

**THE IMPLEMENTATION OF ASSESSMENT TO DEVELOP  
STUDENTS WRITING SKILL AT THE TENTH GRADE STUDENTS  
OF SMAN 4 KEDIRI**

**SKRIPSI**

Presented as Partial Fulfillment of the Requirement of Obtain

The Sarjana Degree (S. Pd) of English Education Department

Faculty of Teacher Training and Education University of Nusantara PGRI 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 common parlance, assessment as applied in education describes the measurement of what an individual knows and can do. In order to analyze an object's natural state, this research employs qualitative methodologies, in which the researcher serves as the primary tool.

This study aims to:

1. Describe how the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri.
2. To mention what problems faced by teacher when they do assessment in writing skill at the tenth grade students at SMAN 4 Kediri, and
3. 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.*

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In choosing the theme of this research which is based on the application of assessment in developing students' writing skills, what are the obstacles faced during application and how to solve these obstacles. So that students can develop their writing skills well.

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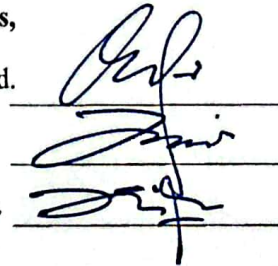
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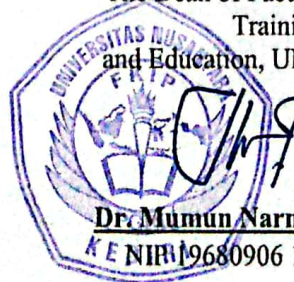
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## **MOTTO AND DEDICATION**

*“Don’t bite off more than you can chew”*

### **Dedicated to:**

1. Allah SWT who always gives me an ease and fluency in every steps.
2. My beloved parents, especially my father (alm) which always keeps me from afar and my mother who always gave me mental support.
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# **CHAPTER I**

## **INTRODUCTION**

### **A. 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.

### **B. 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:

1. 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.
2. 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.

### **C. Research Questions**

For the scope of research that has been described, it can be discussed that this research has several problems, in assessment to improve students writing skills at the class.

The problem that is discussed in this research paper is stated as follows:

1. How is the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri?
2. What problems faced by teacher when they do assessment at the tenth grade students at SMAN 4 Kediri?

3. What are strategists that used by teacher to solve the problem while doing assessment in writing skill at the tenth grade students at SMAN 4 Kediri?

#### **D. The Aims of the Research**

This research talks about the application of assessment to develop students' writing skills so that the purpose of the research, as stated in the issue statement, is to improve students' writing skills through the assessment at Tenth Grade in SMAN 4 Kediri.

Based on the problem of the research above, the researcher has objectives of the study are to:

1. Describe how the implementation of assessment in writing skills at the tenth grade students at SMAN 4 Kediri.
2. To mention what problems faced by teacher when they do assessment in writing skill at the tenth grade students at SMAN 4 Kediri, and
3. 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.

#### **E. Significance of the Research**

##### **a. The Lecturer**

The researcher expects that this study will help in the improvement of evaluation methodologies.



**b. 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.

**c. The students**

This research can be useful for the students because this research can motivate the students to improve their speaking class, so that they will have a good quality in writing.

**F. Definition of Key Terms****1. 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).

**2. 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).

**3. 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.

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