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Writing Skill At The Tenth Grade Students Of SMAN 4 Kediri

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ABSTRACT Title: THE IMPLEMENTATION OF ASSESSMENT TO DEVELOP STUDENTS WRITING SKILL AT THE TENTH GRADE STUDENTS SMAN 4 KEDIRI In everyday language, when it comes to education, assessment refers to the process of evaluating an individual's knowledge and abilities. To examine an object's inherent condition, this study utilizes qualitative approaches where the researcher acts as the central instrument.

This study aims to: Describe how the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri. To mention what problems faced by teacher when they do assessment in writing skill at the tenth grade students at SMAN 4 Kediri, and To describe the strategists used by teacher to solve the problems while doing assessment in writing skill at the tenth grade students at SMAN 4 Kediri.

Observation, interviews, and documentation are the instruments used. In one class of students in eleventh class, there were 25 research participants. In this study, students were given five English questions regarding explanation texts that took the form of descriptions, and they were then instructed to write down their answers.

Triangulation and combination methods are used in data collection procedures, so that assessments can be made that participants are still provided a hypothesis and have plenty of practice chances during evaluation in the classroom, just as it always was. In order to make it simpler for students to create a writing framework, the teacher presents the Four-Square approach to them.

Teachers direct students to make outlines for their writing in order to practice their writing skills. Teachers were discovered to employ a direct (instructional) approach. Students have the chance to develop their ideas using this strategy. Students are helped by instructional strategies in understanding the subject when writing skills are assessed.

Keywords: Assessment, Writing Skill, Writing Assessment at School. CHAPTER I INTRODUCTION Background of the research In everyday language, assessment in

education refers to measuring an individual's knowledge and skills. In higher education, the term "outcomes assessment" has evolved over the last thirty years to mean combining individual measurements to identify group strengths and weaknesses, which can then be used to guide improvement efforts. (Banta & Palomba, 2015). Teachers need to assess the students' progress, competence, and accountability during the learning process.

There needs to be a more thorough evaluation of the student's work, starting with the difficulties that students experience when working on written assignments, how the teacher assesses the work, and how the teacher offers solutions to the problem (Alderson, 2000). Performance-based assessment often includes written production, open-minded response, integrated performance, group performance, and other interactive tasks, rather than merely written selected response tests.

Performance-based evaluation in the context of English language instruction might make it difficult to discern between formal and informal assessment. In recent years there has been a reaction to the heavy emphasis on paper-and-pencil testing. Some critics have contended that there should be more emphasis on the assessment of authentic, "real-life" tasks (e.g., solving problems that exist in).

The importance of focusing more attention on the actual performance of students. Formative and summative assessments are the two different types of evaluations. Considering the differences between these two exams, both are utilized to determine the learning of the students. When it comes to timing, formative and summative assessments are different.

Summative assessment takes place at the conclusion of the learning unit, while formative assessment occurs during the learning process. Effective writing encompasses essential elements like a rich vocabulary, proper grammar, and accurate spelling. However, these elements may not be adequately represented in a writing task because we tend to utilize familiar words, employ sentence structures that are easy to punctuate, and replace challenging spellings with simpler ones. Consequently, in our writing, we can camouflage our weaknesses.

To address this, a separate assessment specifically targeting vocabulary, grammar, and spelling can help identify these weaknesses and contribute to improving writing skills. It is important, though, not to interpret the test results as a measure of overall "writing ability." While these tests assess knowledge relevant to writing, the actual writing itself should be evaluated through performance assessment to gauge true writing ability.

Likewise, before conducting an experiment, tests can be used to determine how well students know the information needed for a well-controlled experiment (Gronlund, 1998). Starting with an case in which students are given a paragraph-writing task and are able to complete it quickly, and how the teacher then implies a learning approach and conducts an evaluation, In this research, the researcher has an interest to create a research on the result of the student's writing class for the first semester students at SMAN 4 Kediri and the researcher wants to know the students' ability in assessment in writing.

Scope of the Research This research deals with the application of assessment to develop students' writing skill. Thus, the researcher describes what the aims of assessment on the writing class are. Hindering the misunderstanding, the researcher gives limitation for this research, as follows: The researcher limits the problem on the type and the time in implementation of assessment in writing skill in the tenth grade students of SMAN 4 Kediri.

The implementation of assessment to develop writing skill at the tenth grade students of SMAN 4 Kediri are limited in techniques to assess writing skills at the class in learning English at SMAN 4 Kediri. Research Questions Based on the scope of the described research, there are several issues that can be identified in assessing and improving

students' writing skills in the classroom.

The problem that is discussed in this research paper are stated as follows: How is the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri? What problems faced by teacher when they do assessment at the tenth grade students at SMAN 4 Kediri? What are strategiest that used by teacher to solve the problem while doing assessment in writing skill at the tenth grade students at SMAN 4 Kediri? The Aims of the Research The main purpose of this research is to utilize assessment methods to enhance students' writing skills at the Tenth Grade in SMAN 4 Kediri.

The focus of the study is on improving students' writing abilities through the implementation of appropriate assessment techniques and strategies. Based on the problem of the research above, the researcher has objectives of the study are to: Describe how the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri.

To mention what problems faced by teacher when they do assessment in writing skill at the tenth grade students at SMAN 4 Kediri, and To describe the strategists used by teacher to solve the problems while doing assessment in writing skill at the tenth grade students at SMAN 4 Kediri. Significance of the Research The Lecturer The researcher expects that this study will help in the improvement of evaluation methodologies.

The Researcher The researchers hope that the findings of this research will provide new information on assessment, and that the findings will serve as a guide for individuals interested in doing research. The students Indeed, this research holds significant potential benefits for the students. By applying the findings and recommendations from this study, students can be motivated to enhance their writing skills.

Definition of Key Terms Assessment Assessment is the process of gathering information and making judgments about a learner's knowledge, whereas evaluation is the process of gathering and analyzing data to make choices regarding the efficacy of an educational program (Stewart, 2008). Writing Skill Writing is one of the four language skills that requires a special attention.

It is a significant skill in language production as its role is to convey the message accurately and effectively, and its proficiency plays a major role in communication by (Kellogg, 2008). Writing Assessment at School Teachers may be using the wrong tools to measure students' achievements when administering tests. The methods used by teachers to measure students' progress may not correspond to the curriculum being

implemented.

In one school, various English instructors in one school tended to judge their students' achievement using diverse evaluation strategies.

CHAPTER II REVIEW OF RELATED LITERATURE Theoretical Framework In this chapter, the focus is on the theories that underpin the comprehension of the problem formulated in Chapter I. The review will be presented under four subheadings.

The first part will delve into the Concept of Assessment, exploring the fundamental principles and approaches related to assessment in education. The second part will concentrate on the Writing Skill, analyzing the various aspects and components involved in developing effective writing abilities. The third part will elaborate on the Characteristics of Teaching Writing, highlighting the key elements that contribute to successful writing instruction.

Finally, the fourth part will delve into Writing Assessment at School, examining the methods and techniques used to evaluate students' writing performance within an educational setting. Literature Review Definition of Assessment Assessment is an excellent option for all the curriculum, because it covers several aspects of student evaluation.

Assessment is defined as several types of evaluation that reflect student learning, accomplishment, motivation, and attitudes on instructionally relevant classroom activities by (Jacobs, 2010). Meanwhile, genuine assessment, as defined by (Saputra & Lidiah Marfuah, 2018) is a type of assessment in which students are required to complete real-world tasks that demonstrate the application of fundamental knowledge and abilities. Assessment is a continual process that contains many different issues.

The teacher is automatically judging the student's performance whenever he or she responds to a question, offers a comment, or tries out a new phrase or structure. Self-instructors, and occasionally other students judge written performance, which can range from a scrawled line to a structured essay. A significant portion of a teacher's informal evaluation involves classroom assignments designed to assess a student's performance without necessarily documenting specific outcomes or making definitive judgments about their competence.

This range of evaluation comprises various activities, such as providing minor comments on papers, giving feedback on essay drafts, offering pronunciation improvement advice, suggesting strategies to overcome difficulties, and demonstrating effective note-taking methods to aid in better content retention. While observing a student's frequency of verbal participation in class can be considered a more formal evaluation, it is not typically a formal test.

Tests, on the other hand, are usually brief in duration, often taking place within a single

class session or a few hours, and rely on a limited sample of a student's behavior or performance. For practical purposes, almost all methods of informal evaluation are formative. Their main interest is the learner's language's continued development.

In straightforward terms, a test is a tool used to evaluate a student's aptitude, knowledge, or performance in a particular subject or area. It involves the use of measures, which are instruments comprising a set of techniques, methods, or tasks that the test-taker completes to demonstrate their abilities and understanding. Tests serve as valuable tools for educators to gauge students' progress and grasp of the subject matter.

A question on recognizing the right usage of definite items measures specialized knowledge, while a multi-skill competency exam establishes a broad competence level. Indeed, the way test results or measurements are conveyed can vary. While a test assesses a student's performance, the outcome reflects the test-taker's testability or competence, to use a linguistic term.

Language tests, for example, typically focus on one specific aspect of language performance, such as speaking, writing, reading, or listening. Each test targets a subset of language skills. Although a test evaluates a specific domain, the actual performance on the test may only cover a limited sampling of the test-taker's abilities.

In the case of proficiency tests, the domain is overall proficiency in a language, which encompasses a broad range of language skills. Test designers worldwide are now increasingly prioritizing this new and more student-centered objective in language courses and programs. The emphasis is on evaluating students' comprehensive language competency rather than just isolated language skills (Alderson, 2000).

Performance-based language assessment typically includes oral production, written production, open-ended responses, integrated performance (across skill areas), group performance, and other intensive tasks, rather than just offering a paper-and-pencil selective response test of a plethora of separate items. Absolutely, the design of communicative, performance-based assessment rubrics presents ongoing challenges for both assessment experts and classroom teachers.

Despite these challenges, the efforts to enhance different aspects of classroom testing are vital in advancing our current understanding of effective assessment practices. By tackling these issues and working to improve assessment methodologies, educators can create more authentic and meaningful assessments that truly reflect students' abilities and progress.

This continuous pursuit of better assessment strategies ultimately benefits the educational community and contributes to the overall improvement of the assessment process in classrooms. An oral **interview is a good** example of an interactive language evaluation process. The test-taker must listen carefully to another person and reply appropriately.

Both assessment professionals and classroom teachers are continually challenged by the construction of communicative, performance-based assessment rubrics. Such efforts to enhance various aspects of classroom testing are accompanied by several intriguing difficulties, all of which are contributing to our current understanding of successful assessment.

Assessment Tools Indeed, the earlier descriptions of performance-based classroom assessment imply a growing inclination to complement traditional test designs with more authentic alternatives that elicit meaningful communication. In contrast to traditional assessment approaches, which often involve one-shot, standardized exams with multiple-choice formats and decontextualized test items, performance-based **assessment offers a more** comprehensive and interactive evaluation of students' abilities.

The characteristics of traditional assessment include relying on scores for feedback, using non-referenced scores, focusing on finding the right answer, having a summative orientation, emphasizing the final product, promoting non-interactive performance, and fostering extrinsic motivation. **On the other hand,** performance-based assessment emphasizes ongoing and interactive evaluation, providing valuable feedback for learning and improvement.

It seeks to create real-life situations that prompt students to demonstrate their skills **in a contextualized manner.** This shift towards more authentic assessment methods allows educators to gain a deeper understanding of students' abilities and progress while encouraging intrinsic motivation for learning and growth. The most commonly **used traditional assessment tools are multiple-choice tests, true or false tests, short answers, and essays.**

True or false tests: True or false items require students to make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true or false tests. However, guessing might increase the chance of success by 50%. Especially, when the test item is false, it is quite hard to find out whether the student really knows the correct response.

One possible solution is to ask the student to provide an explanation for the incorrect item, or rewrite the statement correctly. However, this affects the ease in scoring negatively (Basri & Jabu, 2019). Multiple-choice tests: Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons (Peha, 2003). They are fast, easy, and economical to score. In fact, they are machine score able.

They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests. They "look like" tests and may thus seem to be acceptable by convention. They reduce the chances of learners guessing the correct items in comparison to true-false items.

Beside that on the alternative assessment has several explanations, which include; continuous long-term assessment, untimed free response format, contextualized communicative tasks, individualized feedback and washback, criterion-referenced scores, open-ended, creative answers, formative, oriented to process, interactive performance, fosters intrinsic motivation. Essays: Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills.

However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays (Chong, 2019). A rubric can be defined as "a criteria-rating scale, which gives the teachers a tool that allows them to track student performance" (Abrenica, online document).

Instructors have an option to create, adapt, or adopt rubrics depending on their instructional needs. The templates provided on the web might be helpful for them to adjust the generic rubrics into their own instruction (Basri & Jabu, 2019). Short-answer tests: In short-answer tests "items are written either as a direct question requiring the learner fill in a word or phrase or as statements in which a space has been left blank for a brief written answer" (Basri & Jabu, 2019). Furthermore, the questions need to be precise.

Otherwise, the items that are open to interpretations allow learners to fill in the blanks with any possible information. Alternative assessment methods differ from traditional assessments in several ways. They offer continuous long-term evaluation, an untimed and free response format, contextualized communicative tasks, personalized feedback, open-ended and creative answers, formative learning, interactive performance, and foster intrinsic motivation.

These methods encourage meaningful tasks and interaction, promoting deeper understanding and fostering students' internal motivation to learn and excel. They also encourage creative and innovative thinking, allowing students to express themselves in unique ways (Birgin & Baki, 2007). The two common alternative assessment techniques, portfolios and projects, are discussed below.

Portfolios: Portfolios consist of student work that displays mastery of skill of the task and expression. (Birgin & Baki, 2007) define portfolios as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for judging merit, and evidence of student self-reflection".

Because of their cumulative nature, while portfolios offer numerous benefits, such as showcasing a student's growth and progress, providing a holistic view of their achievements, and encouraging reflection on their own learning journey, the practicality of implementing portfolios can be a challenge. The time and effort involved for both students and teachers might be substantial, especially in large classes or with limited resources. (Birgin & Baki, 2007).

Electronic portfolios (e-portfolios) offer a powerful application of alternative assessment at a distance. By using e-portfolios, students can experience several benefits that contribute to a more comprehensive and meaningful assessment process. An electronic portfolio, or e-portfolio, is a technology-based form of authentic student-based assessment.

It serves the same purpose as a traditional portfolio, showcasing students' work and achievements. The key distinction lies in its digital nature, as electronic portfolios are stored and accessed using computer technology. This digital format offers several advantages over traditional portfolios, including space efficiency, as information can be stored on computer hard drives, floppy discs, or CD-ROMs, reducing physical storage requirements.

However, the practicality of e-portfolio use depends significantly on both the instructors' and learners' knowledge of computer technology. To effectively implement e-portfolios, educators and students need to be familiar with the necessary tools and platforms. Projects: Projects can be created individually or as a group. They can possess authenticity, real life related concepts as well as prior experience of the learners.

Any type of method that displays what students know about a specific topic, i.e.

development of plans, art work, research proposals, multimedia presentations, is considered a project. Problem-based learning requires learners to use their problem solving skills to respond to a given situation.

For instance, they can be presented with a scenario and asked to provide strategies or solutions. The goal of this task is for the assigned individuals or groups to conduct research, gather information, and present their findings using various methods such as multimedia presentations, role-plays, and written reports.

This type of task is commonly used in educational settings, professional environments, and collaborative projects to encourage creativity, critical thinking, and effective communication. (Green, 2006). In recent years, there has been a significant increase in the use of computer-based testing for assessments. These assessments involve test-takers responding to questions and tasks on a computer rather than using traditional pen-and-paper methods.

There are different types of computer-based tests, ranging from small-scale tests available on websites to large-scale standardized tests that involve a substantial number of test-takers. One specific type of computer-based test is the Computer Adaptive Test (CAT). This approach has been around for some time but has gained momentum and popularity in recent years.

In a CAT, each test-taker is presented with a customized set of questions based on their responses to previous questions. The test adapts to the individual's performance in real-time. If a test-taker answers a question correctly, the next question might be slightly more challenging, while an incorrect answer might lead to a slightly easier question.

The CAT begins by presenting the test-taker with a question of moderate difficulty. This question serves as the starting point for the assessment. As the test-taker responds to each question, the computer scores the answer immediately. This real-time scoring allows the computer to assess the test-taker's performance instantly.

The CAT algorithm uses the test-taker's responses to determine the next question to present. If the test-taker answers a question correctly, the algorithm interprets this as an indicator of higher proficiency. Consequently, the next question will likely be more challenging.

If the test-taker responds incorrectly to a question, the algorithm adjusts the difficulty level downward. It presents a question that's somewhat easier in order to further evaluate the test-takers skill level accurately. The CAT process continues dynamically as

the test-taker progresses through the assessment.

The computer continuously adapts by selecting questions based on the previous responses, aiming to determine the test-taker's proficiency level with precision. Computer-based testing can be integrated into classroom instruction, allowing students to practice and assess their skills in a digital environment. Individuals can independently test various aspects of language skills, such as vocabulary, grammar, and **the four language skills** (listening, speaking, reading, and writing). Computer-based tests provide valuable practice for upcoming high-stakes standardized tests, helping test-takers become familiar with the format and content.

Computer Adaptive Testing (CAT) offers tailored assessments, adapting question difficulty to individual performance levels. Unsupervised classroom-based computerized tests can be susceptible to cheating, potentially compromising the integrity of the assessment. The multiple-choice format, commonly used in computer-based tests, can still suffer from poorly designed questions that do not accurately assess knowledge or skills.

Computer-based testing tends to favor multiple-choice questions due to the challenge of scoring open-ended responses manually, which may limit assessment of certain skills. Computer-based testing may lack the human interactive element, particularly in oral production assessments, which can impact the assessment of certain language skills.

Assessment is an integral part of the teaching-learning cycle. In an interactive, communicative curriculum, assessment is almost constant. Tests, which are a subset of assessment, can provide authenticity, motivation, feedback to the learner. Test are essential components of a successful curriculum and one of several partners in learning process, and basic principles of assessment includes; periodic assessment (both formal and informal), appropriate assessment (reinforcement and information), assessment confirm areas of strength and pinpoint areas needing further work, assessment can provide a sense of periodic closure to module curriculum, assessment can promote student anatomy by encouraging student's self-evaluation, assessment can spur learners to set goals for themselves, and last assessment can aid in evaluating teaching effectiveness.

Principle of Language Assessment How can we tell if a test is successful? For certain reasons, those questions can be answered by answering a question like, "Can it be delivered within acceptable administrative coordination?" Is it trustworthy? Does it accurately measure what we're looking for? These and other questions aid in the identification of five cardinal testing criteria: practicability, validity, authenticity, and

washback.

A Practically Test A language competency exam that takes an unreasonably long time, such as five hours, may not be practical. Long test durations can lead to fatigue, reduced attention, and potential validity concerns. Efficient use of test-takers' time while still achieving the assessment's goals is essential.

For a large group of test-takers and limited examiners, a test that requires personalized one-on-one proctoring can be challenging to implement. The logistics of providing individual attention to a large number of test-takers can be impractical and resource-intensive. If the test takes place a thousand miles away from the nearest computer, a test that can only be scored by computers is impractical.

The value and quality of a test can sometimes be determined by such practical considerations. A practical test is one that is not overly expensive, keeps within reasonable time constraints, is generally straightforward to conduct, and includes a specific and time-efficient scoring/evaluation technique. Reliability A repeatable test is reliable and consistent.

If we administer the same test to the same student or a group of students two separate times, the results should be identical. The best way to solve test reliability concerns is to explore a variety of elements that may lead to test unreliability. Consider the following possibilities: volatility in the student, scoring, test administration, and the test itself.

Rater-reliability difficulties aren't confined to situations involving two or more scorers. Because of imprecise scoring criteria, weariness, bias against certain "good" and "poor" students, or plain carelessness, classroom teachers frequently experience intra-rater reliability. Measurement inaccuracies can also be caused by the test's maturity.

If an exam is excessively long, test takers may grow tired by the time they get to the last few questions and reply incorrectly. One way to deal with intra-rater unreliability is to read through roughly half of the exams before deciding on final scores or grades, then go back over them again to guarantee a fair assessment.

Because writing competency encompasses multiple features that are difficult to describe, rater realism is especially challenging to establish in writing skills tests. However, carefully specifying an analytical scoring tool can improve rater dependability (Brown, 2004) Validity The validity, "the amount to which inferences formed from assessment results are acceptable, relevant, and valuable in terms of the assessment's goal," is by far the most complicated requirement of a successful test and possibly the

most crucial concept (Putri et al., 2019). There is no unattached, absolute measure of test validity, and it can be supported by a variety of data.

In some cases, it may be required to analyze how much a test demands performance that corresponds to the unit of study under consideration. Other concerns concerning a test's validity may center on the ramifications of the test's validity beyond evaluating the test's criteria, or even on the test-taker's validity.

A second type of evidence supporting a test's validity is what is known as criteria-related evidence, sometimes known as criterion-related validity, or the amount to which the test's "criterion" has been met. Concurrent and predictive validity are the two most common types of criterion-related validity. If the outcomes of a test are supported by other contemporaneous performances outside of the assessment, it is said to have concurrent validity.

The best way to show criterion-related proof in the context of teacher-made classroom assessments is to contrast the results of assessments with the results of some measure of the same criterion. A classroom intended to measure mastery of a point grammar in communicative use will have criterion validity if test results are supported by either observed later conduct or other communicative measurements of the grammar point in issue.

Construct validity is a third of the data that can establish validity, although it does not play as big a part for classroom teachers. Any theory, assumption, or model that aims to describe observed perceptual phenomena is referred to as a construct. Constructs may or may not be directly or empirically measured, and inferential evidence is frequently needed for verification.

While "self-esteem" and "motivation" are psychological conceptions, "proficiency" and "communicative competence" are linguistic concepts. Theoretical concepts are involved in almost every problem related to teaching and acquiring languages. Construct validity is a significant problem when validating large-scale standardized assessments of proficiency because they must follow the practical principle, sample only a small portion of the language, and may not fully encompass the content of a given skill.

The fourth type of validity is consequential validity, which includes all of a test's effects, including how well it measures the intended criteria, how well test-takers are prepared, how learners are affected, and the (intentional and unintentional) social repercussions of how it is used and interpreted. A test's validity is the fifth category of validity.

The degree to which students perceive the evaluation as fair, pertinent, and helpful for enhancing learning—commonly referred to as face validity—is a crucial component of consequential validity. Face validity is the degree to which a test appears to measure the knowledge or skills it claims to measure, based on the subjective assessment of the test-takers, the decision-makers in the administrative realm, and other observers without a deep understanding of psychometric measurement.

Face validity is not something that a teacher, or even a testing expert, can directly test. It is entirely dependent on how the test-taker, or perhaps the test-giver, instinctively interprets the instrument. In order to achieve validity, substance validity is a crucial component, as was already mentioned above.

Although validity is a difficult concept to grasp, it is essential to the teacher's comprehension of what constitutes a good test. A test is more likely to be taken seriously if it contains real content representative of what the students have accomplished or anticipate accomplishing. Authenticity Authenticity is a fourth important principle of language testing that is difficult to describe, especially within the art and science of assessing and constructing tests.

Authenticity is defined by (KALAY , 2020) as "the degree of congruence of the characteristics of a given language test task to the features of a target language task," and they propose an agenda for selecting target language tasks and converting them into legitimate test items. Authenticity may be present in a test in the following ways: the test language is as natural as possible, items are contextualized rather than isolated, the topics are meaningful, which means they are relevant and interesting to the learner, and the last task represents, or closely resembles real-world tasks.

The dependability of test tasks has significantly improved in recent years. Two or three decades ago, unconnected, uninteresting, and fake items were recognized as critical components of testing. Things have changed; it was once believed that large-scale examinations could not encompass the execution of productive skills while keeping within cost constraints, but many such tests now incorporate speaking and writing components.

Applying Principles to the Evaluation of Classroom Tests In practice, it is influenced by the teacher's time constraints, expenses, and administrative issues, as well as what happens before and after the test to some extent. Practicality is relatively determined by the teacher's (and the students') time constraints, costs, and administrative details, as well as what occurs before and after the exam. Furthermore, dependability includes both the instructor and the test.

Test and test administration reliability can be attained by making sure that each learner receives equally high-quality written or auditory information. Additionally, the test and the teacher must steer clear of at least four unreliable sources in order to ensure that all students receive information of the same caliber, whether it is written or spoken.

The degree to which tasks that were covered in earlier lessons in class and are directly related to the objectives of the unit are required of students as part of the assessment. The primary source of reliability for an exam given in a classroom is topic validity. The extent to which the evaluation asks students to perform tasks that were a part of earlier lessons in the classroom and that are directly related to the base unit's objective.

Designing Classroom Language Test The first step in creating a test for students is to figure out what the test's purpose is.

Defining the purpose will assist teachers in selecting the appropriate type of test and focusing on the test's unique objective. As teachers, we will almost definitely need to create two types of exams: **language aptitude tests and language proficiency** tests, as well as three types of testing: **placement tests, diagnostic tests, and** accomplishment tests. Information about their preferred learning styles as well as their potential strengths and weaknesses.

Any exam can predict language learning success provided it includes self-awareness, active strategies, learning involvement, and strategy-based instruction. Proficiency Test **A proficiency test measures** an individual's general aptitude rather than a specific course, curriculum, or skill in the language. Standardized multiple-choice **items on grammar, vocabulary, reading comprehension, and aural comprehension** have typically been used in proficiency assessments.

Almost all proficiency examinations are summative and norm-referenced. They give results **in the form of** a single score, which is sufficient for the gate-keeping role they perform in allowing or denying people entry to the next step of their journey. The Educational Testing Service's Examination **of English as a Foreign Language** (TOEFL) is an example of a standardized competency test.

The TOEFL includes components on listening comprehension, structure (or grammatical accuracy), reading comprehension, and writing expression. An oral production portion will be included in the new computer-based TOEFL, which will be accessible in 2005. The description of linguistic skill is an important topic in proficiency testing.

Test takers must complete authentic examples of English language use in a specific

situation. The task creation and research validation processes take time and money. It is not recommended that language teachers create an overall proficiency test on their own. Placement Tests Certain proficiency exams can serve as placement assessments, guiding students to a certain level of language curriculum or school.

A placement exam typically, but not always, comprises a sample of the content that will be covered in the various courses in a curriculum: a student's performance on the test should indicate the point at which material will be neither too easy nor too tough, but adequately demanding. Placement tests may include testing understanding and production, responding through writing and oral performance, open-ended and limited responses, selection (e.g.,

multiple choice), and gap-filling forms, depending on the nature of the program and its expectations. Some programs simply rely on existing standardized competency exams because of their clear advantages in terms of practicality, scoring speed, and result reporting efficiency. Others like the more open-ended performance statistics offered in written or spoken creation.

The goal of a placement exam is to place students in the appropriate course or level. Achievement Tests An accomplishment exam is linked to the classroom, individual courses, modules, or even the entire curriculum. Achievement exams are confined to topics covered in a curriculum over a specific time period and are given after a course has concentrated on the goal.

Achievement tests can also be used to diagnose what learners need to focus on in the future, but its primary purpose is to establish whether course objectives were accomplished – and relevant information and skills were gained – at the end of a period of teaching. Because they are given at the end of a unit or term of study, achievement assessments are frequently summative. They also have a significant forming influence.

A good accomplishment exam will provide feedback on the quality of a learner's performance in different parts of the unit or course. The formative character of such exams is aided by this washback. The objective of the lessons, unit, or course being assessed, the relative importance assigned to each objective, the task used in classroom lessons during the unit of time, practicality issues, and the extent to which the test structure lends itself to formative washback should all be considered when developing an achievement test specification. Writing Skill One of the four language skills that requires additional focus is writing.

It is an important talent in language production since it is responsible for conveying

messages precisely and effectively, and its mastery is crucial for communication (Kellogg, 2008). According to (Jack Richards & Renandya, 2002) writing is the most difficult skill for second language learners to master. It's difficult not only to generate and arrange ideas, but also to translate them into intelligible language.

Along with significantly higher test scores, teachers who created their own writing programs based on this model note the following advantages over the traditional approaches they previously used; Parents are overjoyed; students work independently with noticeably better on-task performance; students enjoy writing; students write significantly more; low students frequently make as much progress as high students; overall literacy improves across a broad range of reading, writing, and thinking skills; students gain confidence; students demonstrate more accountability; students succeed.

Only a half-century ago, professionals in the field of second language education believed that writing was largely a technique for capturing speech and reinforcing grammatical and lexical elements of language. In industrialized countries, every educated child learns the fundamentals of writing in his or her native language, but only a select few learn to communicate themselves effectively with logical, well-formed structure that achieves a specific goal.

The objective of this section of the writing curriculum is to give students a powerful vocabulary that corresponds to real-world standards for appreciating a piece of writing's quality and spotting areas for development. When assessing writing, we must consider various genres of written language (where the context and objective are clear), types of writing (where the stages of the development of writing ability are taken into account), and micro and macro writing skills. (The objectives can be pointed precisely).

Learning to write also needs feedback, just like learning in general. Feedback turns into a means of communication between teachers and students, who then use it to better each other's writing. Teachers offer feedback on students' work. However, feedback is given to instructors by both students and student teachers.

In order to understand how students can improve their learning, teachers give them feedback. On the other hand, by listening to what students have to say about their experiences, teachers can use this information to organize future lessons. Most of the time, pupils didn't notice any differences between the various assessment types.

Furthermore, compared to teacher-marked assessments, peer assessments and computer-marked assessments gave the students more feedback. Genres of Writing Language The classification method is reformed in this research to cover the most

typical genres that a second language writer may develop, both within and outside of the curriculum's requirements.

There are a variety of language writing styles to choose from: Academic Writing Here are some examples for academic writing; papers and general subject reports, essays, compositions, academically focused journals, short answer test responses, technical reports, theses, and dissertations. Job-Related Writing These kinds of job-related writing include; phone messages, letters or emails, memos (e.g., interoffice), reports (e.g.,

job evaluations, project reports), schedule, labels, signs, advertisements, announcements manuals. Personal Writing Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fictions (e.g.,

short stories, poetry, etc.) are examples of personal writing. Types of Writing Performance Here, four types of written performance are discussed, each of which encompasses a wide spectrum of written work. Each category is similar to the categories described for the other three talents, however these categories represent the skill area's distinctiveness, as they usually do. Imitative. The student must understand the essential, basic tasks of writing letters, words, punctuation, and very short phrases in order to form written language.

In the English spelling system, this category comprises the capacity to spell correctly and comprehend phoneme-grapheme correspondences. It's a stage where students are attempting to master the mechanics of writing. At this point, the major, if not exclusive, focus is on form, with context and meaning becoming secondary modern. Intensive (controlled).

Skills in developing acceptable language within context, collocations and idioms, and accurate grammatical elements up to the length of a sentence go beyond the fundamentals of imitative writing. While meaning and context play a role in judging accuracy and appropriateness, most assessment tasks are primarily concerned with form, and the test design is very tightly regulated. Responsive.

The evaluation activities here demand that learners execute at a limited discourse level, linking sentences into paragraphs and generating a logically connected sequence of two or three paragraphs. Pedagogical directions, lists of criteria, sketches, and other guidelines are used to create tasks. Quick narratives and descriptions, short reports, lab reports, summaries, brief replies to reading, and interpretations of charts and graphs are

all examples of writing genres. Extensive.

Extensive writing entails comprehending all writing processes and techniques for a variety of objectives, up to and including an essay, a term paper, a significant research project report, or even a thesis. Writers concentrate on accomplishing a goal, rationally arranging and developing ideas, employing details to support or show ideas, exhibiting syntactic and lexical diversity, and, in many situations, going through numerous revisions to get to the final output.

Micro and Macro Skills of Writing We go to the taxonomy of micro and macro skills to aid in the definition of an assessment procedure's final criteria. Early micro skills are more suited to imitative and intensive writing activities, but macro skills are required for effective mastery of responsive and extended writing.

Process graphemes and orthographic patterns of English, procedure writing at an efficient rate of speed to meet the goal, and procedure an acceptable core of words and employ suitable word order patterns are some of the items contained in micro skills. Employ accepted grammatical systems (e.g., tense, agreement, and pluralization), patterns, and norms, how to communicate a certain meaning in various grammatical forms, and lastly, use coherent devices in written discourse are all micro skills.

While in macro skills, use rhetorical forms and conventions of written discourse, appropriately accomplish the communicative function of written texts according to form and purpose, and also convey links and connections between events, as well as communicative such as main idea, supporting idea, new information, given information, generalization, and exemplification.

Finally, develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation using pre-writing devices, writing with fluency in first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Aspects in writing There are a lot of factors that need to be taken into account if the English teacher's objective is to help students write in fluent, correct, and suitable ways. Purpose.

Narrative, descriptive, argumentative, and expository writing have traditionally been the four main genres of writing; however, some authors have recently discussed expressive, persuasive, literary, and referential writing as additional styles of written discourse. There should always be a purpose or rationale for writing, regardless of the labels utilized. This needs to be considered by teachers when creating writing assignments.

They ought to provide the writing assignment context and a goal. Audience. Writing with a goal entails writing for a readership. When writing in class, it's crucial for students to keep their audience in mind because, in real life, we often write with a specific kind of reader in mind. The writing assignment should indicate who as well as why the writer is writing.

It is obvious that the description of a location we may get in a tourist guide and the one they can write in a letter to a friend are two completely different things. The content and style may also change depending on the framework the teacher has established. In relation to this, we should also highlight the need to encourage students to write for real audiences, both inside and outside of the classroom (institutions, pen pals, and newsletters). Content. If writers care about their readership, they should build the information **in a clear and compelling manner.**

Without adding more information or veering off topic, the thoughts should be pertinent and address the stated topic or objective. To build their topic, they must also connect thoughts and information between words. Organization. These concepts ought to be arranged **in a clear and** logical sequence. The reader will value the text's meticulous and effective organization, which avoids repetitions, irrelevant concepts, or inadequate illustration.

The layout and organizing conventions are crucial if it is a letter, for instance. To effectively order the text, careful planning is crucial. Grammar and vocabulary. The language used by the writer **should also be accurate, paying particular regard to the rules for verbs, articles, pronouns, prepositions, sentence structures, word order, and** other grammatical elements.

Additionally, they must take care to avoid distracting grammatical mistakes that arise from apparent word similarity to Spanish or from improper or insufficient use of a dictionary. A careful editing process might **help you prevent many** errors. The process is the act of writing. Without a doubt, **writing is the most difficult skill for** second-language learners to master.

It's not just a matter of **generating and organizing ideas, but also** of translating them into understandable language. Authors convert thoughts or impulses into self-started topics through writing, which is a personal act. In order to write, students must incorporate the aim or prompt into their own unique writing style.

According to (Jack Richards & Renandya, 2002) writing skills are quite complex. Both higher-level planning and organizing talents as well as lower-level spelling, grammar,

and word choice skills must be considered by the second language writer. If their language abilities are inadequate, the situation becomes much more difficult.

Writing Assessment in School Curriculum Aspects Teaching productive English writing skills has several benefits for students who are able to communicate in this manner. Writing helps students gain confidence in the language by requiring them to utilize a normal or bilingual dictionary, so expanding their vocabulary. As students consider how words are constructed and spelt, their other abilities sharpen and improve (Hasibuan, 2010).

Writing is a process, and mastering it is without a doubt the hardest ability for second language learners. The challenge is not only in creating and organizing ideas, but also in converting them into legible language. Assessing students' writing was difficult since numerous judgments and conclusions were reached as a result of the examination.

As a result, the assessment should be carried out with care, in a continuous, complete, and precise manner, so that the assessment's outcome is reliable. Since the 2022–2023 academic year, IKM (Implementasi Kurikulum Merdeka) has been used as the nation's curriculum. Teachers conduct initial assessments to identify the potential, characteristics, needs, stages of development, and stages of student learning achievement.

Assessment is generally carried out at the beginning of the learning year, so that the results can be used to make further planning regarding the learning method that should be used. To support Indonesia's educational vision, and as part of efforts to restore learning, the Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while focusing on essential materials and the development of students' character and competence.

Teachers should use suitable ways to represent students' abilities in writing while assessing their writing skills based on each curriculum. As a result, teachers should create appropriate instruments to assist them in determining their students' writing abilities. As a result, the instruments accurately depicted the students' actual circumstances.

Students are anticipated to perform better in creating or authoring types of text (genres) such as a descriptive, procedural, narrative, report, news items, exposition, etc., or functional texts such as advertisements, invitations, messages, notices, etc., based on SBC, especially for writing talent. Writing ability can be demonstrated in students' activities, assignments, or projects that take a long time to complete.

Writing is a continuous process that includes pre-writing, drafting, rewriting, and editing. Teachers should coordinate the usage of criteria based on competence standards and fundamental competency that are established in the curriculum and created in the syllabus when assessing students' writing.

The evaluation of written expression has been described as a complicated interplay among three sets of factors: the test maker's knowledge of how to build the task, the test takers' knowledge of how to do the task, and the test raters' knowledge of how to assess the task. Students must comprehend the goals of learning if they are **to take an active role in their** education. This knowledge is essential for success.

Failure to set goals, according to a previous study, is a substantial barrier to student revision of written writings. Self-regulation, in its simplest form, is students creating their own objectives. The student also experiences difficulties starting their writing assignments, as well as issues with poorly prepared papers and creating and structuring the content **in a clear and compelling manner.**

The difficulties with writing were related to issues with linguistics (language use and vocabulary), cognition (organization and mechanics), and physiological (content)(Riwayatiningsih, 2019). Student-generated objectives, **on the other hand,** appear to be no more effective than goals set by instructors and/or other social mediators. The way goals are worded has a significant impact on students' knowledge of **the writing process and** where their attention is directed.

Much has been written on the differences between learning (mastery) objectives and performance (ego-driven) or task completion goals in terms of student behavior and attainment. Learning objectives are usually held to be better for performance goals, with the latter being avoided at all costs. There is evidence, however that both sorts of objectives may contribute to students' learning and students do not always choose one form of goal over the other; rather, they choose one based on the context.

Helping students generate ideas, providing practice in learning, contextualizing tasks to develop a sense of audience, encouraging students in revision strategies, supporting students with technology, and issues in introducing a process approach are some of the implications of a process approach (Hawe & Parr, 2014). As a result, in practice, teachers evaluate both the output and the process of students' writing.

Teachers should use approaches and ideas that will help **students improve their writing skills** (Hedge, 2015). Important objectives for the job at hand are separated from minor ones while adopting process-oriented evaluation. This **will vary depending on** the

context, since assessing verb tense control may be critical for one instrument but not so much for another.

Perhaps the most fundamental challenge in comprehending writing evaluation as an area of study is that many of the researchers engaged to come from many disciplines and hold divergent and frequently contradictory epistemological and theoretical viewpoints. Of course, the composition is a profession that invites and employs information from a variety of fields and disciplines.

Writing assessment, **on the other hand**, does not just take and exploit information; it is also a field of research for scholars in education and the measuring community. Scoring Writing Performance **There are three steps for constructing a written explanation according to** (Silalahi, 2016) **The first step is a general statement about the event or thing that** will be explained. Then, a series of paragraphs that tell the how or whys.

In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. Teachers need to use an appropriate tool that helps them in assessing students' writing performance. The rubric is an important tool to be prepared by the teachers to give an objective score.

(Urquhart & McIver, 2003) argue that rubrics are very effective **assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics** because they clearly communicate expectations for both teaching and learning.

There are four main types of rubrics, those are holistic rubrics, analytic rubrics, primary trait rubrics, and multi-trait rubrics. The emphasis in holistic rubrics is on what a student does well. A criteria sheet for assessing a paragraph with special focus on **the main idea** is given below: Components of Writing _4-Excellent _3-Good _2-Fair _1-Poor _Total _
_Content (C) _Present **the information in well-chosen details across the paragraph**
_Present **the information with details in parts of the paragraph** _Present the information with some details _Present no clear information _3 _
_Vocabulary (V) _Good vocabulary choice _Error in vocabulary choice are few and do not interfere with understanding.

_Errors in vocabulary choice are and sometimes interfere with understanding. _Many errors in vocabulary choice that severally interferes with understanding _2.5 _
_Grammar (G) _Good in grammar _Errors in grammar choice are few and do not interfere with understanding. _Errors in grammar choice are and sometimes interfere with understanding. _Many errors in grammar choice that severally interferes with understanding _2.5

__Mechanics (M) _Good in spelling, punctuation, and capitalization understanding
_Error in spelling, punctuation, and capitalization are few. _Error in spelling, punctuation,
and capitalization and sometimes interfere with understanding. _Error in spelling,
punctuation, and capitalization severely interfere with understanding _2 __*Adapted
from Brown (2007, p.352).

Writing Rubric Rubrics are powerful tools for both teaching and assessment, which means they are used not only for assessment but also to help students improve their writing. Rubrics can be used in writing classes to help teachers evaluate students' performances and to assist teachers in their teaching. Purpose and Main Idea The writing shows an awareness of audience, even if it does not yet full engage that audience. It also shows some awareness of distinct purpose. The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required.

Main Idea The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required. Development and Support Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Supporting details are appropriate for the target audience and the goal; information from outside sources is incorporated into the text.

Most of our reasoning is sound. Organization The writing is characterized by one or more of the following some attempts at order and structure are noted, even if the writing still contains problems, paragraphing is evident. There is clear paragraphing, as well as attempts at concept transitions and sequencing, and the introduction and conclusion have some development.

Sentence Structure Simple sentences or run-on sentences used excessively, almost exclusively. Frequent errors of sentence structure. Vocabulary & Word Usage Extremely limited vocabulary; choices lack grasp of diction or use of concrete diction; usage is inaccurate or repetitious.

CHAPTER III RESEARCH METHOD In this chapter, the researchers discuss the research design, research location, research sample, research instruments, collecting data, data analysis, and validity test. Research Design In this study, the researchers employed a qualitative research method using a descriptive approach.

Qualitative research is used by individuals and organizations to describe and investigate happenings, events, social activities, attitudes, beliefs, perceptions, and ideas. Qualitative research methods are defined as methodological individualism research methods used to study the condition of natural objects, in which the researcher is a key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning over generalization.

Descriptive research, on the other hand, is a sort of research that tries to describe or characterize existing events, both natural and man-made. The purpose of descriptive research is to generate a systematic, factual, and accurate summary of a population's facts and features. Location and Time of the research Location of the research This research aims to provide a better, more comprehensive image and information, as well as make research easier for researchers. As a result, the author specifies that the study's location is the site where the research will be conducted.

In this case, the research location is located at SMAN 4 Kediri which is located on Jl. Sersan Suharmaji Gg.IX / 52 Kelurahan Manisrenggo, Kediri. Time for research This research carried out from August until September 2022 and October until December 2022. No _Procedure and Activities _Month 1 _Month 2 _Month 3 _Month 4 _ _ _1 _2 _3 _4 _1 _2 _3 _4 _1 _2 _3 _4 _ _ _Proposal drafting and approval _ _ _ _ _Formulation and refinement of research instrument _ _ _ _ _Preliminary studies _ _ _ _ _Data collection of research _ _ _ _ _Data analysis processing _ _ _ _ _Writing report analysis _ _ _ _ _Research Subject Research subject, which is the limit of research where researchers can determine it with objects, things or people to attach research variables. In this study, the subject used by the researcher was an English teacher for tenth grade at SMAN 4 Kediri.

Research Instrument A research instrument is a tool used to measure natural and social phenomena that are observed, and specifically this phenomenon is called a research variable (Jacobs, 2010). The researcher chooses three instruments in collecting all the data, there are documentation, observation and interview. Observation In qualitative research, observation is a common way to collect data.

This teaching and learning activity has been seen and described by the researchers

(Jacobs, 2010). When doing observations, it is a list of certain points that the researchers wish to pay attention to. The assessment of writing skills in SMAN 4 Kediri is the topic of the observation.

As a result, the researcher notices the need to know and the urge to obtain the knowledge. The researchers will monitor the school environment and writing activities as part of this study. As a result, the researcher only looks at certain locations. The observation process was carried out within a period of two months, and the observation time was carried out six times, per each material two meetings.

In the observation process that is held in tenth grade class, and the objects are students in their class researcher observing the learning process in the classroom, especially in writing assessment. It starts with the teacher explaining about the explanation of the text then the assignment is given. The task presented is in the form of a text that must be observed by the student, and after that the student writes down the answer to the question listed in the task. Then the researcher will observe how the students do on the text and whether there are any difficulties encountered by the students.

And the activities shown by the table of observation. OBSERVATION TABLE No _Date
_Activities _Tools _Result _ _2nd October 2022 _Write answer about explanation text
_Short answer test _Teacher give the test about explanation text, the students answer
the questions.

_ _9th October 2022 _Make a conclusion on the text _Short answer test _Teacher told
the students to make conclusions from the text. _ _16th October 2022 _Make a title to
essay from one topic. _Essay _Teacher told the students to create one title to make an
explanation text essay _ _23rd October 2022 _Create an outline to make an essay
_Essay _Teacher help students to make an outline to their essay, before they write a
paragraph.

_ _06th November 2022 _Write an essay _Essay _The teacher checks the student's work
by paying attention to vocab, grammar, and the authenticity of the student's work. _ _
_13th November 2022 _Collecting essays _Portfolio _The teacher asks students to submit
their essays, then an assessment will be given. _ _ Interview The interview is a meeting
between two people in which they exchange information and ideas by asking and
answering questions (Shidiq & Choiri, 2019).

There are teacher and student interviews for data gathering of resources, activities, media, evaluations, and student issues. It signifies that the researcher will need to conduct an interview to explain the information gathered. The following is a list of

questions that will be used to gather data for the research.

Then there are the questions that are asked in order to learn more about speaking actions. The researcher can obtain detailed information by combining these strategies. The interview was held on November 22nd 2022. The interview process was conducted once, with the object of an English teacher in SMAN 4 Kediri and the interview process carried out for approximately fifteen minutes. And the interview evidence is in the form of a voice recording between the researcher and the source, which in here is an English teacher. Here are some questions asked: How do you apply assessment, especially in improving writing skills to students? What are some of the problems found when you apply assessment to students' writing skills? What are the main factors in students' difficulties when applying assessments in writing skills? What are the solutions you provide to student problems in the application of assessment, especially in student writing skills? Documentation Documentation is the process of gathering, controlling, preserving, preparing, using, and supplying documents in order to get descriptions, enlightened knowledge, and proof, which in this instance includes the usage of archives and libraries (Sugiyono, 2010). The documenting of the students' writing abilities in senior high school was the initial method of data collection.

The researcher inquired of the instructor about the students' writing abilities in the classroom. To address the first research question, i.e., to identify the students' issues in order to enhance their writing abilities, the study proposals were assessed in terms of components. Documentation in the form of picture and video recordings when learning process doing and is supported by worksheets that are worked by students.

Documentation is carried out in the classroom during the learning process. And for the worksheet, there are five questions and students essay then collected through Google Classroom. Here are the examples of student's worksheet: Choose one topics below Seasonal Transportations Disaster Global Warming Write your title based from topic that you choose. Create an outline, at least three points Write you essay.

_ _ Collecting data According to (Jacobs, 2010) documentation encompasses a wide variety of textual, tactile, and visual information, as well as artifacts, as defined by other writers. To obtain a better knowledge of the topic under investigation, the researcher consults written texts or other artifacts. The researcher makes observations after gathering documentation. The scenes, behavior, and interactions are described through story or words in observation.

The goal of observation is to get a better understanding of complicated interactions in natural settings. The interview is the final element. People's thoughts, beliefs, and

feelings regarding circumstances are gathered through interviews in their own words. The explanation above, the researcher gets information or data from different ways: observation, interview and documentation.

It emphasizes the use of different techniques to get the same data. Finally, the researchers get valid information about the teaching and learning writing skill of students and activities in the SMAN 4 Kediri. Data Analysis Data may be collected from a variety of sources in a qualitative study until it reaches a saturation point, which is commonly referred to as the maximum point. Data analysis has three interaction models, according to Sugiyono: data reduction, data display, and forming conclusions. 1.

Data Collection Data collection instruments are tools used in research to collect data in a systematic and efficient manner. The importance of research instruments and their positioning strategies in overall research operations cannot be overstated. Reducing Data Reducing data means choosing the things that are important, looking for the theme of the pattern.

With thus the data that has been reduced will give a clearer picture, and makes it easier for researchers to do data collection next, and look for it when needed. Display data The reduction's result will be shown in a specific style for each pattern, category, focus, and subject so that the problem may be comprehended. The Usage of data displays can assist researchers in seeing the big picture or specific aspects of study results.

Conclusions Qualitative research conclusions may or may not be able to answer the formulation of the problem formulated in the first place, because, as previously stated, the problem and the formulation of problems in qualitative research are still temporary and will develop once the research is conducted in the field. Data Validity Credibility criteria are used to assess the validity of the data in this study.

After gathering pertinent data, the researcher verifies the study data's legitimacy by: Extension of observations The researcher stays in the field until he or she has gathered enough information to make an educated judgment regarding whether something is true or untrue. The researcher can raise the degree of trust in the data they've acquired so far by extending their observation.

With each extension, the researcher re-examines if the data provided thus far has shown to be false after being cross-checked against the original data source or another data source. Persistence of observation Researchers can increase their tenacity by reading numerous reference materials and research findings, as well as documents relevant to the implementation of Islamic education for visually impaired children. Increasing

persistence entails conducting more thorough and ongoing observations.

By increasing perseverance, the researcher will be able to double-check if the data discovered is accurate or not. Triangulation This credibility test's triangulation is defined as examining data from many sources in different ways and at different times. As a result, there is a triangulation of sources as well as a triangulation of data gathering methodologies and time.

In this study, triangulation was used as a technique. Triangulation techniques are carried out by using a variety of techniques to reveal the data to the data source. The researcher compares observational data with interview findings in this example, as well as interview results with those from previous interviews. Interview _Document _ _ Question: _How is the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri? What problems faced by teacher when they do assessment at the tenth grade students at SMAN 4 Kediri? What are strategiesthat used by teacher to solve the problem while doing assessment in writing skill at the tenth grade students at SMAN 4 Kediri? _Student's writing assignment _ _

CHAPTER IV FINDINGS AND DISCUSSIONS Research Finding This chapter presents and discusses the research findings.

The purpose of this study was to examine current research and provide answers to inquiries regarding assessment of students' writing abilities. This research was held at SMAN 4 KEDIRI which is located on JL. Sersan Suharmaji IX/52, Manisrenggo, Kota Kediri. This research finding is answering the problem statement formulated before. The author provides solutions to the difficulties posed in this chapter.

To know is a problem statement, what problems were discovered during the application of the assessment, and how were the problems resolved through the application of the assessment to build writing skills for students? Here is the description, which is based on the findings from source interviews: After the participant interviews, results were discovered, based on the researcher's observations. The interview's findings can aid the researcher in completing this study.

The research question, "How is the implementation of assessment in writing skills for students?" can be answered using the interview's findings. How is the implementation of assessment in writing skill at the tenth grade students? As stated by Mr. J.M. "In terms of assessment in writing, the procedure stands similar from before, which means that students are first invited to practice writing multiple times before being offered incentives to do so. The final step will undoubtedly involve a writing proficiency test.

It is preferable for generic structures since, for instance, it does initially look to be an essay structure before continuing with the general feature and definitely getting in there." "The eleventh grade, however, will be different from the tenth. In the tenth grade, we typically continue to word description and other items; in the eleventh grade, they can begin to function independently, while references are still required. They can look at samples that already exist or research prior works, but they still need to create original work since they can't avoid it.

If it is a genre text, students typically start by creating a skeleton first and then include it in an essay with supporting details such as instances and explanatory phrases." Findings from participant interviews indicate that the process for writing assessment is substantially same than before. Participants are given a hypothesis about a text before being given many opportunities to practice. After that, a number of word description were offered for practice.

If you can write for a generic structure, it is fantastic. The writing of an essay outline, which is then incorporated in the essay together with a complete sentence, is usually the

first step in the sequence of exams that follow. Mrs.Hn in this interview also stated: "As usual, the test is adjusted to KD (Basic Competencies), for example, today discusses narrative and later also the test is also narrative, both the 4 skills (writing, speaking, reading and listening). Then today is the one that AKM appears again.

This means that the questions have been prepared with the AKM (Minimum Competency Assessment) model. Then, on the way there are also several assessments given. For example, teachers also give some assignments." "Some may take the form of doing it at home or those light quizzes whose function is to become a value bank for later when the report card entry process will be incorporated with the exam being carried out."

The quote above serves as an example of how assessment of writing abilities has been particularly suited to the acquired Basic Competencies. The Minimum Competency Assessment and the assignments of both online and offline work are used to prepare the questions. Participant's assertion that the first phase of the writing assessment is still the same as the one before it, therefore there has been little change.

They are introduced to some vocabulary first, then sentences are built, and finally paragraphs are written. Students in the tenth and eleventh grades are given distinct writing strategies. They continue to receive word descriptions for the tenth grade so they can better structure their essays.

The eleventh graders can start working alone, but references are still needed. They can research earlier efforts or look at samples that are currently available. Participants may more easily evaluate students' writing abilities if the material is in line with the Basic Competencies and the questions are made to follow the Minimum Competency Assessment.

What problems faced by the teacher when they do assessment? When implementing classroom assessment practices, teachers faced a number of challenges, including statistical analysis of student performance, implementing self and peer assessment practices, exam anxiety, assessing overcrowded classrooms, and ensuring the psychometric properties of assessment tools. There are some problems that faced by teacher. Mr. J.M. Stated: "Their initial outlay is lower and their initial investment is lower in terminology.

Today, they rely on Google Translate, which occasionally presents issues. I can't simply forbid students from using their phones; in fact, that would be against the law in today's society. Because of this, Google Translate can this sentence actually harm students. As

long as we use cell phones, writing will be difficult.”

“The answer is that you must be original in your job because utilizing a phone while working is also difficult. Even if your sentence is simple, everything is ok. We cannot conclude that the one vocabulary is weak if it is consistent with mobile phone. As a result, understanding of grammar structures is equally poor. The most important result from my extract is that they frequently forget the narrative that precedes a retelling, even when complexities are there.”

According to the findings of participant interviews, the issue that occurs when students begin writing is that, in general, they continue to employ the assistance of online translation tools. In essence, Google Translate and other online translate systems do not actually translate the sentences that are entered, leaving some words unintelligible.

They "kill" their ability to interpret phrases when they rely on Google Translate because their vocabulary skills aren't being developed there. The problem that most often appears is that students **rely too heavily on** Google Translate, which ultimately affects their ability to construct simple to complicated sentences. Allowing people to use Google Translate is still the solution, but only if they agree that whatever they write is entirely original and not plagiarized.

Mrs. Hn also stated that: “If English in general, actually the disease is still the same. Student still lack vocabulary and also they will still be, if English is ambiguous in grammar. Today they learn simple present, the material may be report or descriptive. Later when they get into the narrative, they get into the simple past they are confused again. Like this, it's simple, which one is right.

That's what still worries us. If you write, it is clear that their vocab is still lacking. It takes a lot of vocabulary practice.” “They can sing, but they are unsure of its meaning. They can sing the song off by heart, but occasionally the meaning is lost. In order to ensure that our students have strong grammar and vocabulary, it is our responsibility as educators to devise sensible strategies.”

“Beside that English is 2 hours, 2 credits, and 45 minutes times 2. Today English is 2-3, mathematics 3-4, physics 5-6, chemistry... That eagle. Not to mention that today English and then at 2 o'clock there is a test for certain lessons, the child is not focused. Then I don't blame the number of hours, or any other maple, no.

But indeed in my opinion children are not ready to be able to carry that one day with different subjects, let alone maple which may be heavy from them.” The participants in

the interviews claimed that the issue that frequently occurs in writing evaluations is that many students still have language gaps. Students also have a practice of using online translation resources.

What are the strategy that used by teacher to solve problems while doing assessment? Teachers employ a range of ways to assess students' learning and progress in the classroom. Assessment strategies can assist ensure that the curriculum is effective and that students are prepared to progress to the next level of study. In giving input on the steps in writing, Mr. J.M. state "There are many writing tips and techniques that we introduce.

Maybe use Foursquare, maybe you can use other techniques, but you have to have a technique that they like and they can understand faster if the manual is heavy, if you rely on a heavy frame. Then they will be exemplified various examples of techniques in writing and they develop themselves according to what they want. Use pictures maybe, and other techniques Like it, of course, his own assessment, right, some may be students' names, there are one or two who are the same as his friends."

"It was agreed at the beginning, there was a commitment at the beginning Definitely yes, the commitment must be there Before we test, later if there is a commitment, later the test will be first, second, and third test. Don't ask if there is the same, and then there will be no assessment because there is a rubric later before entering the rubric, just check it first, oh the same step aside already means they are not worthy to be given, because the same what is not the same we just put it in the rubric, the assessment has mechanics, there are comprehensions and so on."

From the explanation of the resource person **above, it can be concluded that** there are several techniques that students can use to write. One of them is the foursquare technique. Through several stages of writing in the Four-Square writing method, students are guided to create an outline before developing it into a complete text.

The states from Mrs. Hn is: "Yes, the approach must be free. Our method must fit, our material technique must be good. We have to have fun in class. It is not a horror for them, they must enjoy even if it is in between replays or in the final hours. So the teacher's ability to bring material with fun is needed in the classroom."

The procedure of this Four-Square writing method includes: (1) Writing the main idea in the box in the middle of the Four-Square, (2) Writing three arguments, (3) Adding detailed information, (4) Writing a summary, and (5) Adding hyphens. In addition to using the foursquare writing skills, students are also free to use any other writing

approaches they choose, allowing them to produce their own work using the techniques they understand when the writing evaluation is offered.

By using methods that are appropriate to the conditions in the classroom, teachers expect students to understand the material well. So that when making writing, students find it easy to understand their own work. Discussions Based on previous research **the study aimed to** describe the implementation of assessment to develop students writing skill for tenth grade students, and here the discussions based on interview questions.

How is the implementation of assessment in **writing skill at the tenth grade** students? This study was conducted **to find out how** students' writing skills when applying assessment. Researchers have shown that finding out how to implement **assessments in the classroom** to improve students' writing skills. Furthermore, from the results of interviews with participants, Mr. J.M.

said that the implementation of assessment for students' writing skills was still the same as before, that is participant are given a hypothesis about a text before being given many opportunities to practice. After that, a number of word description were offered for practice. As stated by (Nguyen & Phan, 2020), one of the duties of a distance educator is to ensure that students are comfortable with both the technology resources used in the classroom and the evaluation methods that will be applied.

They can avoid having to create original works by looking at existing samples or researching earlier works, but they must certainly do it. Students typically begin by making an outline for a genre material before incorporating it into an essay with supporting elements such examples and explanations. Planning, assessment, and reporting are typically handled separately and only tangentially related by teachers.

Even though accurate planning is difficult to achieve until you know anything about the students, they plan first. Then, at some point throughout the execution of their plan—often at the conclusion—they make an effort to gauge the level of student learning. The traditional "teach first, test later" approach is completely backwards, which is why it is ineffective.

However, frequently these assessments are based on inauthentic activities that tell them little about what children have really learned, and by assessing **at the end of an instructional** unit, the data gathered is of little use to anyone. What problems **faced by the teacher** when they do assessment? The researcher pointed out that problems were discovered when assessments were used because students' initial outlays and investments in terminology were lower and because students currently rely on Google

Translate, which occasionally has errors.

Because of this, Google Translate may really hurt students with this sentence. Writing will be challenging as long as we utilize mobile devices. If the vocabulary is consistent with a mobile phone, we cannot draw the conclusion that it is weak. Because of this, comprehension of language structures is also subpar.

As one of Google's products, **Google Translate is one of the most widely used** free tools for translating between multiple languages. (Maulida, 2017) asserts that Google Translate users can take use of a number of advantages. These advantages include using it as a translator, an online dictionary, thesaurus, spell checker, and a language study tool.

The words the students need to translate are typically found **using Google Translate as a** source. But because it is so simple to uncover new words that users are unfamiliar with, Google Translate has the potential to become an opiate for its users. Additionally, students typically have less interest in writing.

Writing can be interpreted as a lengthy process where an idea comes first, which produces words, which are then put together into phrases and paragraphs, and which finally results in a piece of writing with a message to convey. What are the strategy that used by teacher to solve problems while doing assessment As a result from the finding, that is how the problems are solved when assessment was implied the researcher stated there are many writing tips and techniques that we introduce one of them is Foursquare Technique.

The students will be exemplified various examples of techniques in writing and they develop themselves according to what they want. Through several stages of writing in the Four-Square writing method, students are guided to create an outline before developing it into a complete text. The procedure of this Four-Square writing method includes: (1) Writing the main idea in the box in the middle of the Four-Square, (2) Writing three arguments, (3) Adding detailed information, (4) Writing a summary, and (5) Adding hyphens.

The four outside boxes **of a graphic organizer** are used to teach the pre-writing and organizing technique known as the "four square writing method." Students can better concentrate on their writing, add details, and choose the right words with the aid of this visual and kinesthetic learner's tool.

CHAPTER V CONCLUSION & SUGGESTION Based on the findings and conversations from the study, this chapter offers conclusions and suggestion.

The conclusion discusses its results of the description; the implementation of assessment to develop writing skills at the eleventh grade students at SMAN 4 Kediri, the problems were found when the assessment was applied at the eleventh grade students at SMAN 4 Kediri, and the problems solved when assessment was implemented to develop writing skill at the eleventh grade students at SMAN 4 Kediri.

To follow up on the research findings of the study, a suggestion has been made to the teachers, the school, future researchers, and anybody else interested in exploring the assessment of writing ability development. Conclusion According on the findings of the research, the following conclusion can be drawn: The measurement of a person's knowledge and abilities is referred to as assessment in the context of education. Throughout the learning process, teachers must evaluate the development, competency, and responsibility of the students.

This new, more student-centered objective in language courses and programs is something test makers are increasingly dealing with, and strong writing involves things like vocabulary, grammar, and spelling expertise. In terms of writing assessments, the first thing that will be requested is a hypothesis about a text that will be provided numerous opportunities for practice.

The second thing that will be requested is a word description that will be made available for practice. Like learning in general, writing instruction requires feedback. Feedback becomes a channel of communication between instructors and students, who then employ it to improve one another's writing. Teachers comment on the work of their students. However, both students and student teachers provide feedback to instructors.

Teachers provide feedback to students so that they can better grasp how to learn. Relying on Google Translate, which occasionally has problems, their initial investment in terminology is lesser and their first outlay is lower. Because of this, Google Translate may really hurt kids with this sentence. Writing will be challenging as long as we utilize mobile devices.

It has been suggested that the evaluation of written expression involves a complex interaction between three sets of factors: the test designer's knowledge of how to construct the task, the test participants' knowledge of how to complete the work, and the test raters' knowledge of how to assess the task. In the Four-Square writing process, students are led to draft an outline before expanding it into a finished piece through a

number of writing phases.

The steps in this Four-Square writing technique are to write the primary idea, three supporting ideas, further supporting details, a summary, and hyphens. Students are allowed to use whatever additional writing techniques they wish in addition to the foursquare writing skills. Suggestions **The suggestions are given to the teacher, the school, and the future researcher.**

For the Teacher The teacher should keep using writing assessments to help **students improve their writing** abilities. Because it takes time to acquire the greatest results for students' writing skills, the expected writing assessment is. The teacher should incorporate media into the teaching process that will aid in material delivery.

It can aid kids in picking up information, understanding it, and remembering it. The teacher must inspire the students to utilize the language in an active manner. For the School The school should provide many kinds of instructional source such as additional material related to the lesson, literature, and journal. The school should consider to provide others media of teaching.

For **the Future Researcher** Since the study was Qualitative Descriptive, it was advisable that the future researcher follow up the study by conducting research on implementation of assessment to develop students writing skill with different framework, design and paradigm. **So, more comprehensive data could enrich knowledge in** learning writing.

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