learn more about religion, so in the last thing we have to do is Taubah, back to Allah.

Name **:Nana Herlina**

Class **:PBI 5 B**

Final Exam **:Writing (before correction)**

Lesby Gay Bisexual Transgender

LGBT stands for lesbian, gay, bisexual and transgender and along with heterosexual they describe people's sexual orientation or gender identity. These terms are explained in more detail here.A lesbian woman is one who is romantically, sexually and/or emotionally attracted to women. Many lesbians prefer to be called lesbian rather than gay.A gay man is one who is romantically, sexually and/or emotionally attracted to men. The word gay can be used to refer generally to lesbian, gay and bisexual people but many women prefer to be called lesbian. Most gay people don't like to be referred to as homosexual because of the negative historical associations with the word and because the word gay better reflects their identity.BisexualA bisexual person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.Transgender or TransIs an umbrella term used to describe people whose gender identity (internal feeling of being male, female or transgender) and/or gender expression, differs from that usually associated with their birth sex. Not everyone whose appearance or behaviour is gender-atypical will identify as a transgender person. Many transgender people live part-time or full-time in another gender. Transgender people can identify as transsexual, transvestite or another gender identity.

The majority of lesbian, gay, bi, trans and intersex (LGBTI)1 people lead happy, healthy, fulfilling lives. However, studies have found that non-heterosexual people face up to twice as much abuse or violence (including physical, mental, sexual or emotional) than their heterosexual counterparts. This prejudice and discrimination adds an additional layer of risk on top of biological, social, environmental and psychological

factors which can lead to depression, anxiety and suicide. Research and real life experiences have found that LGBTI people have an increased risk of depression and anxiety, substance abuse, self-harming and suicidal thoughts.When compared with heterosexual people, same-sex attracted and transgender people have higher psychological distress and significant levels of anxiety.

The effect of LGBT Experts say stress and lack of healthcare causes more heart disease, high blood pressure, and other ailments for lesbian, gay, bisexual, and transgender people. Discrimination is bad for anyone's health.In the LGBT community, this stigmatization can lead to varying types of chronic health issues. A lot of LGBT health research funding and public attention still goes to AIDS.But the LGBT community also experiences higher rates of other less visible health issues, like high blood pressure and earlier onset of disabilities, according to a recent Kaiser Family Foundation Research report.On top of that, LGBT adults face more challenges in getting healthcare.Stress and anxiety that's fueled by discrimination are the likely culprits, say many experts.These stresses can occur on many fronts, such as hearing about constant LGBT legal battles, workplace discrimination, or being denied healthcare."There is minority stress," Gilbert Gonzales, assistant professor in the Department of Health Policy at Vanderbilt University School of Medicine, told Healthline. "And it's above the everyday stress. There's also a lot of variation within the LGBT community."

Law perspective of Indonesia's about LGBT(lesbian, gay, bisexual, and transgender) community was buoyed by a decision to remove the phrase "same-sex" from the article on fornication in the proposed Criminal Code (KUHP) bill, amid a raft of contentious legal changes that have sparked much debate. The decision showed there's still a shred of decency in the country.The resolution was arrived at after several prominent civil organisations criticised the phrase, and followed six months of tension in the parliament, with human rights defenders arrayed against the government and Islamic parties. Eventually, the government conceded that including the phrase would

discriminate against the LGBT community.Yet it remains far from clear whether this backdown marks a win for the LGBT community in Indonesia, or just a distraction. Over the past two years, the LGBT issue has been used as a political weapon in efforts to seize voters' support in local elections. Ahead of the upcoming national election in 2019, there is every risk the issue will be used in this way again.

LGBT in Islam is influenced by the religious, legal, social, and cultural history of the nations with a sizable Muslim population, along with specific passages in the Quran and hadith, statements attributed to the Islamic prophet Muhammad. The Quran cites the story of the "people of Lot" destroyed by the wrath of God because they engaged in lustful carnal acts between men. Homosexual acts are forbidden in traditional Islamic jurisprudence and are liable to different punishments, including the death penalty, depending on the situation and legal school. However, homosexual relationships were generally tolerated in pre-modern Islamic societies,and historical record suggests that these laws were invoked infrequently, mainly in cases of rape or other "exceptionally blatant infringement on public morals".Homoerotic themes were cultivated in poetry and other literary genres written in major languages of the Muslim world from the eighth century into the modern era.[6][4] The conceptions of homosexuality found in classical Islamic texts resemble the traditions of Graeco-Roman antiquity, rather than modern Western notions of sexual orientation.It was expected that many or most mature men would be sexually attracted to both women and male adolescents (variously defined), and men were expected to wish to play only an active role in homosexual intercourse once they reached adulthood.

Name's of Corrector **:Indah Sri Rezeky**

Class **:PBI 8 B**

Final Exam **:Writing (already correction)**

Lesby Gay Bisexual Transgender

(there are many factors negatives in Indonesian likes in entitle about "Lesby Gay Bisexual Transgender" , as specially LGBT is stands for lesbian, gay, bisexual and transgender to/~~with~~ along with heterosexual they describe people's sexual orientation or gender identity. ~~These~~i/in terms are explained in more detail here. A lesbian woman is one who is romantically, sexually ~~and~~/or emotionally attracted to women. There are Many lesbians prefer to be called lesbian rather than gay. A gay man is one who is romantically, sexually and/or emotionally attracted to men. The word gay can ~~be~~ used to refer generally to lesbian, gay and bisexual people but many women prefer to be called lesbian. Most gay people don't like to be referred to as homosexual because ~~of~~ the negative historical associations with the word and ~~because~~ the word gay better reflects their identity. Bisexual ~~A bisexual~~ person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.Transgender or Transis an umbrella term used to describe people whose gender identity (internal feeling of being male, female or transgender) and~~/or~~ gender expression, differs from that usually associated with their birth sex. Not everyone whose appearance or behaviour is gender-atypical will identify as a transgender persons. Many transgender people live part-time or full-time in another gender. Transgender people can identify as transsexual, transvestite or another gender identity.

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Name : Sefti Dedek Kendiani

Class : TBI 5B

Study : Writing II

Incorrect :

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LGBT people in indonesia, face legal challenges and prejudices not experienced by non-LGBT residents. Traditional mores disapprove of homosexuality and cross-dressing, which implacts public policy. Indonesia same-sex couples are not eligible for any of the legal protections available to opposite-sex married couples. Most parts of Indonesia do not have a sodomy law and do not ,currently criminalize private, non-commercial homosexual acts among consenting adults, yet Indonesia law does not protect LGBT community against discrimination and hate crimes. In aceh, and for Muslims in the city of Palembang, homosexuality is illegal under Islamic Sharia law, and punishable by flogging, currently, Indonesia does not recognize same-sex marriage.

In july 2015 the indonesia Religious Affairs Minister stated that it is unacceptable in Indonesia, because strongly, held religious norms speak strongly against it. The importance in Indonesia for social harmony leads to duties rather than rights to be emphasized, which means that human rights along with , lgbt rights are very fragile, yet, the LGBT community in Indonesia has steadily become more visible and politically active. Coming out to family and friends is seldom carried out by LGBT people in Indonesia. As thet are affraid of rejection and social backlash. Nevertheless, there are some rare examples of understanding and acceptance of the family of LGBT persons.

According 2017 poll carried out by ILGA, 32% of Indonesia agreed that gay, lesbian and bisexual people should enjoy the same rights as straight people, while 47% disagreeed. Additionally, 37% agreed that they should be protected from workplace discrimination. 38% of Indonesias. However, said that people who are in same-sex relationship should be charged as criminals, while 36% disagreed. as for transgender people, 49% agreed that they should have the same rights. 55% believed they should be protected from employment discrimination and 41% believed they should be allowed to change their legal gender.

A lot of lgbt health research funding and public attention still goes to AIDS but, LGBT community also experiences higher rates of other less visible health issues, like high blood pressure and earlier onset of disabilities, according to a recent Kaiser Family Foundation Research report. On top of that, lgbt. adults face more challenges in getting healthcare. Stress and anxiety that's fueled by discrimination are the likely culprits, say many experts. These stresses can occur on many fronts such as hearing about constant LGBT legal battles, workplace discrimination, or being denied healthcare.

Correct :

From Wilda Amelia

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Name : Rachman Prasetio

Nim : 16551036

Class : TBI 5B

Subject : Writing 2

LGBT in Indonesia

LGBT is the acronym of **L**esbian, **G**ay, **B**isexual, and **T**ransgender. **L**esbian is the relation which happens between woman and woman that falling love each other. **G**ay is quiet the same with Lesbian, but this relation happens between man and man. **B**isexual is the person who has loving relation with man and woman simultaneously. **T**ransgender is people who change their life into different perception and change their behavior, for example a man changes his life like a woman. In Indonesia it is not something weird anymore, in Indonesia has a lot of cases about LGBT.

There are some factors which influence a person becomes LGBT. The factors are own desiring, genetic, society, and family. The first is own desiring, it is that a person who becomes LGBT from his self. It happened because of their own desire. The second is genetic, abnormality of genetic on someone also affect them to have anomaly sex since they were born. The third is society, society is the place where you interact or socialize with others. So that, society exactly will give you affect to your behavior. So that, if your environment related to the LGBT, probably you will be affected by their behavior.

LGBT gives bad impact to our life. The impacts are the person who has been infected by LGBT can get health issues such as HIV/AIDS, Syphilis, decrease body

immune, and many more issues. It happened cause of they did free sex without mind the consequence what they've done. After that, they will lose their friend because they know if they have friend as LGBT they will get the bad impact too. Except health issues and friend losing, the LGBT will harm our education. The person who has been infected will shy to join school if his/her friends know about LGBT problem and this person will get mocking from his/her friend.

There was a hot news about LGBT in Indonesia. Recently, there was "Gay Party" in Jakarta and all of them have been raided. It happened at a store in Jakarta. They have been raided due to they have done something that should not as a man. We have seen this news on tv and social media. As the people who have known LGBT is horrify view when we see something odd or not normal instead of our fate supposed to. As a human we have to do as our fate because we were born in our each fate.

There are some solutions to tackle LGBT or reduce it at least. The first is as human who has religion we have to increase our creed to our lord. The second is considering the consequence. The third is considering good socialization and good society. The fourth is preventing all the things which related to LGBT. Those solutions will help us to protect our self from LGBT issues.

DOKUMENTASI

KEMENTERIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN CURUP)

Jl. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1306 /Stl.02/I/PP.00.9/12/ 2017

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
   Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Jumatul Hidayah, M.Pd.** — **19780224 200212 2 002**
2. **Eka Apriani, M.Pd.** — **19900403 201503 2 005**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Nurfal Asyura**
N I M : **14551054**
JUDUL SKRIPSI : **The Assesments Technique Used By Lecturer In Writing Class at STAIN Curup.**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal, 20 Desember 2017
an. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi, M.Pd.

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

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Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 1732/In.34/PP.00.9/11/2018 — 02 November 2018
Lampiran : Proposal Dan Instrumen
Hal : **Rekomendasi Izin Penelitian**

Kepada Yth.
Ka. Prodi PBI IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN) Curup:

Nama	:	**Nurfal Asyura**
NIM	:	14551054
Jurusan/Prodi	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	Writing Assessment Technique Used By English Lecturer At IAIN Curup.
Waktu Penelitian	:	02 November s.d 02 Februari 2019
Tempat Penelitian	:	Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demiklan atas kerjasama dan izinnya diucapkan terima kasih.

a.n. Rektor
Ketua AUAK,

H. Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 002

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Nurfal Asyura
NIM	: 1455059
JURUSAN/PRODI	: TARBIYAH / PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I	: Jumatul Hidayah, M. Pd
PEMBIMBING II	: Eka Apriani, M. Pd
JUDUL SKRIPSI	: Writing Assessment Technique Used by English Lecturer at IAIN Curup

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan Pembimbing 1 atau pembimbing 2;

*Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi Sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan Konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;

*Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan Diharapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Nurfal Asyura
NIM	: 1455059
JURUSAN/PRODI	: TARBIYAH / PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I	: Jumatul Hidayah, M. Pd.
PEMBIMBING II	: Eka Apriani, M. Pd.
JUDUL SKRIPSI	: Writing Assessment Technique Used by English Lecturer at IAIN Curup

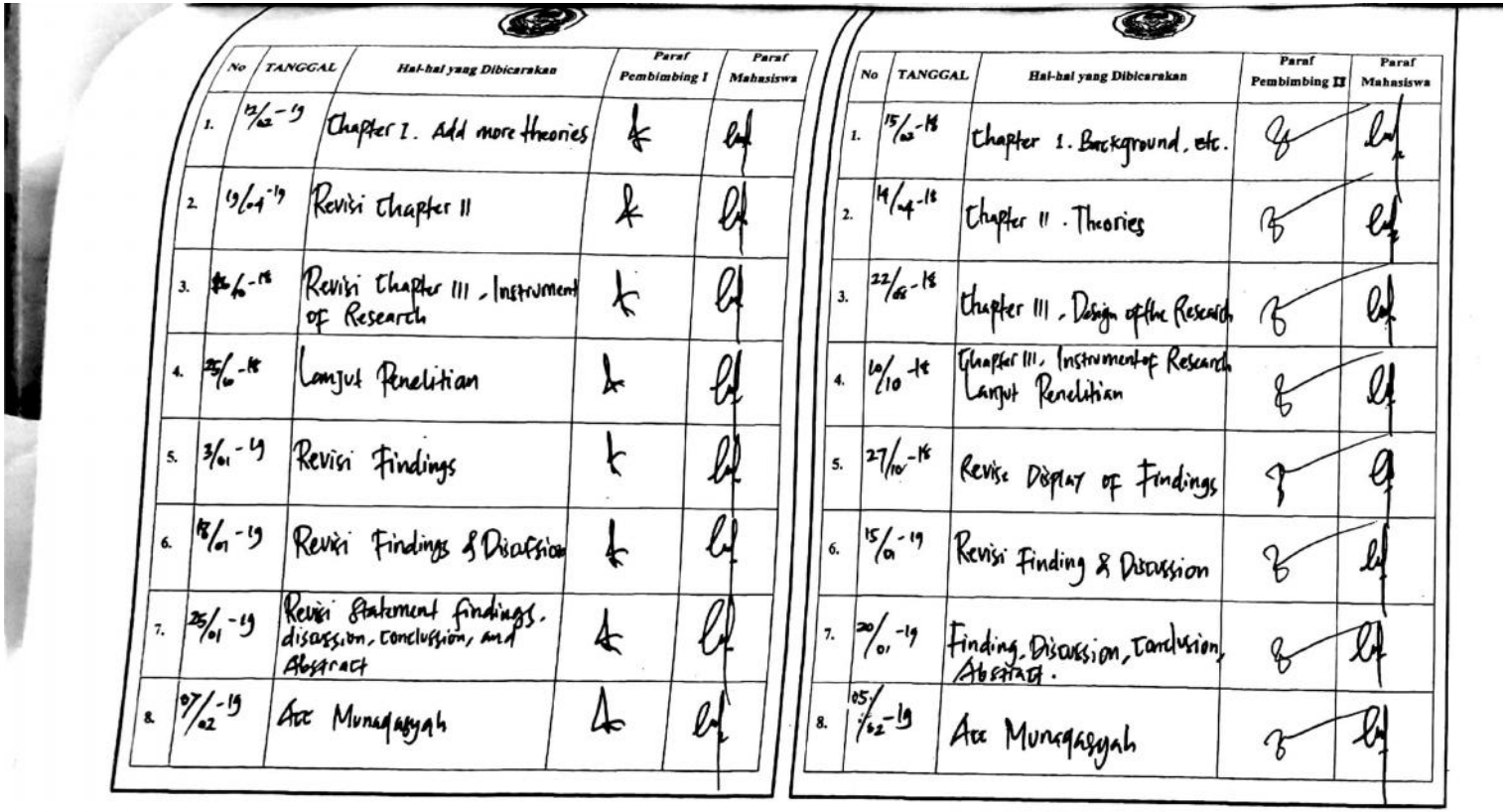
Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Jumatul Hidayah
NIP. 19780229 200212 2 002

Pembimbing II,

Eka Apriani, M.Pd
NIP. 19900903 201503 2 005



No	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	12/02-19	Chapter I. Add more theories		
2.	19/04-19	Revisi Chapter II		
3.	26/06-18	Revisi Chapter III, Instrument of Research		
4.	25/10-18	Lanjut Penelitian		
5.	3/01-19	Revisi Findings		
6.	18/01-19	Revisi Findings & Discussion		
7.	25/01-19	Revisi Statement findings, discussion, conclusion, and Abstract		
8.	07/02-19	Acc Munaqasyah		

No	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	15/02-18	Chapter 1. Background, etc.		
2.	14/04-18	Chapter II. Theories		
3.	22/05-18	Chapter III. Design of the Research		
4.	10/10-18	Chapter III. Instrument of Research Lanjut Penelitian		
5.	27/10-18	Revise Display of Findings		
6.	15/01-19	Revisi Finding & Discussion		
7.	20/01-19	Finding, Discussion, Conclusion, Abstract.		
8.	05/02-19	Acc Munaqasyah		

BIOGRAPHY

The researcher's full name is Nurfal Asyurah. Her nickname is Eva. She was born in Padang on June 22th 1996. She lives in Dusun Curup. She is the fourt daughter from Mr. Muslim and Mrs. Pisniati. She have 2 brothers and 2 sisters whose name are Mulfiardi. Nofriadi, Ezy Noflinda Yanti and Nurlen Asyurah.

She finished her kindergarten at TK TERATAI and continued to SD Negeri 04 Ujung Jalan in 2002. In 2008, she entered to MTsN Pekan Selasa and finished her study in 2011. Next, she was graduated from MAN SOLSEL in 2014.

In 2014, she entered to STAIN Curup and choose English Tadris Study Program in Education *(tarbiyah)* Department. Alhamdulillah and thanks to Allah SWT, she has done her study successfully and has followed the last examination. Another words,, she finished her 'Sarjana' degree (S-1) in this year.