Writing Assessment Methods Utilized by Senior High School English Teacher in Jember: A Case Study

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Abstract

This research was aimed at writing assessment methods utilized by senior high school English teacher in Jember. This research applied qualitative method with grade eleven of English teacher as the research participants. The data were analyzed using thematic analysis to know the assessment methods employed by the senior high school English teacher. The result of this research shows that the teacher used process assessment and product assessment to assess students' writing.

Keywords: assessment; ELT assessment; writing assessment method

Introduction

As formulated in the curriculum document 2013, 'writing' is one of the skills targeted to be achieved in addition to reading, speaking, and listening. The methods involved in teaching and learning processes must be assessment-centred and offer students the opportunities to prove and identify their emerging abilities and receive feedback to enrich their learning experiences. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful ((Elander, Harrington, Norton, Robinson, & Reddy, 2006).

Many researchers have done observational research. The first researcher was (Bimo, 2018) who conducted research entitled "Observatinal Study On The Teacher's Method And Assesment In Teaching Writing Skill". The research design used qualitative research. He took a role as a non-participant observer who was present in the classroom but remained uninvolved in the teaching and learning process. As a non-participant observer, the researcher focused on observing the methods in teaching writing and the methods in conducting writing assessment employed by the English teacher at the school.

The second research conducted by, Dwiyanti and Suwastini, (2021) entitled "Assessment for Writing Skill in Online Learning". This research was conducted in a senior high school in Denpasar. This research was conducted by using qualitative research. An English teacher was asked eight questions about how the English teacher conducted the online learning writing assessment. Furthermore, the teacher faced a few obstacles in conducting writing assessments on online learning, such as plagiarism/originality of students' writing and time management.

The third research was conducted by Pardede. et. al (2022) entitled "Writing Assessment by Junior High School English Teacher". This research was conducted on the ten English teachers teaching junior high schools in North Sumatra. This research provides both descriptive and qualitative evidence by distributing questionnaires as research instruments in the form of Google forms. The assay test results were used to collect the result data.

The fourth research, Khansa and Mukaromah (2022) entitled "Writing Assessment Strategies for Online Learning During Pandemic Era". This research was conducted on the English teachers in learning English during online learning at SMK BH PGRI Blora. The method of analysis carried out by researchers in this study is a qualitative descriptive method. The goal of this study was to describe the English teacher's assessment strategy for online learning during the pandemic era, especially in writing skills. This study showed the suitability of those assessment strategies in relation to the four principles of language assessment.

There was a difference between their research and this research. They focused on the teacher's method and assessment method. In this reasearch just focuse on writing assessment method. And this research was conducted in different school.

Based on a number of reasons explained above, this study will investigate the assessment of writing employed by an English teacher situated in English as a Foreign Language (EFL) context. The main focus of the present study is on the writing assessment methods utilized by senior high school English teacher in SMAN 1 Kencong.

Literature Review

ELT Assessment

Malone (2011) stated that teaching and assessment are two interrelated factors in English Language Teaching (ELT) that play a supportive role for each other. Assessment and evaluation are the main parts of teaching and learning activities. They have very close definitions and they are very often used interchangeably. Assessment is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000). As is obviously understood from these definitions, assessment is the method.

ELT Assessment for The Writing Skill

Assessment of students' writing skills is considered an issue when it comes to language testing (Coombe, 2010). It is made even more essential because a good writing ability is highly demanded after by higher education institutions and employers. Teachers have been spending long hours to ensure the validity and reliability of their writing assessment practices. Assessment in writing can be conducted in many forms, depending on what the teacher desires. Teachers may instruct their students to write essays and complete project-based works or portfolios.

Process oriented assessment evaluates the actual task performance. It does not emphasize on the output or product of the activity. This assessment aims to know what processes a person undergoes when given a task (Navaro, & Santos, 2013). This assessment based on observing the development of the learning process as they occur in the students throughout the lesson. It is a step by step interaction where there was input and output at all times between the teacher and the students. The learning objectives in process oriented assessment are stated in direct observable behaviors of the students. Competencies are defined as groups or cluster of skills and abilities needed for a particular task.

In product oriented assessment, the actual student performance is assessed through a product, such as a completed project or work that demonstrates levels of task achievement (Navaro, & Santos, 2013). The teacher may not choose to engage in process that will bring about the final product because that was not being considered. Product assessment focuses on evaluating the result or outcome of the process. Product oriented assessment is often accompanied by a rubric to measure the students' final product.

In relation to the assessment method, Brown (2007) outlines that there are three main ways of assessing writing, namely holistic scoring, analytic scoring method, and triat based scoring method. However, he proposed that in essence there are two main methods in assessing a piece of writing that are commonly used by appraisers, namely the analytic and holistic methods. An analytic rubric articulates levels of performance for each criterion. A holistic rubric does not list separate levels of performance for each criterion. Instead, it assigns a level of performance by assessing performance across multiple criteria as a whole. Many tests make use of an analytic scoring procedure; that is, a score is given for different aspects of a piece of writing, such as grammar, content and organization.

The Previous Study

Based on the strategy that was used by the researcher, there were some previous studies focused on the English language teaching (ELT) writing assessment method. The first research conducted by, Dwiyanti and Suwastini, (2021) entitled "Assessment for Writing Skill in Online Learning". This research was conducted in a senior high school in Denpasar. This research was conducted by using qualitative research. A structured interview was used in the study, which took a qualitative approach. An English teacher was asked eight questions about how the English teacher conducted the online learning writing assessment. Furthermore, the teacher faced a few obstacles in conducting writing assessments on online learning, such as plagiarism/originality of students' writing and time management. To solve this problem, the teacher warned the students about plagiarism and used an online plagiarism checker to verify the authenticity of their work. Moreover, in order to solve the problem of time management, the teacher strictly divided her time between planning, teaching, and assessing. The researcher also suggested that teachers be trained to conduct online assessments, especially for writing skills, and that other researchers conduct studies on online assessments for the other three skills: listening, speaking, and reading.

The second researcher was conducted by Pardede. et. al (2022) entitled "Writing Assessment by Junior High School English Teacher". This research was conducted on the ten English teachers teaching junior high schools in North Sumatra. This research provides both descriptive and qualitative evidence by distributing questionnaires as research instruments in the form of Google forms. The assay test results were used to collect the result data. This research showed that writing assessments take the form of planning, implementation, and assessment, which are obstacles to learning for teachers. The following teacher strategies for assessing students' writing abilities were discovered in this study: constructive and contextual methods; rubrics; simple text; essays; case studies; and problem-based learning. Furthermore, the findings of this study suggest that learning to write can help improve vocabulary, pronunciation, and spelling.

The Third research, Khansa and Mukaromah (2022) entitled "Writing Assessment Strategies for Online Learning During Pandemic Era". This research was conducted on the English teachers in learning English during online learning at SMK BH PGRI Blora. The

method of analysis carried out by researchers in this study is a qualitative descriptive method. As a result, the English teachers at SMK BH PGRI Blora use a variety of assessment models in online learning, focusing on students' writing abilities. This is done because the teacher wants to improve the students' writing skills, particularly in English. Several assessment models are used by teachers during online learning, including handwriting, filling in blanks, picture descriptions, grammatical tasks, scrambled words, and short-answer questions. Teachers use a variety of writing assessment models in order to provide students with a more varied assessment. The goal of this study was to describe the English teacher's assessment strategy for online learning during the pandemic era, especially in writing skills. This study showed the suitability of those assessment strategies in relation to the four principles of language assessment.

From the results of 3 previous studies above, there are some differences with this research. This research conducted on the English teacher in Senior High School. This research provides qualitative evidence by using thematic analysis. The researcher conducted this research because both of the previous studies had the same result focused on the English language teaching (ELT) writing assessment method.

Research Method

The design of this research was qualitative research. The data collected in the present study is the assessment methods employed by the English teacher in assessing the students' writing. The present study was conducted in SMAN 1 Kencong after the headmaster and the English teacher gave access to conduct the classroom observation in this school. The English teacher of SMAN 1 Kencong was the research participant. There were two English teachers to be participant in this research. They taught English in grade XI, which used the curriculum 2013 as a target. In collecting the data, the researcher conducted the observation, interview, and documentation.

The observation method used to collect the main data about the methods in assessing writing practiced by the English teacher at SMAN 1 Kencong. The observation was conducted 4 times, (i.e. at the time when writing skill is taught). The researcher observed two English teacher. There were 4 classes observed, two classes for each teacher. The instrument used to collect the data was field notes (Ary et al., 2010).

In-depth interviews are a qualitative data collection method that allows for the collection of a large amount of information about the behavior, attitude and perception of the interviewees. During in-depth interviews, researchers and participants had the freedom to explore additional points and change the direction of the process when necessary. The researcher used a structured interview method. The interview was conducted to get data about the teachers assessment used by the English teacher during teaching writing.

Another method of collecting data used in this research was documentation. The purpose of documentation was to collected data in the form of lesson plans. By the teacher permission, the researcher collected the teacher's lesson plan.

The obtained data from the observation, interview and documentation were analyzed by using thematic analysis. There were three steps in data analysis method, transcribing and compiling the data, re-reading the transcribed data, and conducting the results.

Findings

To determine what method the teacher was used to assess English writing skill, the researcher described each of the results of the data that has been collected. The researcher described the findings of the observation, interview, and documentation.

The researcher was observed two English teacher in grade XI. There were 4 classes that had been observed (two classes for each teacher). Based on the observation, the English teacher observed the students' attitude and measured the students' writing performance. He gave the students' attitude score by observing the `students' activeness in the class, and the students' manner. The teacher applied the steps in the lesson plan when he was teaching and assess in the classroom, although there were some steps did not same and did not in sequence with the lesson plan. From the data observation, in assessing students' writing performance, the teacher asked the students to make a text of activities in the past and analytic exposition, and then he assessed the students' assignment. In the students' assignment the teacher also corrected the student's error, such as in making question/sentence, grammatical structure and words spelling. If there are many mistakes on the student's result of writing, the teacher gave remedial to the students. The teacher used process assessment in guiding the students to make a good questions/sentences. And the teacher also used product assessment in assessing the students' final task. In the students' final task, the teacher also gave some feedbacks besides corrected the students' assignments because in analytical scoring method, the teacher who has assessed the students' assignments must gave feedbacks.

The data that has been collected in the interview are as follows: First, from Mr. E he said that two kinds of curriculum are being applied in SMAN 1 Kencong. The first is 2013 curriculum for grade XI and XII, the second is Merdeka curriculum for grade X. In assessing writing skill for the students, he usually use scoring rubric and sometimes assess directly. Directly means there were words or grammar that he corrected. Sometimes he used the concept of pair, share and group. It can be individually, with a classmate or in a group. Then the results of their products were displayed in front of the class and they analyzed together. He did not immediately correct it, but he returned it to the student. Then he gave some feedback.

Second, the result of the interview from Mr.H, in assessing writing skill for the students, he usually used scoring rubric and there are also remedials. When assessing the students, the first, for example when students asked to make a conversation about the material. So for the first meeting he introduced them to speaking and reading, after that for the second meeting he asked them to make a written dialogue. Then the next role-play, they asked to role-play a dialogue with a certain theme. So there were assessment of speaking and writing in making written dialogues. He didn't think there was any difficulty in assessing writing, he will see whether the grammar they used is correct, whether the spelling is correct, and how creative they are. Sometimes students who were interested in English are good, automatically their writing is good. When his interest is not good, he gave him a KKM score with the addition of a few assignments. In other words, using remedial, but the remedial for each student is not the same.

Based on the data collected in the lesson plan, the teachers assessed the students work used analytical scoring method and supported by scoring rubrics. In addition, in the lesson plan there was a student attitude assessment table that must be filled by the teacher to observed the `students' activeness in the class and the students' manner.

Discussion

Based on the results of the observation, interview and documentation, the teacher used analytical scoring method to assess the students' writing of the two topics of the text (analytical exposition and past activity). The teacher used process assessment in guiding the students to make a good sentences and when he giving feedbacks to the students. He also used product assessment to measure the students' final task. In the product assessment the teacher analyzed the students' text such as grammar, content, and organization. Besides of the teacher gave score in the students' paper, he also made a correction on the students' error. The teacher stated that he gave some corrections, it aims to provide feedback to the students. By giving feedback to the students, he hoped the students will do better on the future. The teacher also used students attitude table to assess the students' attitude by observing the `students' activeness in the class, and the students' manner.

Conclusion And Suggestion

Based on the analysis and discussion in the previous chapter, it can be concluded that the teacher used process assessment in guiding the students to make a good sentences and when he giving feedbacks to the students. To measure the students' final task, they also used product assessment. The teacher also used analytical scoring method supported by scoring rubric to assess the students' writing. The teacher also used students attitude table to assess the students' attitude by observing the `students' activeness in the class, and the students' manner.

Related to the findings of the implementation the teacher's assessment method in the teaching English writing skill at SMAN 1 Kencong, Jember. The writer would like to give some suggestion to the English teacher and the other researchers. The teacher is suggested to explain the materials in detail to make students more understand about the material that has been taught and get better grades. And the teacher is suggested to provide a variety of task exercise to get a better assessment. It is highly suggested further research to conduct an observational research which is very limited in number and also limited in references to be obtained by the other researcher especially in Indonesia. It is useful for the next researcher toconduct another research to use multi-case study design with context in several senior high school in other country.

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