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## The Implementation of Writing Assessment in Learning in SMA Negeri 5 Enrekang

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### Abstract

*The purpose of this study is to (1) explain the implementation of writing assessment procedures by English teachers at SMA Negeri 5 Enrekang in helping students learn to write and (2) discuss the challenges experienced by English teachers at SMA Negeri 5 Enrekang in conducting the assessments. A qualitative descriptive design was adopted in this investigation. The English teacher at SMA Negeri 5 Enrekang is the focus of this study, and the goal is to obtain an honest assessment of the English instructor. The observation method, interview method, and documentation method were utilized to collect data. Observation and documentation were used to gather data on the implementation of the authentic assessment by the English teacher at SMA Negeri 5 Enrekang, as well as observation and interviews to get data on the impediments to the implementation of the authentic assessment. The findings of this study show that the English teacher's evaluation in writing learning at SMA Negeri 5 Enrekang employs a test-and-non-test (portfolio and performance) strategy. This indicates that the evaluation was done correctly. Despite the fact that the evaluation was carried out honestly, it is not ideal due to obstacles in its execution. English teacher has a number of challenges while conducting authentic assessments, including: (1) time management issues, (2) non-conducive classroom circumstances, (3) inadequate facilities and equipment, and (4) a lack of understanding of the assessment system in place. Because accurate evaluation is so difficult, it requires a delicate balance of judgment between knowledge and experience.*

**Keywords:** *assessment, learning, writing*

### 1. Introduction

Everyone has to make decisions on a regular basis. Similarly, in teaching and learning activities, the instructor must decide whether or not a student should repeat content or whether or not a student deserves to be advanced. Of course, making that decision is not simple. It requires a lot of thought and study to make the right and suitable judgments.

Adequate information on students, such as their understanding on the topic, attitudes, and behavior, is required to make the best decision. Assessment is crucial in this situation. The evaluation should then offer objective feedback on what pupils have learnt, how they learn, and how successful their learning is. In order to characterize the capacity of the pupils being assessed, assessment should be done on a regular basis.

Teachers frequently make the error of simply assessing students at specific moments, such as at the end of a chapter/material unit, in the middle, or at the end of a teaching program. Assessments conducted at certain periods result in a lack of knowledge about the pupils, allowing the instructor to make predictions about their positions in class

activities. In a learning activity, assessment should be done as much as possible. This is done in order to gather a large amount of data regarding student activities in class, which is then used to assess the program's degree of implementation. This viewpoint is supported by Mukhtar's assertion in Sudaryono (2012) that each decision made by a teacher must be based on meticulous thinking. To put it another way, sufficient and accurate information is required to make judgements prior to making a decision. As a result, there is a need for a full assessment, which must be completed by the instructor.

The pupils' linguistic abilities are examined when they are learning English. Listening, speaking, reading, and writing are examples of these abilities (Tarigan, 1981). Writing is seen as a difficult activity since it needs mastery of both the written topic and the language. In accordance with this, Kartono (2009) claims that writing is a complicated activity that entails more than merely penning sentences. Despite its complexity, writing provides several advantages in terms of developing initiative and creativity, as well as the capacity to locate, organize, and manage data. As a result, learning to write is critical for pupils to enhance their writing abilities.

If the evaluation approach utilized is also acceptable, students' writing abilities will be visible and in line with reality. The method of assessment used should be in line with the competences, indicators, and learning objectives. To put it another way, an evaluation system that can measure students' entire talents as a result of learning and motivate pupils to reach their full potential and inventiveness is required. This sort of study is an authentic assessment, which is a method of evaluating the outcomes and learning process in a variety of ways. Students are given opportunity to demonstrate their learning through authentic evaluation. Not only is knowledge tested in authentic assessment, but also skills and attitudes. Writing abilities are extremely likely to be evaluated in a genuine method. Students can demonstrate their performance after the writing session by reading their work in front of the class. Teachers can also evaluate students' writing by immediately revising it and turning it into a portfolio. Additionally, pupils can self-correct the flaws in their papers based on their previous work.

The curriculum of 2013 focuses on proportional attitudes, expertise, and abilities skills. Those 3 additives are explicitly stated in the middle abilities that scholars ought to have. The curriculum of 2013 additionally regulates pupil mastering sports that prioritize a scientific approach, namely gazing, asking, reasoning, trying, and speaking. This fundamental change also has an impact on the evaluation gadget that's more towards the assessment. The assessment has a robust relevance to the medical technique in learning according to the demands of the 2013 curriculum. authentic assessment is able to describe the increase in pupil learning consequences, both in the context of staring at, asking questions, reasoning, trying, and communicating.

The curriculum additionally directs that scholar learning results are accumulated via pupil work (portfolio), paintings (product), assignments, performance (performance), and written exams (paper and pen). This technique is extra proper and greater representative to degree and investigate college students' language capabilities, mainly writing skills.

To offer an assessment of mastering to jot down, an instructor has to be properly at choosing assessment strategies in order that the assessment made through the instructor is truly valid. related to learning innovation, the trainer's assessment has to additionally be progressive, capable of investigate correctly in line with the learning objectives. In this situation, the writing studying evaluation approach should use authentic assessment to assist, manual, and monitor student mastering.

The evaluation carried out can be used as feedback for improvement efforts. The evaluation can be within the shape of an assessment of scholar expertise, student skills, and scholar attitudes. consistent with the 2013 curriculum, all teachers, along with English teachers, have to carry out actual exams of college students' know-how, capabilities, and attitudes. This evaluation is taken into consideration complicated and comprehensive. because of its complex and comprehensive nature, it's miles very possible for problems or boundaries to occur in the assessments. From the initial observations made via the researcher, the problem that arises in the evaluation is the measurement of the three elements, namely information, abilities, and attitudes. despite the fact that measurements were made on these 3 aspects, but the information aspect has a tendency to receive a bigger part of interest because it makes a specialty of knowledge concepts. now not most effective that, the boundaries faced by way of teachers in wearing out genuine exams. If there are other limitations that have no longer been disclosed. it's miles essential to in addition look into the limitations of English instructors in wearing out the assessments on the way to discover a have a look at of the limitations to enforcing real checks for an outline for different teachers.

To answer problems concerning the implementation of actual teacher checks, and the barriers faced whilst conducting authentic tests, it is important to do studies due to the fact with the assessments the maximum could have an effect on both students and teachers in improving similarly studying results.

## **2. Method**

This study used a qualitative descriptive research design. The subject of this research is an English teacher who teaches SMA Negeri 5 Enrekang. This is in accordance with the view that the subject of research is an object, thing, or person that is attached to and which is at issue in research (Suandi, 2008). The object of this research is an authentic assessment technique for English teachers in write skill.

A data collection technique that uses observation, questionnaire and documentation methods. The tools for this survey are observation sheets, interview guides, teacher-created lesson plan-style documents, student composition results, and photographs. Observation methods are used by researchers to find data on the provision of the assessments by English teachers, and observations also reveal whether teachers encounter obstacles when providing genuine assessments.

The observation method used is a non-participant observation technique. Researchers do not participate in the activity, but play a role in observing the activity (Sukmadinata, 2009). The way to collect data through interviews is to ask the respondents. This is in line with Sugiyono (2007) opinion that interviews are used to learn more deeply from respondents. The interview method in this study aims to clarify and complete the data obtained from the observations. The tool for this method is an interview guide.

Documentation methods are used to retrieve data from documents such as books, magazines, documents, rules, etc. This statement is endorsed by Iskandar (2009), who states that the documentation method is well known as the documentation collection method, which is the study of references related to the focus of the research problem.

The data analysis method in the study should be adapted to the type of data collected. A data analysis method performed at the same time as data collection (Sugiyono, 2007). Data analysis using descriptive qualitative methods is performed by giving the predicates of the variables investigated according to the actual conditions

(Arikunto, 2005). According to Miles and Huberman (Sugiyono, 2007), qualitative data analysis activities are interactive and continuous until completed. Qualitative descriptive data analysis for identification and classification to obtain clear, detailed and relevant explanations for the use of genuine evaluation techniques for English teachers in student writing lessons.

Miles and Huberman (Sugiyono, 2007) states that the most common text used to present data in qualitative research is narrative text. Presenting the data makes it easier for researchers to understand what is happening and plan the next stage of their work.

### **3. Results**

#### **3.1. Findings**

The results of the study cover two things: (1) conducting the assessment of English teachers' writing learning at SMA Negeri 5 Enrekang, and (2) the obstacles English teachers face in conducting authentic assessments. The importance of evaluation in learning activities cannot be denied. Assessment is inseparable from learning activities. In other words, assessment is an activity that must be performed from a variety of educational and learning activities carried out by teachers and students. As responsible for the success of learning activities, teachers need to be able to properly prepare and perform assessments so that they can optimally achieve their set learning goals. Appropriate evaluations need to be carried out on an ongoing basis.

When conducting a writing assessment, the teacher asks the students about writing theory. However, these questions were not included in the lesson plan. This can give the impression that the teacher did not prepare the question well or came suddenly. Questions as a rating tool are usually equipped with a rating rubric. The teacher's explanation of the rating rubric is not yet clear. For example, it's not enough to rate numbers in the very good, good, or bad categories of what a perfect expression looks like. Good Ratings Rubric-backed question preparation makes it easier for teachers to perform assessments, improve their programs, and make further decisions.

#### **3.2. Discussion**

The implementation of English teacher assessment in written learning by SMA Negeri 5 Enrekang uses a question-and-answer (test) method to assess knowledge and a portfolio method to assess student skills and achievements. The Attitude Assessment is described in the Lesson Plan (RPP), but the main assessments performed are knowledge and skill assessments. Direct/verbal responses allow teachers to assess students' ability to understand materials. When determining abilities, the teacher evaluates the student's presentation. English teachers who teach students a grade evaluation system find it easier to do grade evaluation. This makes it easier for teachers to make an assessment, as students tend to emphasize what they need to assess. At the end of the lesson, the teacher will comment on the student's grades.

Constraints in the implementation of authentic assessments in writing learning are time management, classroom situation management, facilities or infrastructure that are less supportive, and the lack of mastery of the implementation of authentic assessments by teachers. The difficulty of managing time is due to the assessment that demands many aspects. The difficulty of managing classroom situations is often experienced by teachers. Infrastructure is very supportive of the achievement of the implementation of learning, especially the assessment.

Due to the lack of supporting facilities, the implementation of authentic assessments, especially attitude assessments, is not running optimally. This assessment is only carried

out at certain times, even only at the end of the semester for the purpose of reporting student learning outcomes. The most appropriate solution is that the teacher must really effectively manage the remaining time that is still available so that it is not wasted. Teachers can identify things that are urgently needed in managing time effectively.

For the management of the classroom situation, the teacher should be more assertive in giving warnings and motivating students so that they feel that they need to take learning seriously. This is also supported by Mulyasa (2010) who stated that motivation is one of the factors that also determines the effectiveness and success of learning because students will study seriously if they have high motivation.

Meanwhile, regarding infrastructure, schools should facilitate teachers in multiplying learning media. Teachers try to make various media for the sake of students and schools should also support teachers by facilitating the necessary infrastructure. Infrastructure facilities in schools cannot be used if the teacher wants to use them for personal purposes. Therefore, as a formal place for learning to be carried out, schools are required to facilitate infrastructure for the purposes of the learning process, including assessment activities.

Then regarding teacher confusion in the authentic assessment implementation system, it should not occur because teachers have received training/workshops held by the education office related to the 2013 curriculum. Assessments that do not only guess at students' abilities, however, must be carried out thoroughly and authentically with many assessment aspects so that it adds to the teacher's confusion. The many aspects of the assessment that are measured cause teachers to be confused in determining attitudes, which aspects should take precedence, and how to implement them. This confusion can lead to errors in the implementation of authentic assessment in the classroom.

#### **4. Conclusion**

There are several things that can be concluded in this study. First, a test at SMA Negeri 5 Enrekang, an assessment of the implementation of the English teacher's assessment in learning writing using non-test (portfolio and performance) techniques. This means that the evaluation was done genuinely. The assessment was done in real terms, but due to operational barriers, the assessment is not optimal. This is due to an unequal assessment of three aspects: knowledge, attitude and skill. Assessments are primarily viewed in terms of knowledge and skills, but attitudes are assessed only at specific times. In fact, this recruitment assessment will be conducted towards the end of the semester and will report on learning outcomes. Second, barriers to English teachers of public high school 5 Enrekang in carrying out authentic assessments, among others: (1) difficulty in managing time, (2) difficulty managing class situations that are not conducive, (3) facilities and infrastructure that are less supportive, and (4) lack of mastery of the assessment system implemented.

Based on the results of this study, there are some suggestions. That is, (1) English teachers need to pay attention to aspects of student attitudes when making the assessment. When teachers evaluate students in terms of knowledge and skills, they should pay attention to attitudes and evaluate student attitudes in terms of class attention, next class discipline, learning motivation, and social relationships. Can be done (2). For obstacles faced by teachers, language teachers manage their time wisely to maximize learning time, motivate students, give clear warnings to deal with classroom situations, and since 2013. I felt the evaluation system required in the curriculum in relation to the real thing.



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