

**THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT
IN THE 11TH GRADE AT SMAN UMBULSARI**

THESIS



MUSFI MUROQOBAH

NIM: T20186058

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**STATE OF ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

**THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT
IN THE 11TH GRADE AT SMAN UMBULSARI**

THESIS

Submitted to
State Islamic University of Kiai Haji Achmad Siddiq of Jember
in partial fulfillment of the requirements
for Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Department of Islamic Studies and Language Education
Program of English Education




UNIVERSITAS ISLAM NEGERI
By:
KIAI HAJI **MUSFI MUROQBAH** SIDDIQ
NIM: T20186058
J E M B E R

**STATE OF ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

**THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT
IN THE 11TH GRADE AT SMAN UMBULSARI**

UNDERGRADUATED THESIS



Submitted to
State Islamic University of Kiai Haji Achmad Siddiq of Jember
in partial fulfillment of the requirements
for Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Department of Islamic Studies and Language Education
Program of English Education

By:
MUSFI MUROQBAH
NIM. T20186058

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER

Approval by Advisor



Praptika Septi Femilia S.Pd M.Pd
NIP. 198809032023212029

**THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT
IN THE 11TH GRADE AT SMAN UMBULSARI**

THESIS

Has been Examined and Approved by the board
In partial fulfillment of the requirements
for Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Department of Islamic Studies and Language Education
Program of English Education

Day and Date: Wednesday, 19th of June 2024

Examiners

Chairman



Hj. Dewi Nurul Qomariah, SS, M.Pd
NIP : 19790127007102003

Secretary



Nina Havuningtyas, M.Pd
NIP : 198108142014112003

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D
2. Praptika Septi Femilia, M.Pd

()
()



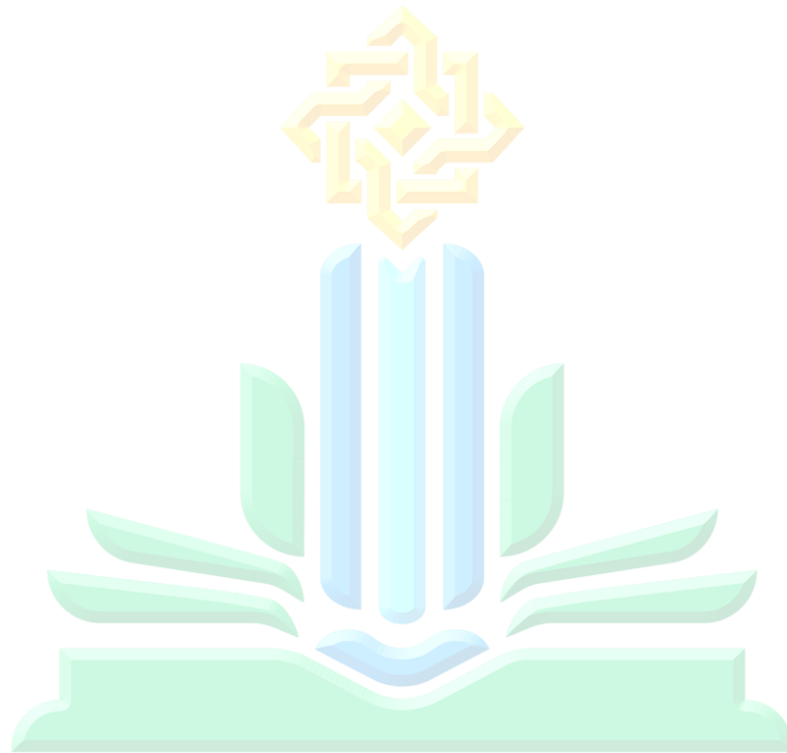
Approved By
Dean, Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

الْعِلْمُ صَيْدٌ وَالْكِتَابَةُ قَيْدُهُ * قَيْدٌ صَيْوُوكَ بِالْحَبَالِ الْوَائِقَةِ

Meaning: Knowledge is the quarry and writing is the bond,
tie your quarry with a strong rope.*



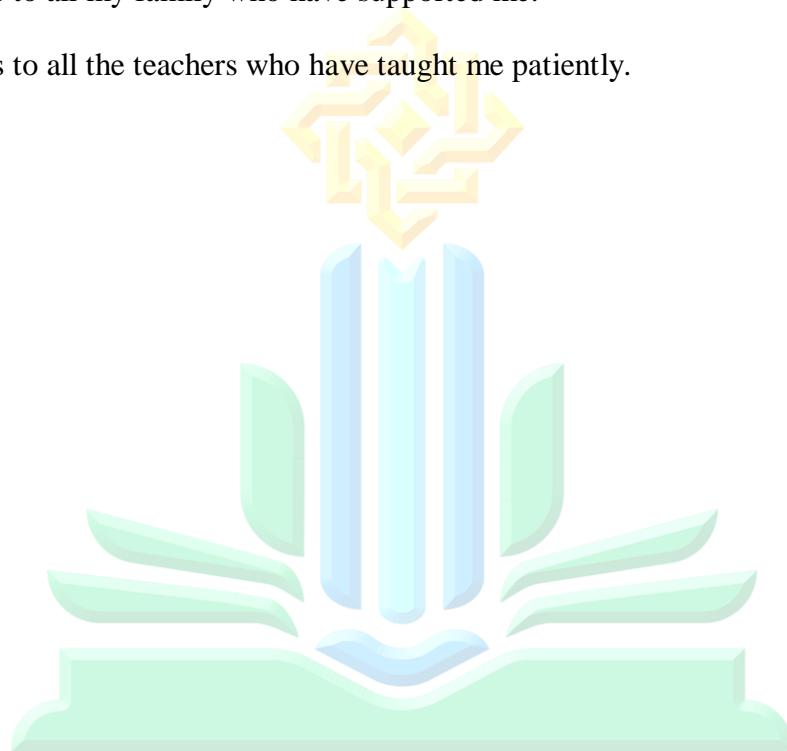
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

* Muhammad Nashiruddin Albani Shahih Al-jami', 4434. (Dewan Da'wah Islamiyah, 2011)

DEDICATION

This under graduate thesis is honorably dedicated to:

1. My beloved parents, Muhammad NurHasan and Siamah, who have always prayed, supported and gave blessing for me.
2. Thanks to all my family who have supported me.
3. Thanks to all the teachers who have taught me patiently.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

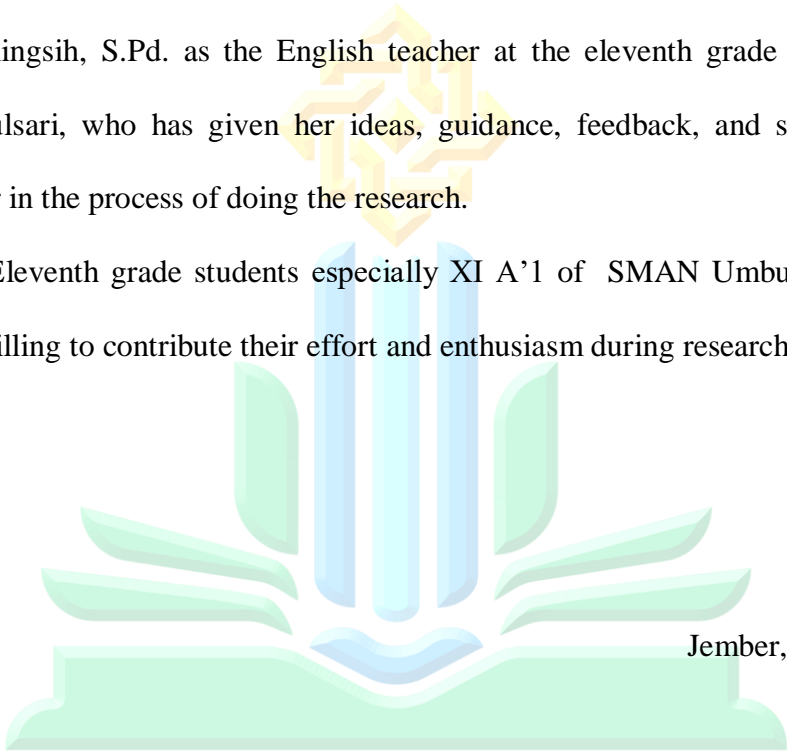
ACKNOWLEDGEMENT

All praises and gratitude to Allah Subhanahu wa ta'ala for blessing, mercy, and guidance so that the writer can complete this thesis well. Piece and salutation to our prophet Muhammad Shalallaahu 'alaihi wassallaam who brought the complete teaching of Islam and the human life from the darkness to the lightness.

At this point, the researcher would like to express her gratitude and appreciation to the following individuals that assisted, contributed, and encouraged the researcher throughout the course of this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., as the rector of UIN K.H Achmad Siddiq Jember, who has given opportunity for me to study in this university.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the dean of faculty of Tarbiyah and Training Teacher Training, who has approved my this.
3. Nuruddin, M.Pd.I, as head of the Islamic and Education Language Department of Faculty of Tarbiyah and Teacher Training, who has facilitated Departement me in every matter.
4. Dewi Nurul Qomariyah, S.S, M.Pd. head of English Education Program who has provided motivation and supported each student.
5. Praptika Septi Femilia, M. Pd as the supervisor of this thesis who has already guided very patiently to give valuable consultation, feedback, suggestion, motivation, reinforcement to do this thesis until entirely finished.

6. All lectures in English Education Department who have already given knowledge, experiences, motivation, advises, and support while pursuing my degree at the English Education Department.
7. Siswoyo, S.Pd M.Pd., as the headmaster of SMAN Umbulsari, who has give permission to conduct this research.
8. Ritaningsih, S.Pd. as the English teacher at the eleventh grade of SMAN Umbulsari, who has given her ideas, guidance, feedback, and support the writer in the process of doing the research.
9. The Eleventh grade students especially XI A'1 of SMAN Umbulsari who are willing to contribute their effort and enthusiasm during research.



Jember, June 2024

UNIVERSITAS ISLAM NEGERI
Musfi Muroqobah
KIAI HAJI ACHMAD SIDDIQ T20186058
J E M B E R

ABSTRACT

Musfi Muroqobah, 2024. *The Practice of Alternative Writing Assessment in the 11th Grade at SMAN Umbulsari*

Keyword: Alternative Writing Assessment

Assessment is the key duty of a teacher to monitor students' performance and gauge the abilities they have acquired. Many types of assessments can be used to measure students' writing abilities, one of which is an alternative writing assessment. Alternative assessment can be used to develop a deep understanding of student's ability to express students in writing. One of the schools that applies the alternative writing assessments is SMAN Umbulsari. This program is implemented in the eleventh grade every semester before the exam. This program is certainly different from other school because this program is the hallmark at SMAN Umbulsari.

The research questions of this research are namely: 1. What are the form of Alternative writing assessment applied in the 11th grade at SMAN Umbulsari?. 2. What are the procedure of Alternative writing assessment applied in the 11th grade at SMAN Umbulsari? 3. What are the strengths and weakness of Alternative writing assessment applied in the 11th grade at SMAN Umbulsari?. The objectives of the research is to describe about form, procedures, strengths and weakness of alternative writing assessment in the 11th grade at SMAN Umbulsari.

This research used a qualitative approach, it was conducted in eleventh grade of SMAN Umbulsari, it was consisted of 36 students. The data were gathered by observation, interview, and document review. Meanwhile, technique and data source triangulation were used to validate data. To analyze the data, researchers used data condensation, data display, and drawing conclusions as data analysis.

The research finding are: 1) The forms had been applied in classroom; journals, observations, self-peer assessment. 2) The procedures for alternative writing assessment were: a) In Journal, the teacher made a rating scale to assess the students in writing. The teacher designed the scoring rubric about alternative writing assessment, based on rubric teacher used holistic scoring for the rubric. The last, after teacher did all the procedures, teacher calculating the total score. b) Self-peer assessment, the teacher made a rating scale to assess the students in writing, the teacher designed the scoring rubric about peer assessment, and then wrote it down on board. Teacher asked the students to assign score their friends. If completely, teacher asked the students to submitted to teacher. Teacher decided that it is false or wrong. The last, the teacher asked the students to calculate the total score. c) Observation, after the students finished their writing, teacher asked the students to submitted their task. The teacher asked the students to mention the difficulties of their writing, and then teacher gave feedback or reflection of their writing. 3) Strengths of alternative writing assessments: a) Students wrote well according to the lesson theme. b) Students easily created outlines based on the lesson theme. c) Students understood writing tasks better when discussed in groups. Meanwhile, weaknesses of alternative writing assessments: the students needed sufficient time to do the writing tasks, because they needed to translate into English.

TABLE OF CONTENTS

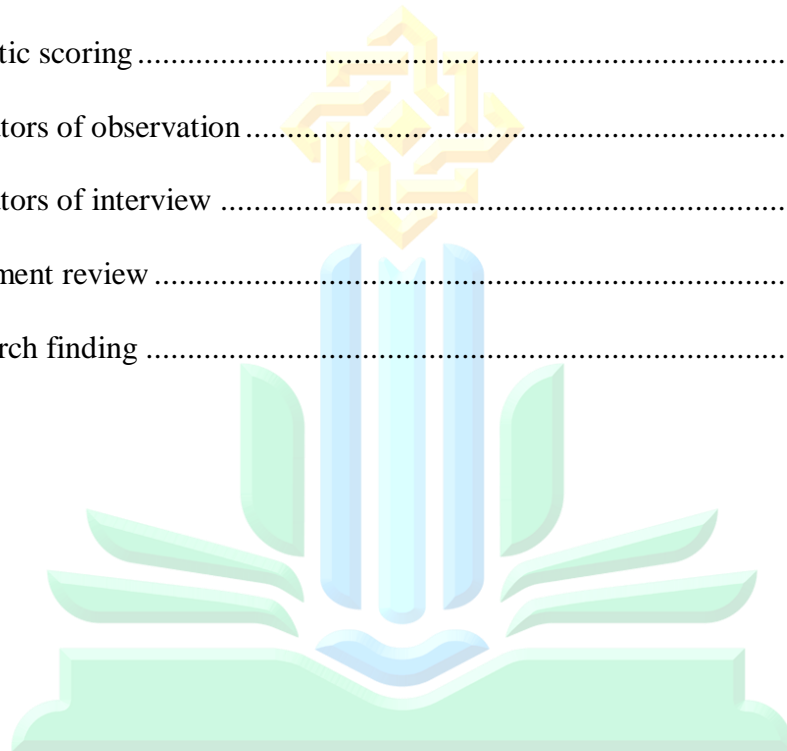
COVER	i
APPROVAL FROM ADVISOR	ii
EXAMINER APROVAL	iii
MOTTO	iv
TABLE OF CONTENT	v
DEDICATION	vi
ACKNOWLEDGEMENT	viii
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER 1: INTRODUCTION	1
A. Research Background	1
B. Research Questions	4
C. Research Objectives	4
D. Significance of Research	4
E. Definition of Key term	5
CHAPTER II: LITERATURE REVIEW	6
A. Previous study	6
B. Theoretical Framework	12
CHAPTER III: RESEARCH METHOD	30
A. Research Approach and Design	30

B. Research Location	30
C. Research Subjects.....	31
D. Data Collecting Method.....	31
E. Data Analysis	35
F. Data Display.....	36
G. Validity of Data.....	37
H. Research Procedure	38
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	39
A. Profile SMAN Umbulsari.....	39
B. Research Findings	39
C. Discussion	57
CHAPTER V: CONCLUSION AND SUGGESTION.....	62
A. Conclusion	62
B. Suggestion.....	63
REFERENCES	65

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

LIST OF TABLES

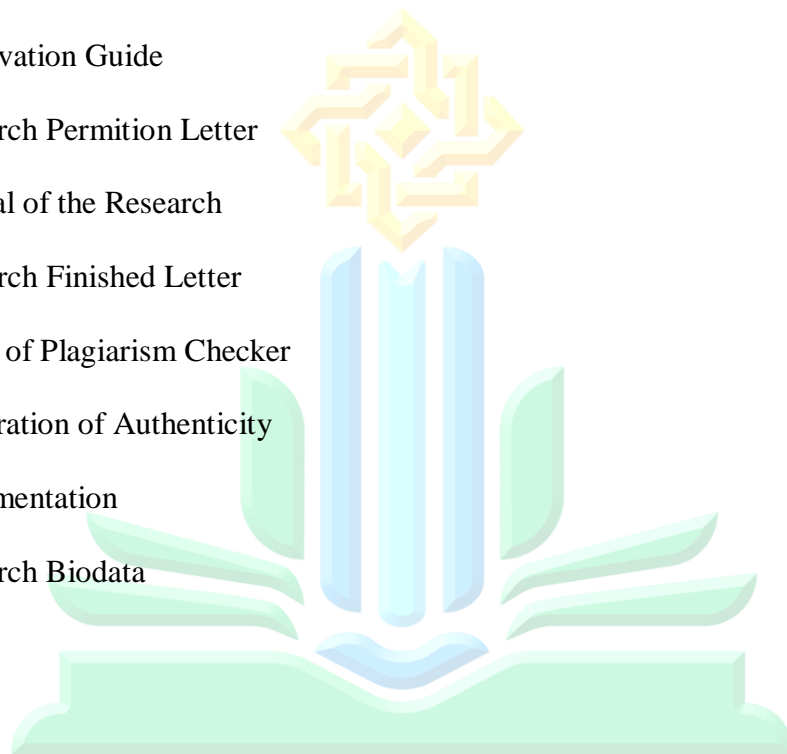
2.1 The similarities and differences previous research.....	10
2.2 Traditional and Alternative assessment.....	19
2.3 Holistic scoring.....	21
2.4 Analytic scoring.....	23
3.1 Indicators of observation.....	32
3.2 Indicators of interview.....	34
3.3 Document review.....	35
4.1 Research finding.....	56



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

1. Matrix
2. Lesson plan
3. Result of Observation
4. Result of Interview
5. Observation Guide
6. Research Permission Letter
7. Journal of the Research
8. Research Finished Letter
9. Letter of Plagiarism Checker
10. Declaration of Authenticity
11. Documentation
12. Research Biodata



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

This chapter present the background of the research, the research problem, the objective of the research, the significance of the research and the definition of the key terms.

A. Research Background

Writing is one of the productive English language skills. Determining and putting ideas in writing logically and reasonably is not easy. Therefore, writing is one of the important complex processes of activity that focuses on content first using the appropriate language through several stages of rehearsing, drafting, and revising. It is for students to know the process of achieving indicators, measuring the extent of student abilities, and as feedback for teachers in improving methods, approaches, activities, and learning resources used in the learning process¹.

This is also supported by the existence of a quote from the letter of the Al-Quran which contains the command that there is our suggestion to write, quoted from Surah Al-alaq in verse 4-5 which reads:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning : "Who taught (humans) by the pen. Taught man that he knew not".

(Surah Al-'Alaq : Verse 4-5)².

¹ Fitri Nurdianingsih, Yuniarta Ita Purnama, *Thematic Progression Pattern : A Technique To Improve Students' Writing Skill Viewed From Writing Apprehension*, Journal of Linguistic and English Teaching, Vol. 2, No. 2, October 2017.

² Al-Qur'ân, 96:4.

The verse means that writing with a pen can make humans record various knowledge, and with a pen too human can express all opinions, desires and by writing will also gain new knowledge. Among the forms of Allah's grace is show how to teaches humans to be able to use writing instruments. Teaching here means giving humans the ability to use it. With the ability to use hand to write something, humans can write their findings so that they can be read by others and the next generation.

Among all the things God has made, humans are the most flawless. God has given humanity the gift of senses, which can be used to learn new things. With this understanding, people may control the earth, control other species for their own survival, affect change in the world, and acknowledge the creator of the universe.

The process of learning to write is always connected writing assessment. Assessment is one of the key duties of teachers in order to monitor student performance and gauge the abilities they have acquired. It is used to evaluate both the student's understanding of writing techniques and their ability to express themselves in writing. Thus, assessment is an integral part of the teaching and learning process and assessment is one of the main tasks of the teacher to see the performance of the students, to measure which abilities are received by these students.

According to H. Douglas Brown alternative writing assessment is an assessment approach that includes various methods and different traditional tests to assess students' writing ability. Alternative assessment is designed to

provide a more comprehensive and authentic picture of students' writing ability by considering the writing process, creativity, and self-reflection.³

Based on the form, assessment divided into two, there are regular and alternative. Regular assessment as product refers to the assessment of results or products produced by students, such as writing, projects, or artwork. This assessment provides an overview of students' ability to apply the knowledge and skills they have learned. Meanwhile, alternative assessment as process focuses on evaluating the learning process carried out by students, such as critical thinking, collaboration, or problem solving skills.

SMAN Umbulsari is one of the schools located in Jember Regency, East Java. This school applies writing skills assessment in the teaching and learning process, particularly in English language teaching. This school applies the practice of alternative writing skill assessment because at first it was one of the teacher's methods to facilitate the learning process. Students who have difficulty in developing ideas and ideas in the end students are required to intensively develop writing individually or in groups. Based on the results of the interview at the preliminary study, information was obtained that in learning English, the teacher said that this assessment method was designed to encourage students to think critically and develop higher order thinking skills⁴. Writing assessment allows students to concentrate on the process of improving their writing. This is unique to this school because it focuses more on the process rather than the product or outcome of writing

³ H. Douglas Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 14

⁴ First interview, 11 October 2022

assessment. Moreover, this phenomenon encourages researchers to conduct research and focuses on the title "**THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT IN THE 11TH-GRADE AT SMAN UMBULSARI**".

B. Research Question

Based on background of study, the research aim to answer the following question:

1. What is the form of alternative writing assessment in the 11th grade at SMAN Umbulsari?
2. What are the procedures of alternative writing assessment in the 11th grade at SMAN Umbulsari?
3. What are the strengths and weakness of alternative writing assessment in the 11th grade at SMAN Umbulsari?

C. Research Objective

1. To describe about form of alternative writing assessment in the 11th grade at SMAN Umbulsari
2. To describe about the procedures of alternative writing assessment in the 11th grade at SMAN Umbulsari
3. To describe about the strengths and weakness of alternative writing assessment in the 11th grade at SMAN Umbulsari

D. Significance of Research

The researcher anticipates the following benefits from the study which are based on the context and stated research goals is:

1. Theoretical Significance

The results of this research are expected to contribute ideas for decision-makers especially in the field of education, and in the implementation of writing skill assessment in high school.

2. Practical Significance

a. For the teachers

The results of this study are expected to provide relevant information for teachers in making decisions related to alternative writing assessment.

b. For the researcher

The results of this study are expected to be used as a study and support in the development of research knowledge related to this topic as well as a reference for further researchers.

E. Definition of key term

Alternative Writing Assessment

Alternative writing assessment is a way process to evaluating writing skills different with traditional standardized test. Based on the form of the alternative writing assessment divided into four, there are journal, observation, self-peer assessments, and portfolio. In this study, alternative writing assessment focuses that applied carried out by teachers to students at of Senior High School Umbulsari.

CHAPTER II

LITERATURE REVIEW

This chapter in this research contains of previous studies about the writing, and the theoretical of writing assessment

A. Previous study

In this previous study, the researcher included the results of the study that had been carried out related to the study that will be conducted by the researcher. Then, the author includes a number of previous studies to help researchers, including the following scientific works.

1. The first was by Alya Rahma Adriani from Muhammadiyah University of Surakarta thesis in 2022 entitled “Assessment of writing skills at SMA Muhammadiyah PK Kottabarat Surakarta”⁵. The purpose of this study is to explain the types of assessment and the authenticity of assessment in writing skills used by grade XI teachers of SMA Muhammadiyah PK Kottabarat Surakarta. In conducting this research, the researcher used descriptive qualitative study. The subjects of this study were English teachers of grade XI of SMA Muhammadiyah PK Kottabarat Surakarta. Data collection techniques were interview, observation, and documentation. In analyzing the data, the researcher applied data reduction, data presentation, and conclusion drawing. This research's findings show the aspects of writing skills assessed by teachers are

⁵ Alya Rahma Adriani, “*Assessment of writing skills at SMA Muhammadiyah PK Kottabarat Surakarta*” (Thesis, University of Muhammadiyah Surakarta, 2022)

cognitive aspects and aspects of writing skills. The types of cognitive aspects of writing skills are multiple-choice, fill-in-the-blank, and short answer. While the types of writing skills aspects use writing samples called essays.

2. The second was by Janatul Aliyah from University of Education Indonesia thesis in 2019 entitled “Teacher’s Assessment Practices in English for young learners Classrooms”⁶. This study aims to investigate the assessment techniques employed by teachers in assessing EYL, and the language skills assessed, and to identify the difficulties encountered by teachers during the assessment process. The research design of the study is a case study. The data were collected through 32 classroom observations, interviews with 3 English teachers, and document analysis of students’ work and assessment records. The research's findings show 3 points. First, the study indicates that EYL teachers conducted four assessment techniques, namely on-the-run assessment, self and peer assessment, classroom tests, and portfolios assessment. Second, the study also reveals that teachers conducted assessments for all language skills and the most frequently language skill assessed by the three teachers was the writing skill, followed by speaking. Third, the difficulties encountered by teachers during the assessment process were mainly derived from the limitation of time, a large number of students in the classroom, and the students’ limited vocabulary that led to reluctant to practice, despite the teachers had

⁶ Janatul Aliyah, “*Teacher’s Assessment Practices in English for young learners Classrooms*”, (Thesis, The Education University, 2019)

attempted various techniques in assessing young learners in the EYL Classrooms.

3. The third was by Mohammad Javed, Wu Xiao Juan and Saima Nazli from International Journal of Instruction in 2013 entitled “A Study of Students’ Assessment in Writing Skills of the English Language”⁷. This paper addressed to evaluate and assess the student’s competency in writing skills at the Secondary school level in the English Language. Forty (40) Secondary schools of District Bahawa Inagar, Pakistan were taken using stratified sampling. This study focused to assess the students’ competency and capability in sub-skills of writing on the basis of gender, location and public and private sector. The research design of the study is quantitative. The research's findings based on the t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

Particularly students from rural areas should lay stress to improve their writing skills which can boost them to enhance their studies.

4. The fourth was by Nurhasanah from Syarif Hidayatullah State Islamic University in 2019 entitled “The application of authentic assessment for Students’ writing skill.”⁸ The focused of this study are divided into two points that’s is investigate the facts about the application of authentic

⁷ Muhammad Javed, Wu Xiao Juan, Saima Nazli, “*A Study of Students’ Assessment in Writing Skills of the English Language*”, International Journal of Instruction : Vol.6, No.2, July 2013, e-ISSN: 1694-609X

⁸ Nurhasanah, “*The application of authentic assessment for Students’ writing skill*”, (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2020)

assessment for teachers in assessing students' writing skills, and the teachers' problems in applying authentic assessment to students' writing skills. The subject of this research is the 10th grade of MAN 1 Tangerang City. The researcher used a qualitative descriptive method. It aims to obtain complete data and explain comprehensively. The data collection techniques used interviews, observations, and documentation. The research's findings show: The teacher applies authentic assessment on students' writing skills through three aspects - affective, cognitive, and skills. In the affective aspect: teachers use observation and journal techniques, teachers do not use them for students' writing. Cognitive aspect: written test and assignment techniques, both of these techniques were are not published for audience purposes. Skill aspect: project assessment, this aspect is also the same as the cognitive aspect.

5. The fifth was by Yustika Pratiwi from Sultan Syarif Kasif Riau State Islamic University in 2022 entitled "The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru"⁹. The subject of this study is teacher and students from high school Pekanbaru. The focus of this study on the process of the authentic assessment in assessing students' writing skill and to find out the problem of the teachers in implementing authentic assessment. This research used descriptive with qualitative approach. The result of the research is found three problem faced by the teacher in implementing authentic assessment

⁹ Yustika Pratiwi, *The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru*, (Thesis Sultan Syarif Kasif Riau State Islamic University, 2022)

first lack of time. Second, complex assessment procedures and last, student understanding about material.

Table 2.1
Similarities and Differences of Previous Research

No	Research title	Similarities	Differences
1	2	3	4
1	Alya Rahma Adriani / Assessment of Writing Skills at SMA Muhammadiyah PK Kottabarat Surakarta /2022	Both researches have same topic about the implementation in the English writing assessment on senior high school and also used qualitative approach	The previous research focuses on affective and cognitive aspects of writing skills. While in this research focuses on the form, procedure, and strengthens weaknesses of alternative writing assessment.
2	Janatul Aliyah / Teacher's Assessment practices in English for young learners in classroom / 2019	Both researches have same topic about the implementation in the practice English assessment	The previous research focuses on investigate the techniques and identify the difficulties of language assessment. While in this research focus on the form, procedure, also strengths and weaknesses of alternative writing assessment.

1	2	3	4
3	Muhammad Javed, Wu Xiao Juan, Saima Nazli / A Study of Students' Assessment in Writing Skills of the English Language / 2013	Both researches have same topic about the implementation English writing assessment	a. The previous research used the quantitative method, while this research used qualitative method. b. The focus of the previous research is to assess the students' competency and capability in sub- skills of writing on the basis of gender, location and public and private sector. While this research focus on the form, procedure, also strengths and weaknesses of alternative writing assessment.
4	Nurhasanah / The Application of Authentic Assessment for Students' Writing Skill / 2020	Both researches have same topic about the implementation in the English writing assessment in senior high school	The previous research is focuses on investigate the facts about the application and teachers' problems in applying authentic assessment

		and used qualitative method	to students' writing skills. While this research focus on the form, procedure, also strengths and weaknesses of writing skill assessment.
5	Yustika Pratiwi / The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru / 2022	Both researches have same topic about the implementation in the English writing assessment in senior high school and used qualitative method	The previous research focuses on the process of the authentic assessment and the problem of the teachers in implementing authentic assessment. While this research focus on the form, procedure, also strengths and weaknesses of writing skill assessments.

Based on several previous research, it is explained the implementation of English writing assessment. Meanwhile in this research, focused on the form, procedures, strengths, and weaknesses of the practice of alternative writing assessment in the 11th grade of SMAN Umbulsari, Jember.

B. Theoretical Framework

In doing a research some concept are needed to explain. The terms must

be clarified in order to avoid confusion among the readers. The following terms are used in this study:

1. Assessment in Writing Skill

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work from a jotted-down phrase to a formal essay is a performance that ultimately gets assessed by the self, teacher, and possibly other students. He mentions that there are two types of assessments: formal and informal assessment. Formal assessment is a planned and designed process that is used to see the success of students in their learning. Informal assessment, on the other hand, is a spontaneous response to the students, such as unplanned feedback and suggestions¹⁰.

Assessment of the students' attainment of objectives of lessons and units, and of the goals of the curriculum, may be offered in a wide array of possible for mats. Traditional periodic tests such as quizzes, multiple-choice tests, fill-in-the-blank tests, and other somewhat mechanical test types, offer the possibility of a practical quick level-check of students' attainment. Mid-term and final examinations might include, along with some of the above techniques, short essays, oral production, and more open-ended responses. Alternatives in such assessment techniques are

¹⁰ H. Douglas Brown, Heekyoong Lee, *Teaching by Principles: 4th Edition*, Pearson Education ESL, 2015, 489

available in journals, portfolios, conferences, observations, interviews, and self- and peer evaluation.¹¹

Furthermore, the Indonesian Minister of Education and Culture Regulation number 66 year 2013 define educational assessment as a process of collecting and processing information to measure the students learning outcomes which includes: authentic assessment, self-assessment, portofolio-based assessment, daily test, mid-term test, semester test, competence level examination, quality examination of competence level, national examination, and school examination¹².

2. The form of Writing Assessment

a. Alternative Assessment

Alternative assessment provides teachers with opportunities to record the success or failure of a curriculum which helps to present a better framework for organizing the learners' achievement. Moreover, alternative assessment is claimed to be in congruent with the cognitive psychology framework in that it regards learning to proceed in an uneven pace rather than a linear fashion. Based on this view, it is argued that students should be provided with the opportunities to use their own strategies to perform the given tasks. It is also stressed that this kind of assessment grants the students enough time to generate rather than choose a response. No doubt, this kind of assessment is a collaborative approach which allows the interaction of students and

¹¹ H. Douglas Brown. *Teaching by principles*. 190

¹² Permendikbud. *Educational Assessment Standard*. Undang-Undang RI No. 66 year 2013

teachers in the learning process.¹³

According to Mitchell, the terms alternative assessment, authentic assessment, and performance assessment are all used in discussions of assessment reform. Although these terms are sometimes used synonymously, they have different meanings. The term alternative assessment applies to any and all assessments that differ from the multiple-choice, timed, one-shot approaches that characterize most standardized and classroom assessments. The term authentic assessment conveys the idea that assessments should engage students in applying knowledge and skills in the same way they are used in the world outside of school. Performance assessment is a broad term, encompassing many of the characteristics of both authentic assessment and alternative assessment¹⁴.

Several alternatives in assessment will be briefly discussed here.

1) Portfolios

One of the most popular forms of alternative assessment within a communicative framework is the construction of portfolios¹⁵. It includes essays, compositions, poetry, book reports, artwork, video or audio recordings of a student's oral production, journals, and virtually anything else one wishes to specify. In earlier

¹³ Barootchi, N., & Keshavarz, M. H. *Assessment of achievement through portfolios and teacher-made tests. Educational Research*, 2002. 44(3), 279-288.

¹⁴ Lenite Silva Lopes. *Alternative assessment of writing in learning English as a foreign language: Analytical scoring and self-assessment*. Bridgewater State University, Bridgewater, Massachusetts. 2015.

¹⁵ H. Douglas Brown. *Teaching by principles*. 190

decades of our history, portfolios were thought to be applicable only to younger children who assembled a portfolio of art and written work for presentation to a teacher. But now, learners of all ages and in all fields of study are benefiting from the tangible, hands-on nature of portfolio development.

2) Journals

Usually one thinks of journals simply as opportunities for learners to write relatively freely without undue concern for grammaticality. Journals can have a number of purposes: language learning logs; grammar discussions; responses to readings; self-assessment; and reflections on attitudes and feelings about oneself. Recently, the assessment qualities of journal writing have assumed an important role in the teaching and learning process. Because journal writing is a dialogue between student and teacher, journals afford a unique opportunity for a teacher to offer various kinds of feedback to learners.

3) Observations

One of the characteristics of an effective teacher is the ability to observe students as they perform. Teachers are constantly engaged in a process of taking students' performance and intuitively assessing it and using those evaluations to offer feedback. Without ever administering a test or a quiz, teachers know a lot about their students. In fact, experienced teachers are so good at this almost

subliminal process of assessment that their estimates of a student's competence are often highly correlated with actual independently administered test scores.

On the other hand, teachers' intuitions about students' performance are not infallible, and certainly both the reliability and face validity of their feedback to students can be increased with the help of empirical means of observing their language performance. Observations can become systematic, planned procedures for real-time, almost surreptitious recording of student verbal and nonverbal behavior. One of the objectives of such observation is to assess students as much as possible without their awareness (and possible consequent anxiety) of the observation, so that the naturalness of their linguistic performance will be maximized. Checklists, charts, rating scales, systematic note taking, and teachers' journals can all help to support our intuitive observations and to provide a source of identifiable feedback to students.

4) Self- and Peer-Assessments

A conventional view of language pedagogy might consider self- and peer-assessment to be an absurd reversal of the teaching learning process. Successful learners extend the learning process well beyond the classroom and the presence of a teacher or tutor, autonomously mastering the art of self-assessment¹⁶.

¹⁶ Douglas Brown. *Teaching by Principles*. 526-531

b. Regular Assessment

According to Brown and Hudson aptly pointed out the assessment traditions available to us should be valued and utilized for the functions that they provide. The term regular assessment is a pencil-and-paper-based test. The tests ask students to read or listen to a selection and then to answer questions about it, or to choose or to produce a correct grammatical form or vocabulary item and it usually involves the skills. Regular assessments are the conventional methods of testing which usually produce a written document, such as a quiz, exam, or paper¹⁷.

Refers to Belle regular assessment also named with standardized tests and traditional assessments often use the following types of questions – true/false, multiple-choice, matching, short-answer, fill-in-the-blank, and essay. Therefore, Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple choice, and fill-in-the-blanks¹⁸.

Table 2.1 highlights differences among traditional test designs with alternatives that are more authentic in how they elicit meaningful communication.

¹⁷ Douglas Brown. *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 17

¹⁸ Popham, J.W. *Classroom Assessment: What Teachers Need to Know*. 7th Edition, Pearson Education Ltd., Boston. 2014

Table 2.2
Traditional and Alternative Assessment

Regular/Traditional Assessment	Alternative/Authentic Assessment
One-shot, standardized exams	Continuous, long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative tasks
Scores sufficient for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on discrete answers	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

Adapted from Armstrong, 1994; and Bailey, 1998, p. 207

3. Procedures of Writing Skill Assessment

The scoring procedures are critical because the score is ultimately what will be used in making decisions and inferences about writers.

a. Rating Scale

One of the first decisions to be made in determining a system for scoring is what type of rating scale will be used. The three basic scoring methods of holistic, primary trait, and analytical are frequently used by test creators to evaluate writing proficiency of writing¹⁹. In the

¹⁹ Weigle, Assessment Writing. 110

first, an essay receives a single score that represents the reader's entire evaluation. The principal goal or trait of an essay is the only factor considered when using the primary trait score variant of the holistic technique. Analytical scoring divides the written content submitted by the test-taker into a number of subcategories (organization, grammar, etc.), assigning a distinct score for each²⁰.

1) Holistic Scoring

In holistic scoring, a rater assigns a single score. The reader-evaluator assigns a systematic set of descriptions to each point on a holistic scale, and then matches an overall impression with the descriptors to determine a score. Although not always, descriptors typically adhere to a pattern. The fact that these subcategories are not quantitatively added up to produce a score, however, makes scoring truly holistic. The holistic scoring guide points out that descriptors are qualitative and call for the evaluator's discretion.

Holistic scoring differs from the other. Less dependable precursor, general impression marking, in which criteria are never expressly defined. Holistic scoring uses a grading rubric. Each level of the rubric has a collection of anchor scripts or benchmark scripts that serve as examples of the criteria for that level. Raters are rigorously instructed to follow the rubric when grading written content. However, it should be noted that the usage of a rubric,

²⁰ H. Douglas Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 249

benchmark scripts, and rater training is not restricted to holistic scoring; rather, these components are acknowledged as best practices in the creation of assessments, independent of the type of scale utilized²¹.

Table 2.3
Holistic Scoring

Score	Description
6 (Superior)	Essay is superior writing but may have minor flaws.
5 (Strong)	Essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.
4 (Adequate)	Essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.
3 (Marginal)	Essay demonstrates developing competence in writing but is flawed in some significant way(s).
2 (Very Weak)	Essay shows little competence in writing and has serious flaws in content, organization, and grammar.
1 (Incompetent)	Essay demonstrates fundamental deficiencies in writing skills.

²¹ Weigle, Assessment Writing. 112

2) Analytic Scoring

Analytic scoring is more appropriately called “analytic assessment” to capture its closer association with classroom language instruction than with formal testing. In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. The evaluator may be influenced by the ranking of the five categories (organization, logical development of ideas, grammar, punctuation, spelling, and mechanics) to favor organization and logical development over punctuation and style, but the mathematical distribution of the 100-point scale gives each of those categories an equal weight (up to 20 points). Writing and evaluation experts don't all accord. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists. In the scale presented by Brown and Bailey in this below, each major category has descriptors that differentiate five scoring levels²².

²² Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 251

Table 2.4

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	
SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE	READER	COMMENTS	

Adapted from *Jacob et al's scoring profile*

3) Primary Scoring

Primary trait scoring is based on the idea that it's crucial to comprehend how effectively students can compose texts within a narrowly limited range of discourse (such as persuasion or explanation). In main trait scoring, the rating scale is specified in relation to the particular writing assignment, and essays are assessed based on how successfully the writer completed the task.

A scoring rubric is made for each writing task that is part of a primary trait assessment²³.

It contains the following information:

- 1) the writing task;
- 2) a statement of the primary rhetorical trait (such as persuasive essay or congratulations letter) elicited by the task;
- 3) a hypothesis about the expected performance on the task;
- 4) a statement of the relationship between the task and the primary trait;
- 5) a rating scale that outlines levels of performance; and
- 6) sample

This method of scoring places an emphasis on the current task and determines a grade based on how well the text accomplishes that particular objective. For instance, if the goal or function of an essay is to persuade the reader to take a certain

²³ Weigle, *Assessment Writing*. 110

action, the writing's score will depend on how well that goal or function is achieved. A learner's response would be judged solely on that aspect if they were asked to use language to communicate their emotions in order to use the imaginative function of the language²⁴.

b. Designing the scoring rubric

The scoring rubric is critical, as it represents as explicitly as possible the definition of the skill(s) that the test is intended to measure, as mentioned above. However, it is not enough for a rubric to be clear and explicit: it must also be useable and interpretable, certainly by raters, and preferably by any and all stakeholders in the testing process, particularly test takers and decision makers.

c. Writing scale descriptor

This is the approach advocated by Bachman and Palmer from a set of scales used for placement into a university writing program. The advantage of this approach, according to Bachman and Palmer, is that it allows one to make inferences about a test taker's language ability on an absolute scale rather than relative to other test takers or to native speakers. However, a potential problem with this approach is that the scale descriptors tend to make imprecise distinctions between the levels (e.g. 'excellent,' 'very good,' 'good,' and so on). It is likely that inexperienced raters may have difficulties making these distinctions

²⁴ Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 254

reliably without extensive training and repeated exposure to texts that instantiate the various scale levels. Another approach is to generate scale descriptions empirically, through the examination of actual scripts and/or operational ratings of writing performances.

d. Calculating total scores

Before the scoring rubric can be finalized, decisions need to be made about calculating reported scores, in particular, if and how a total score will be derived from individual raters' scores, how much tolerance for discrepancies in ratings will be allowed, and what procedures will be followed in adjudicating discrepancies. For the purposes of this discussion, it is assumed that two raters will read and score each script independently of each other, with a third, senior rater, reading the sample in case of discrepancies.

In the simplest case, when the two raters are in agreement, the reported score can be the sum or the average of the two raters' scores.

The practice of combining scores in these ways has the effect of doubling the possible range of scores (for example, if a six-point scale is used, the reported scores will range from 2 to 12 if scores are added together, or from 1 to 6, maintaining the original scale, with half-point intervals, if the scores are averaged).

Another factor that must be decided is the amount of variability among ratings that will be considered acceptable. Common practice on a six-point scale is that ratings more than one score point apart (e.g.

one score of 3 and one of 5) are considered discrepant and must be resolved. In some testing programs where there is a specific pass/ fail boundary (e.g. a score of 4 on a 6-point scale is passing, while a score of 3 is failing), if the two scores fall on either side of the boundary a third rater must resolve the discrepancy, even if the scores are only a point apart. Procedures for incorporating a third rating in the reported score vary from institution to institution: in some cases, the reported score is the average of the two closest scores, while in others all three scores are averaged. In the case of a third rater adjudicating at a pass/fail boundary, the third rater's judgement will normally prevail and the two scores on the same side of the boundary will be used in calculating the final score²⁵.

4. Strengthens and Weaknesses

a. Strengthens

Murphy and Camp discuss three principle benefits of alternative writing using portfolios to students.

- 1) Offer opportunities for reflection and the development of self-awareness, both of which play important roles in learning.

According to Hamp-Lyons and Condon the opportunity for reflection is especially important for second-language writers in academic contexts: the ethos of a well-run portfolio program allows more and better opportunities for reflection and feedback on

²⁵ Weigle, Assessment Writing. 127

writing, so that students who are struggling both to learn the language and to understand the writing demands of academic courses will be more successful as they return to and reflect on their own writing.

- 2) Students develop a sense of ownership of their writing through having some control over both the conditions for writing and the selection of portfolio contents, which leads to a sense of agency and responsibility. According to Murphy and Camp, in the process of creating portfolios, students learn to exercise judgment about their own work, monitor their own progress, set goals for themselves, and present themselves and their work to others'.
- 3) Students can use portfolios as a basis for self-assessment and development of standards, if they are given clear criteria and opportunities to evaluate and revise their own work in preparing their portfolios.

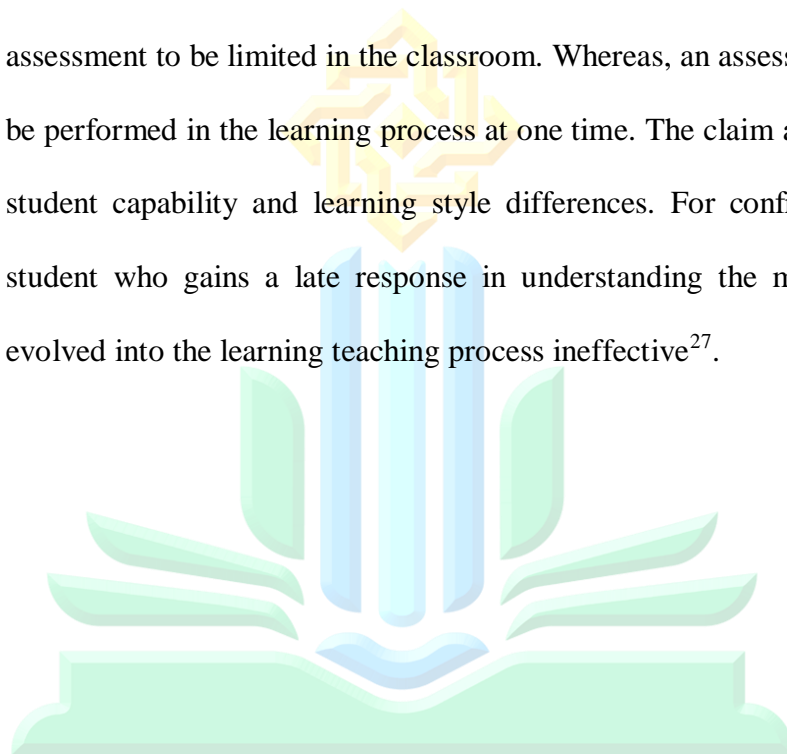
In addition to these potential benefits, alternative assessment can promote the process of revision, which is a major focus of much contemporary writing instruction. If students know that they have the opportunity to address weaknesses in their writing before the portfolio is turned in, they may be more willing to revise their writing than they might otherwise be²⁶.

²⁶ Weigle, Assessment Writing. 204-205

b. Weaknesses

Time consuming completion of writing assignments.

Limitation of time between the learning and assessment process. This situation made teachers have difficulty to master the whole class since the students' quantity. It related to applying an authentic assessment to be limited in the classroom. Whereas, an assessment must be performed in the learning process at one time. The claim appeared in student capability and learning style differences. For confronting the student who gains a late response in understanding the materials. It evolved into the learning teaching process ineffective²⁷.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

²⁷ H. Douglas Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 329

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

The approach that will be used in this research is qualitative research. This research used qualitative research focused on the field research design. Field research is research carried out in a place or a location chosen to research or something that happens in that place. Meanwhile, the research design is used to know how to precede the data in the research. It means it is a plan for collecting and analyzing the data to answer the research questions.

Based on the purpose of the research and the nature of the problems, this research is descriptive qualitative. The research is descriptive because the objectives of this research are observing and finding information as much as possible about alternative writing assessments. It included descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers²⁸.

B. Research Location

The research was carried out at SMAN Umbulsari. Located on Jl. Jend. PB Sudirman No.129, Gununglincing, Gunungsari, Umbulsari District, Jember Regency, East Java. The researcher chose SMAN Umbulsari because this school is a senior high school have been implementing the practice of writing alternative assessment for teaching and learning activities. The school applies this innovative

28 Donal Ary, "Introduction to Research in Education, " (USA, Wadsworth Group a Division of Thompson Learning Inc, 2002), 426.

ways in teaching and learning process in the English learning class. Therefore, the researcher want to know this uniqueness is relevant to be investigated in educational research.

C. Research Subject

In this study, purposive sampling was used to identify and recruit subjects who were appropriate as research subjects²⁹. Purposive sampling is appropriate for this current study because it is related to the location and people who are important in understanding the central phenomenon in the field. The type of purposive sampling used in this study was homogeneous sampling, which was appropriate for the phenomenon.

The subjects in this study who were used as informants included 1 English teacher and grade 11 students at SMAN Umbulsari, especially 11th grade A'1. The condition must require that students and teachers respond to the application of form, procedures, and strengths and weaknesses in writing alternative assessments.

D. Data Collecting Methods

Data collection technique is ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carries out interview, observation, document review. Therefore, the researcher uses some data collection technique, for more detail as following below:

²⁹John W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition* (Boston: Pearson Education, 2012), 205.

1. Observation

In this research, the researcher uses non-participants because the researcher observes without participating or taking any active part in the situation. In this case, the researcher just sit down in the back row of the classroom, pay attention to more detail about all the activities that happened in the classroom, and wrote down some notes to get the data, which focused on the teacher's applied the practice of writing alternative assessment.

Table 3.1
Indicators of Observation

Indicators for teacher's observation

No	Indicators	Statement	No. items
1	2	3	4
1.	Form	The teacher use portfolios	1
		The teacher use journals	2
		The teacher use observation	3
		The teacher use self-peer assessment	4
2.	Procedure	The teacher make a rating scale	5
		The teacher designing the scoring rubric	6
		The teacher write scale description	7
		The teacher assess the students in all written content	8
		The teacher assess the students in each point of written content	9
		The teacher assess the students depends on purpose and subject of assessment	10
		The teacher calculating total score	11

Indicators for students' observation

No	Indicators	Statement	No. items
1	2	3	4
1.	Strength	Students can write according the lesson theme	1
		Students can easily organize the outline according the theme to be written	2
		Students easily revise their writing in group or individual	3
2.	Weakness	Students find do not have sufficient time to complete their writing	4

2. Interview

The interview is a process of getting an explanation by asking questions face-to-face between the researcher and the informant using an interview guide³⁰. The interview employed in this study was semi-structured since further discussion and questioning could go further than what was listed in the interview questions. Semi structure is an interview model in which the interview naturally occurs to review questions for the students without interfering with their comfort while the interview section is running.

The purpose of the interview is to get accurate answers to questions based on perspectives and thoughts by interviewing students in the 11th grade, especially in the IPA'3 and the English teacher about alternative writing assessment.

³⁰ Moh Nazir, "Metode Penelitian" (Jakarta, Ghalia Indonesia, 1999), 193.

Tabel 3.2
Indicators of interview

Indicators for teacher's interview

No	Indicators	Statement	No. Items
1	2	3	4
1.	Form	The teacher way to applied form of writing assessment	1
2.	Procedure	The teacher way to use procedures of writing assessment	2
		The teacher way to implemented in daily or only per semester	3
		The teacher way to designing scoring rubric	4
		The teacher way to calculating score after learning process of writing	5

Indicators for students' interview

No	Indicators	Statement	No. Items
1	2	3	4
1.	Strength	Students able to do writing assessment according instruction from the teacher	1
		Students can easily organize the outline according the theme to be written	2
		Students easily revise their writing in group or individual	3
2.	Weakness	Students find do not have sufficient time to complete their writing	4

3. Document Review

Documentation is used to complete the data in the study. Researchers can obtain information stored in a document in the form of photo archives, journal activities, lists of student names, student daily scores, and so on. Information that occurred in the past can be known through documents³¹. Document reviews are the form of public and private records obtained by qualitative researchers about a site or participant in a

³¹ Suheri. *Teknik-Teknik Menulis Skripsi dan Thesis*. (Surabaya: Imtiyaz), 2017.

study, and they can include a newspaper, meeting minutes, a personal journal, and letters. These resources are useful in assisting researchers in understanding key phenomena in qualitative research.

Table 3.3
Document Review data

No	Indicator	File Data
1	Procedure	Lesson plan
		Students' script of writing assessment
		Writing instrument test

E. Data Analysis

The researcher uses three components of data analysis based on Miles, Huberman and Saldana³². There are some steps for analyzing the data, those are:

1. Data condensation

Miles, Huberman, and Johnny Saldana "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. At the data condensation stage, the following processes were carried out:

- a) *Selecting* is the researchers selected data obtained from the observation, interview, and documentation process related to the

³² Miles, M.B, Huberman, A.M, dan Saldana, J. "*Qualitative Data Analysis, A Methods Sourcebook*", edition 3. (USA: Sage Publications. 2014). 31.

application of writing alternative assessment in the 11th grade.

- b) *Focusing* is the process of focusing data related to various matters related to the application of writing alternative assessment in the 11th grade.
- c) *Abstracting* is the process of summarizing the core data related to the application of writing alternative assessment in the 11th grade.
- d) *Simplifying and transforming* is the process of simplifying and transforming various things related to the application of writing alternative assessment in the 11th grade.

F. Data Display

Data display is a component of analyzing data that arranged systematically. After the data from observations, interviews and document review regarding the application of writing alternative assessment at the 11th grade at SMAN Umbulsari are condensed, then the next is to display the data in the form of narrative text related to the application of writing assessment at the 11th grade at SMAN Umbulsari. Thus, the reader is easier to understand what has happened and can also plan further work based on what has been understood.

1. Drawing and verifying conclusion

Drawing and verifying conclusion is the last component of analyzing data that. Drawing conclusions about the data on the application of writing assessment is supported by valid and consistent evidence in the form of observations, interviews and documentation in accordance with what has

happened in the field related to the application of writing alternative assessment in the 11th grade at SMAN Umbulsari.

G. Validity of Data

There are several techniques used by qualitative methods to ensure the accuracy and credibility of research results, namely: triangulation, member checking, and auditing. Data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researcher. Data triangulation means using a variety of data, using more than one theory, several analytical techniques, and involving more researcher³³.

In this study, the researcher used source triangulation and technique triangulation to test the validity of the data.

1. Source Triangulation

Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. In this study, sources triangulation was on the 11th grade students at SMAN Umbulsari, and English teacher.

2. Technical Triangulation

Technical triangulation is carried out using a variety of techniques to reveal data carried out to data sources. In this study, technical triangulations were observations, interviews and document review. This triangulation is used to answer research questions about the form, procedures, and strengthens and weakness of the practice of writing

³³ J.R.Raco. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. (2010) 134.

assessment at SMAN Umbulsari.

H. Research Procedure

Researcher divided the process of conducting a research into three stages, the steps of this research are as follow:

a. Pre field research stage.

- 1) Arrange research design.
- 2) Choose the research location.
- 3) Finishing Agreement.
- 4) Deciding the informant.
- 5) Prepare the research instruments

b. Field research stage.

- 1) Apprehend background and objective of research
- 2) Enter the research location
- 3) Participate actively in teaching and learning activity and collect data
- 4) Complete the data.

c. Post field research.

1. Analyze data based on the research procedure
2. Finishing Agreement of research complete
3. Revise the report

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Profile of SMAN Umbulsari

SMA Negeri Umbulsari is a senior high school located in Jember Regency, East Java Province. This school is more precisely located at Jl. PB Sudirman No. 129, Gunungsari Village, Umbulsari Sub-district. SMAN Umbulsari was established in 1994/1995, at that time the daily executor of SMAN Kencong because it did not yet have DIK. After having DIK SMAN Umbulsari was published with the Decree of the Minister of Education and Culture number: 0260/0/1994 dated October 4, 1994 then the management is no longer the responsibility of SMAN Kencong but managed by itself as a fully sovereign school. SMAN Umbulsari in 1994 which originally only had 3 study groups and now in the 2 school has 2 majors namely Science, Social Studies. For the next new school year 2024/2025 a new class will be held, namely the Language Department class.

B. Research Findings

The researcher gathered information through observation, interviews, and document review. Based on observations, interviews, and document reviews, the researcher discovered data on students' alternative writing assessment through methods employed by the teacher at Senior high school of Umbulsari's at the eleventh grade. The data were displayed and analyzed based on research questions, such as; 1) what is the form of alternative

assessment in the 11th grade at SMAN Umbulsari, 2) what are the procedures of alternative writing assessment in the 11th grade at SMAN Umbulsari, 3) what are the strengths and weakness of alternative writing assessment in the 11th grade at SMAN Umbulsari. The result was as follows:

1. The form of alternative assessment in the 11th grade at SMAN Umbulsari.

To know the form of alternative writing assessment applied in the 11th grade at SMAN Umbulsari, the researcher observed and interviewed English teacher. The researcher conducted the observation on May 13, 2024, behind the students to take a place when alternative writing assessment applied. It gained to demonstrate real action during the practice of alternative writing in class.³⁴

Teachers' applied of 3 form of alternative writing assessment there were; journal, self-peer assessment and observation in the class XI A'1. The first form of alternative writing assessment has been researcher observed is journal of writing assessment. The teacher used journal during learning activities after giving the order to the students to do an assignment of writing. After researcher observed the teacher, researcher interviewed the teacher about form of journal of alternative writing assessment in the classroom.

³⁴ Observation, 13 May 2024

JOURNAL OF WRITING ASSESSMENT

Kelas /Semester : Aulia Maulana Safitri
 Kelas /Semester : XI A'1/Genap
 Tanggal Penugasan : 13 May 2024
 Topik : Write a procedural text about "how to make a piggy bank or money box"

Entri journal:

Aspek yang Dinilai	Sangat Baik	Baik	Kurang Baik	Tidak Baik	Nilai
Mengidentifikasi informasi penting	✓				
Mengidentifikasi struktur Teks procedure		✓			
Menentukan informasi penting tentang strategy /cara mengatur keuangan .		✓			
Memberikan contoh teks procedure	✓				

Kriteria Penilaian (Skor)

Sangat baik = 81 – 100

Baik = 71 – 80

Kurang baik = 61 – 70

Tidak Baik = 50 – 60

$N = \frac{\text{Jumlah skor yang diperoleh Peserta Didik}}{\text{Jumlah Skor Maksimal}} \times 1000$

Nomor	Instrumen	Skor
1.	Pemilihan topik / gambar yang tepat	10
2.	Penyajian strategy yang sesuai.	10
3.	Penggunaan struktur yang lengkap.	30
4.	Penggunaan ejaan dan tanda baca yang tepat.	20
5.	Penggunaan kalimat efektif yang tepat.	15
6.	Penggunaan kalimat sesuai unsur kebahasaan yang tepat	15
Total		100

Refleksi:

Picture 4.1
Teacher used journal in classroom³⁵

³⁵ Document review, 13 May 2024

According to English teacher about the form of journal, she said.³⁶

"Journal in the implementation of writing assessment is very important to support students' writing ability. I use this journal to observe students' ability to write and to identify students' weakness and strengths. Although the use of journals that I apply has not been maximized, my hope is that students' in the 11th grade will be more enthusiastic in developing their ability to learn to write, especially in this English subject."

“Jurnal dalam penerapan writing assessment ini sangat penting untuk menunjang kemampuan menulis siswa. Penggunaan jurnal ini saya gunakan untuk mengamati kemampuan siswa dalam menulis serta untuk mengidentifikasi kelemahan dan kelebihan siswa. Meski penggunaan jurnal yang saya terapkan belum maksimal akan tapi, harapan saya semoga anak-anak di kelas 11 semakin semangat dalam mengembangkan kemampuan belajar menulis khususnya di mata pelajaran bahasa inggris ini”

The result of observation, interview and document review showed; the teacher used journals in alternative writing assessment in the learning process. The teachers used a journal to assessed the student's performance in writing, and identify students' strengths and weakness in the eleventh grade at SMAN Umbulsari. Although teachers' perception the implemented of journal alternative witing assessment is not maximized, teacher believed in the 11th grade will be more enthusiastic in developing their ability to learn in writing skills.

The second form has been applied by english teacher in the 11th grade at SMAN Umbulsari is peer assessment. This peer assessment is

³⁶ Researcher interviewed with English teacher, May 14 2024

carried out after students complete their writing task, then the teacher tells students to exchange their writing task with other groups. Based on observation, the researcher found the students felt happy to practice peer assessment with their friends, even though they have limitation of time to finished their writing assessment.³⁷



Picture 4.2
Students practice peer assessment³⁸

According interview with Mrs. Ritaningsih M.Pd, she said:³⁹

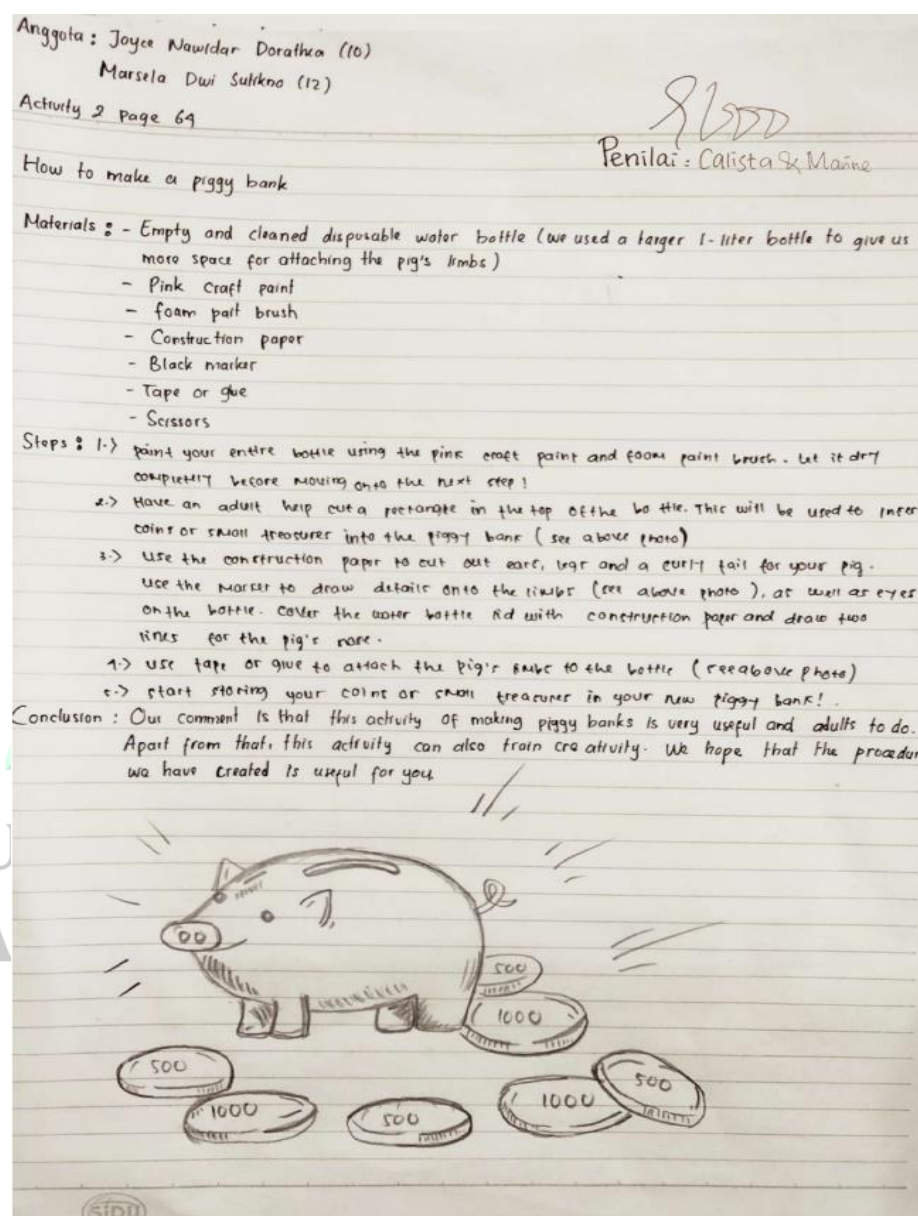
"Peer assessment can support each other to measure students' affective aspects. In addition, this assessment can also help students' awareness in reflecting on themselves and their classmates during learning activities. However, I often have difficulties in implementing this assessment technique. This is due to the limited time in implementing peer assessment."

³⁷ Observation, 13 May 2024

³⁸ Observation, 13 May 2024

³⁹ Researcher interviewed with English teacher, May 14 2024

“Self-peer assessment dapat saling mendukung untuk mengukur aspek afektif siswa. Selain itu, penilaian ini juga dapat membantu kesadaran siswa dalam merefleksikan diri mereka sendiri dan teman sekelompok mereka selama kegiatan pembelajaran. Namun, sering kali saya mengalami kesulitan dalam menerapkan teknik penilaian ini. Hal ini dikarenakan keterbatasan waktu dalam menerapkan self-peer assessment.”



Picture 4.3
Script of peer assessment⁴⁰

There is a sample of script peer assessment that applied at SMAN Umbulsari. Although it takes a long time to implement it, the teacher is able to anticipate the application of peer assessment.

Based on observation, interview and document review. The result showed using peer assessment during practice alternative writing assessment can support to measure students' affective aspects. Also, it can help students' awareness in reflecting on themselves and their classmates during a learning activity. However, teachers takes a long time this activity because of time constraints in assessing all students.

The third form has been implemented by english teacher in the XI A'1 is observations of alternative writing assessment. Based on observation, the researcher found the teachers observes students performance during learning activities of writing in the classroom. This statement supported by document that researcher took at learning process.



Picture 4.4
Teachers used observation in alternative writing assesment⁴¹

⁴¹ Observation, 13 May 2024

According the English teacher, she said.⁴²

"Observation is necessary for the learning process so that it is easier for me to assess whether students understand what I am teaching or not, so that it is easier for me to conduct a comprehensive assessment during the learning process.

“Observasi perlu untuk proses pembelajaran agar saya lebih mudah untuk menilai apakah siswa paham dengan apa yang saya ajarkan atau tidak, sehingga saya lebih mudah untuk melakukan penilaian menyeluruh selama proses pembelajaran.

Based on observation and interview with English teacher about the result showed using observation, observations makes assessing easier for teachers to perform assessments of writing during the learning process.

As the result observations, interview with Mrs. Ritaningsih M.Pd as the English teacher, and takes document review of SMAN Umbulsari, there were three form of alternative writing assessment applied in the class XI A’1, there are journal, self-peer assessment, and observation.

2. The procedure of alternative writing assessment in the 11th grade at SMAN Umbulsari.

According the interview with Mrs. Ritaningsih M.Pd as the English teacher of SMAN Umbulsari said that:⁴³

"In the journal writing assessment procedure on the material "how to manage your money" I assess the entire content, related to the theme or not. For the assessment process, the first thing is that I make the

⁴² Interviewed English teacher, Umbulsari, May 14, 2024

⁴³ Interviewed English teacher, Umbulsari, May 14, 2024

assessment scale, then I match what rubric is appropriate for the journal.

Finally calculated total of all the scores.”

“Dalam prosedur penilaian menulis bentuk jurnal tentang materi "how to manage your money" saya menilai dari seluruh isi konten, sesuai dengan tema atau tidak. karena, dalam materi ini siswa tidak disuruh untuk mendeskripsikan sesuatu melainkan menulis sesuai perintah. Nah untuk proses penilaiannya, yang pertama adalah saya buat skala penilaiannya, kemudian saya mencocokkan rubric apa yang sesuai jurnal. Sudah pasti kalau skala penilain ada deskripsinya. Dan terakhir mentotal dari keseluruhan skore.

Based on statement of English teacher about procedure of journal alternative writing assessment applied. The teacher make a rating scale to assess the students in writing. The teacher designing the scoring rubric about alternative writing assessment, based on rubric teacher used holistic scoring for the rubric. The last, after teacher do all the procedures, teacher calculating the total score.

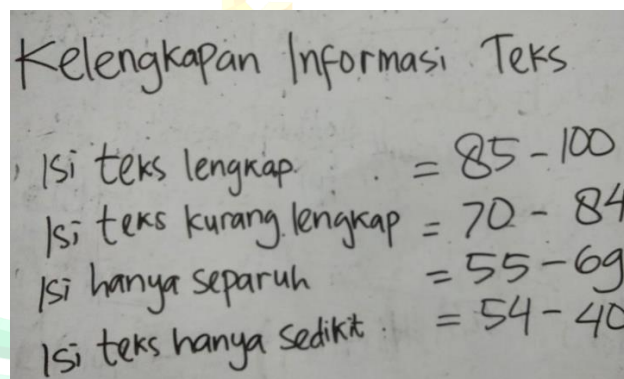
After procedure of journal writing assessment, researcher interviewed to English teacher about procedure of peer assessment. According the English teacher, she said⁴⁴:

"After carry out the writing task, I gave the students an explanation of the assessment process with their friends. In the assessment process, I ask the students to exchange the tasks they have done with their friends. In this assessment, I do not make anonymus because to make it easier for me to see if there are correctors who are wrong in assessing, they can be corrected immediately. Oiya, I wrote the assessment criteria on the board because the students must to analyze content of what they wrote. After

⁴⁴ Interviewed English teacher, Umbulsari, May 14, 2024

that, I ask the students to assigns a score. After assigning score, I ask the students to calculate the score”

“Setelah melaksanakan tugas writing, siswa saya kasih penjelasan tentang proses penilaian dengan temannya. Dalam proses penilaian saya suruh mereka untuk menukar tugas yang telah mereka kerjakan dengan teman bangku lainnya. Dalam penilaian ini tidak saya buat tanpa nama karena agar bisa memudahkan saya melihat jika ada korektor yang salah dalam menilai, bisa segera untuk di perbaiki. Oiya, untuk penilaian ini saya menulis kriteria penilaiannya di papan karena mereka harus menganalisa isi dari yang mereka tulis dengan temannya. Setelah itu, saya minta siswa untuk memberi nilai, lalumentotal keseluruhan nilai.



Kelengkapan Informasi Teks	
Isi teks lengkap	= 85 - 100
Isi teks kurang lengkap	= 70 - 84
Isi hanya separuh	= 55 - 69
Isi teks hanya sedikit	= 54 - 40

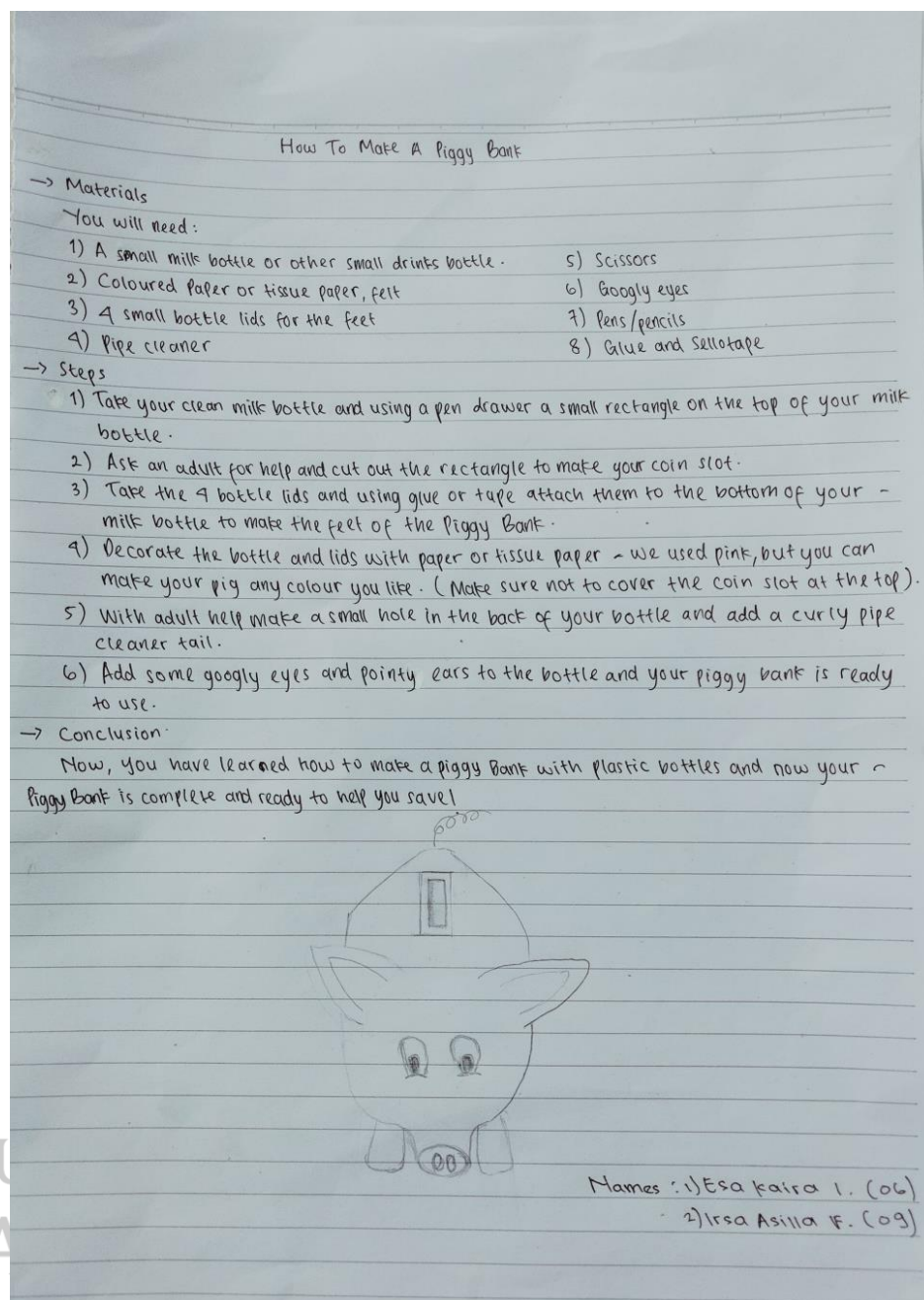
Picture 4.4
Teacher written criteria of scoring⁴⁵



Picture 4.5
Students assessed their writing task⁴⁶

⁴⁵ Observation, 13 May 2024

⁴⁶ Observation, 13 May 2024



J E M B E R

Picture 4.6
Script of peer assessment⁴⁷

Based on statement of English teacher about procedure of peer assessment: a) the teacher made a rating scale to assess the students in writing, b) the teacher designing the scoring rubric about peer

⁴⁷ Document review, 13 May 2024

assessment, c) and then write it down on board. d) After teacher write the scoring guide on the board, teacher ask the students to assign score friends. e) If completely, teacher ask the students to submitted to teacher. f) Teacher made sure that is false or wrong. g) The last, after teacher do the procedures, teacher ask the students to calculate the total score.



Picture 4.7
Implementing of observation alternative writing⁴⁸

The last procedure is observation in alternative writing assessment. Teacher observed the students during learning activities, after students finished their writing. Teacher ask ask the students to submitted to teacher. Teacher make sure that is false or wrong. Teacher ask the students mention the difficulties of their writing after that teacher give feedback or reflection of their writing.

As the result above, researcher conclude the result of the procedures alternative writing assessment were;

1) Procedures of form journals are:

a) The teacher made a rating scale to assess the students in writing.

⁴⁸ Observation, 13 May 2024

- b) The teacher designing the scoring rubric about alternative writing assessment, based on rubric teacher used holistic scoring for the rubric.
- c) The last, after teacher do all the procedures, teacher calculating the total score.

2) Procedures of form peer assessment are:

- a) The teacher make a rating scale to assess the students in writing,
- b) The teacher designing the scoring rubric about peer assessment, and then write it down on board.
- c) After teacher write the scoring guide on the board, teacher ask the students to assign score their friends.
- d) If completely, teacher ask the students to submitted to teacher.
- e) Teacher made sure that is false or wrong.
- f) The last, after teacher do the procedures, teacher ask the students to calculate the total score.

3) Procedures of form observation are:

- a) After students finished their writing.
- b) Teacher asked the students to submitted to teacher.
- c) Teacher made sure that is false or wrong.
- d) Teacher asked the students mention the difficulties of their writing after that teacher give feedback or reflection of their writing.

3. The strengths and the weakness of alternative assessment in the 11th grade at SMAN Umbulsari.

To know the result of strengths and weakness of writing alternative assessments on students, the researcher observed and interviewed them in the class.

According students one, he confirmed that:

“We can easily understand the directions from the teacher to do the writing assignment, and also we can easily make an outline or things that need to be prepared to do the assignment according to the theme. Especially if the assignment is shared with the group. We are very enthusiastic about working because if there are mistakes or don't understand the assignment we can share knowledge and can immediately correct mistakes in our writing assignments.”⁴⁹

“Kami bisa mudah memahami arahan dari guru untuk mengerjakan tugas menulis, dan juga kami dapat dengan mudah membuat kerangka atau hal yang perlu disiapkan untuk mengerjakan tugas sesuai tema. terlebih lagi jika tugasnya dibagi dengan kelompok. Kami sangat antusias untuk mengerjakan karena jika ada kesalahan atau kurang paham tentang tugasnya kami dapat berbagi pengetahuan dan dapat segera memperbaiki kesalahan dalam tugas tulisan kami.”

It was confirmed by students two, he confirmed that:

“It is easier for us to understand the work if the writing assignment is done in groups, because it will be more fun if there is a mistake or we don't understand the assignment we can share knowledge and can immediately revise the mistake. So, it doesn't become boring

⁴⁹ Student one interviewed , Umbulsari, May 15, 2024.

because there is a partner to exchange opinions to complete the task.”⁵⁰

“Kami mudah memahami dalam mengerjakan jika tugas menulis ini dilakukan berkelompok, karena akan lebih menyenangkan jika ada kesalahan atau kurang paham tentang tugasnya, saya dan teman bisa berbagi pengetahuan dan dapat segera memperbaiki kesalahan. Sehingga tidak menjadi bosan karena ada partner untuk bertukar pendapat untuk menyelesaikan tugas.”

According the third students, she confirms that:

“I think so far my friends' writing skills have started to improve, because almost no one is confused to do the assignment according to the directions of the teacher. Especially many of my friends are easy to make an outline before doing the assignment. So that if there are mistakes they are easy to discuss with their partners.”⁵¹

“Saya fikir sejauh ini kemampuan menulis teman-teman sudah mulai membaik, karena hampir tidak ada yang kebingungan untuk mengerjakan tugas sesuai arahan dari guru. Terlebih banyak dari teman saya yang mudah membuat kerangka sebelum mengerjakan tugas. Sehingga jika ada kekeliruan mereka mudah untuk berdiskusi dengan partner sebangku atau sebayanya.”

It was confirmed by students fourth, she confirmed that:

“I agree with Aulia, the practice of writing assignments automatically makes us all get the same part, it's more exciting than just being explained on the board and not getting a writing assignment, especially if later the results exchange assignments with friends and assess them.

⁵⁰ Student two interviewed , Umbulsari, May 15 2024.

⁵¹ Student three interviewed , Umbulsari, May 15 2024.

“saya setuju dengan Aulia, praktek tugas menulis itu otomatis membuat kami semua mendapatkan bagian sama, lebih seru daripada hanya dijelaskan dipapan tulis dan tidak mendapat tugas menulis. Menulis ini adalah output bagi kami tentang seberapa paham atau tidak tentang materi yang telah diarahkan oleh guru.”⁵²

The result from interview showed, there were many advantages of practice alternative writing assessment were; Being able to criticize their writing, being able to train organize the outline according the theme lesson to be written, students can easily revise their writing in group or individual; automatically everyone gets a part; those who can't do it have to study too;

Meanwhile the disadvantages of alternative writing assessment it was coming from the first students⁵³.

"The weakness is when students don't understand my intention to complete the task, confusion to get the meaning of the task from the teacher because often the teacher explains in a hurry.”⁵⁴

"Kekurangannya adalah ketika siswa tidak mengerti maksud saya untuk menyelesaikan tugas, kosakata yang sulit adalah salah satu hal yang paling penting untuk mendapatkan maksud dari tugas dari guru karena kerap kali guru menjelaskan tergesa.”⁵⁵

It was support opinion from the second students is:

"The weakness is, umm, in completing the task, it takes a little more time because not all students can immediately understand what the teacher has instructed.”⁵⁵

⁵² Student four interviewed , Umbulsari, May 15 2024.

⁵³ Researcher observation , Umbulsari, May 13 2024

⁵⁴ Student one interviewed , Umbulsari, May 15 2024.

⁵⁵ Student two interviewed, Umbulsari, May 15 2024.

"Kendalnya ya kak, emm dalam penyelesaian tugas sedikit membutuhkan waktu lagi karena tidak semua siswa dapat langsung mengerti apa yang diperintahkan guru."

In the third student opinion, it was confirmed:

"If there is noisy and crowding in class our concentration is disrupted to complete assignments so it takes a long time."⁵⁶

"Jika terjadi kegaduhan dan ramai dikelas konsentrasi kami terganggu untuk menyelesaikan tugas sehingga butuh waktu yang lama."

The last students opinion, was confirmed.

Well, this is what we have not been able to optimize because we need translated to English version, that's why we need additional time to finish it."

"Nah, ini yang belum bisa kami optimalkan karena itulah kami perlu merubah ke bahasa inggris, itulah yang menyebabkan tambahan waktu sebenarnya untuk menyelesaikannya."⁵⁷

Based on the results of interviews with the students, the weakness to learning English in practice alternative writing assessmen is: students needs more time to complete their writing.⁵⁸

Based on the outcomes of the above description, the following table can be concluded and explained.

⁵⁶ Student three interviewed , Umbulsari, May 15 2024.

⁵⁷ Student four interviewed , Umbulsari, May 15 2024.

⁵⁸ Students interviewed , Umbulsari, May 15 2024.

Table 4.1
Research Findings

No	Research Focus	Research Finding
1	2	3
1	What are form of alternative writing assessment in the 11 th grade at SMAN Umbulsari	<p>The finding form of alternative assessment in the 11th grade at SMAN Umbulsari were:</p> <ol style="list-style-type: none"> 1. Journal The teacher used journaling to starting learning activities 2. Self-peer assessment Teachers divided students into a group to make up assignment 3. Observation Teachers used observation during alternative writing assessment
2	What are the procedure of alternative writing assessment in the 11 th grade at SMAN Umbulsari	<p>The finding the procedure of alternative writing assessment, were:</p> <ol style="list-style-type: none"> 1. Journal <ol style="list-style-type: none"> a. The teacher made a rating scale. b. The teacher designed the scoring rubric c. The teachers assesses the students entire written content d. the teacher calculated total score 2. Self-peer assessment <ol style="list-style-type: none"> a. The teacher designed scoring rubric for self-peer assessment b. The teacher wrote it down on the board. c. The teacher asked the students to exchange their writing with a friend d. The teacher asked students to assign a score. e. After assigning the score, the teacher asked the students to calculate the total score. 3. Observations <ol style="list-style-type: none"> a. Teacher asked the students to collect their writing task b. The teacher discusses the results of the students' writing and

		<p>provided comments about their writing.</p> <p>c. The teacher instruct the students to revised their writing.</p>
3	<p>What are the strengths and weakness of alternative writing assessment in the 11th grade at SMAN Umbulsari</p>	<p>The findings of the strengths of alternative writing assessments were:</p> <ol style="list-style-type: none"> 1. Students could write according to the lesson theme of the alternative writing assessment. 2. Students were easily outlined according to the lesson theme of the alternative writing assessment. 3. Students easily understood when discussing the task of alternative writing assessment with their group. 4. Students easily revised the task of writing alternatives with their group. <p>Meanwhile, the findings of the weaknesses of practicing alternative writing assessment was : Students needed sufficient time to do the writing task because they needed to translate it into English</p>

C. Discussion

In the discussion of previous findings gathered from the field using observation, interviews, and documentation. The researcher next presented the research findings, which were to be compared to the theory discussed in previous chapters.

1. The form of alternative writing assessment in the 11th grade at SMAN Umbulsari.

Assessment is one of the key duties of teachers in order to monitor student performance and gauge the abilities they have acquired. It is used to evaluate both the student's understanding of writing techniques and their ability to express themselves in writing. To figure out the extent of their pupils' receptivity to the material they have presented, teachers should therefore engage in measurement activities.

Based on observation, interview and document review. The conclusion of teacher, there several steps above are, The teacher used journaling to starting learning activities, teachers applied self-peer assessment, teachers used observation during learning activities. The finding related theory with form of alternative writing assessment using observation, self-peer assessment, and journals⁵⁹.

2. The procedure of alternative writing assessment in the 11th grade at SMAN Umbulsari

One of learning approaches that can be used when learning English to more effectively is alternative writing assessment. SMAN Umbulsari is one of senior high school applied procedure of alternative assessment. As the result above, researcher conclude the result of the procedures alternative writing assessment were;

- a. Procedures of form journals are: 1) The teacher made a rating scale to assess the students in writing. 2) The teacher designed the scoring rubric about alternative writing assessment, based on rubric teacher

⁵⁹ H. Douglas Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 425

used holistic scoring for the rubric. 3) The last, after teacher did all the procedures, teacher calculating the total score.

- b. Procedures of form peer assessment are: 1) The teacher made a rating scale to assess the students in writing, 2) The teacher designed the scoring rubric about peer assessment, and then wrote it down on board. 3) The teacher wrote the scoring guide on the board, teacher ask the students to assign score their friends. 4) If completely, teacher ask the students to submitted to teacher. 5) Teacher made sure that is false or wrong. 6) The last, after teacher do the procedures, teacher ask the students to calculate the total score.
- c. Procedures of form observation are: 1) The students finished their writing. 2) Teacher asked the students to submitted to teacher. 3) Teacher made sure that is false or wrong. d) Teacher asked the students mention the difficulties of their writing after that teacher give feedback or reflection of their writing.

The finding was related to theory procedures of alternative writing assessment included: 1) rating scale, the three basic scoring methods of holistic, primary trait, and analytical scoring. 2) designing scoring rubric. 3) writing scale descriptor. 4) calculating the total score.⁶⁰

3. The strengths and weakness alternative writing assessment in the 11th grade at SMAN Umbulsari.

Alternative writing assessment certainly has it own strengths and

⁶⁰ Weigle, *Assessment Writing*. 127

weakness. Strengths and weakness described as a person's ability that difference from others.

The strengths of alternative writing assessment, were; students can write according the lesson theme, easily to make outline according the lesson theme to be written, easily understand when discussing the task of writing to their group. While the weakness was the students find do not have sufficient time to doing the task to finished their writing.

Based on finding above, the finding was related theory of the strengths and weakness of alternative assessment according to Murphy and Camp, in the process students learn to exercise judgment about their own work, monitor their own progress, set goals for themselves, and present themselves and their work to others'.⁶¹

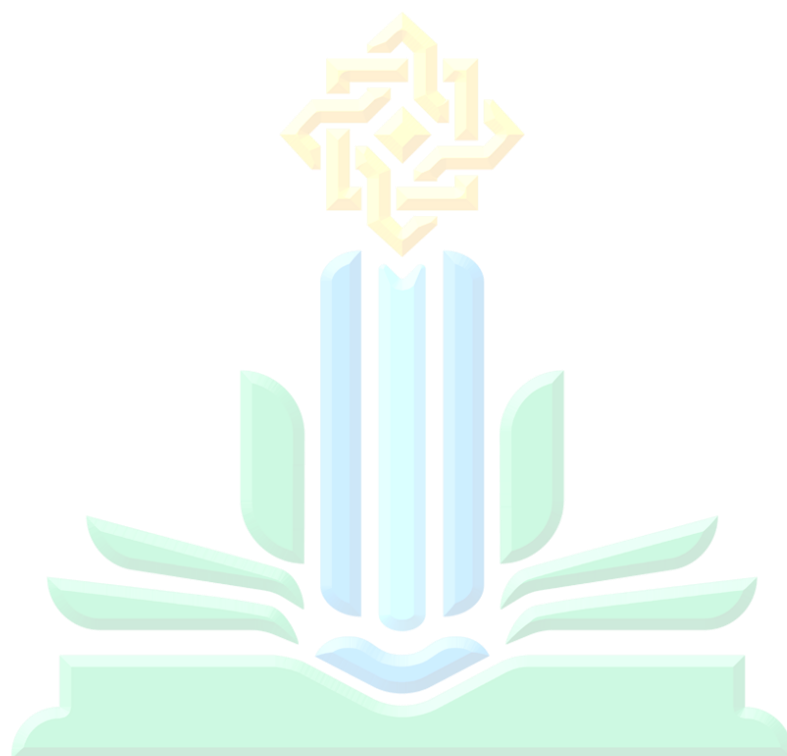
In addition, another beneficial is can promote the process of revision, which is a major focus of much contemporary writing instruction. If students know that they have the opportunity to address weaknesses in their writing before the portfolio is turned in, they may be more willing to revise their writing than they might otherwise be⁶².

Limitation of time between the learning and assessment process. This situation made teachers have difficulty to master the whole class since the students' quantity. It related to applying an authentic assessment to be limited in the classroom. Whereas, an assessment must be performed in the learning process at one time. The claim appeared in

⁶¹ Weigle, *Assessment Writing*. 204

⁶² Weigle, *Assessment Writing*. 205

student capability and learning style differences. For confronting the student who gains a late response in understanding the materials. It evolved into the learning teaching process ineffective⁶³.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁶³ H. Douglas Brown, Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, 3rd Edition, Pearson ESL 2019, 329

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presents to conclusion and suggestion of research

A. Conclusion

The conclusion what has been discussed and analyzed in chapter IV are:

1. The form of alternative writing assessment applied in the 11th grade at SMAN Umbulsari; there were several form has been applied in classroom; journals, observations, self-peer assessment.
2. The procedure alternative writing assessment in the 11th grade at SMAN Umbulsari; the procedure has been applied in alternative writing assessment is;
 - a. Procedures of form journals are: 1) The teacher made a rating scale to assess the students in writing. 2) The teacher designed the scoring rubric about alternative writing assessment, based on rubric teacher used holistic scoring for the rubric. 3) The last, teacher calculating the total score.
 - b. Procedures of form peer assessment are: 1) The teacher made a rating scale in writing task, 2) The teacher designed the scoring rubric about peer assessment, and then write it down on board. 3) The teacher wrote the scoring guide on the board, teacher ask the students to assign score their friends. 4) If completely, teacher asked the students to submit it to the teacher. 5) Teacher decided that it is false or wrong. 6) The last, the teacher asked the students to calculate the total score.

- c. Procedures of form observation are: 1) The teacher asked the students to submit it to teacher, after the students finished their writing task. 2) The teacher decided it is false or wrong. 3) The teacher asked the students mention the difficulties of their writing after the teacher gave feedback or reflection of their writing.
3. The strengths and weakness of alternative writing assessment applied in the 11th grade at SMAN Umbulsari; there were several strength were; students could write according the lesson theme, the students could easily to make an outline according the lesson theme to be written, students could easily understand when discussing the task of writing to their group.

While the weakness was; the students needed sufficient time to do writing task because they needed to translate it into English.

B. Suggestion

In this part, the researcher would like to give some suggestion after did this research at 11th grade at SMAN Umbulsari for;

1. For the teachers

The results of this study are suggested to provide the teachers in making decisions related to teaching learning process that needs in alternative writing assessment.

2. For the researcher

The results of this study are suggested to be used as a study and support in the development of research knowledge related to alternative writing assessment as well as a reference for further researchers.

REFERENCES

- Adriani, Alya Rahma. "Assessment of writing skills at SMA Muhammadiyah PK Kottabarat Surakarta". Thesis, University of Muhammadiyah Surakarta, 2022.
- Aliyah, Janatul. "Teacher's Assessment Practices in English for young learners Classrooms". Thesis, The Education University, 2019.
- Ali, Abdullah Yusuf. *The Holy Quran Arabic Text with an English Translation and Commentary There Volumes Edition*. (Labore: Syaikh Muhammad Ashaf). 1934.
- Ary, Donal. "Introduction to Research in Education" (USA, Wadsworth Group a Division of Thompson Learning Inc, 2002)
- Barootchi, N., & Keshavarz, M. H. *Assessment of achievement through portfolios and teacher-made tests. Educational Research*, 2002.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practice*. United States America: Longman, Inc. 2004.
- Brown, H. Douglas. Priyavanda Abeywickrama, *Language Assessment principle and Classroom Practices*, (3rd Edition, Pearson ESL). 2019.
- Brown, H. Douglas. Heekyoong Lee, *Teaching by Principles: 4th Edition*. Pearson Education ESL. 2015.
- Creswell, John W. *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition*. Boston: Pearson Education, 2012.
- Huberman, Miles, M.B, A.M, and Saldana, J. "Qualitative Data Analysis, A Methods Sourcebook", edition 3. USA: Sage Publications, 2014.
- Javed, Muhammad and Wu Xiao Juan, Saima Nazli, "A Study of Students' Assessment in Writing Skills of the English Language", International Journal of Instruction : Vol.6, No.2, July 2013.
- JEMBER UIN KHAS, Pedoman Penulisan Karya Ilmiah, Jember, 2022
- Lopes, Lenite Silva. *Alternative assessment of writing in learning English as a foreign language: Analytical scoring and self-assessment* Bridgewater State University, Bridgewater, Massachusetts. 2015.

- Muhammad Nashiruddin Albani Shahih Al-jami', Dewan Da'wah Islamiyah, 2011.
- Nazir, Mohammad. "Metode Penelitian", Jakarta, Ghalia Indonesia, 1999.
- Nurdianingsih, Fitri and Yuniarta Ita Purnama, *Thematic Progression Pattern : A Technique To Improve Students' Writing Skill Viewed From Writing Apprehension*, Journal of Linguistic and English Teaching, 2017.
- Nurhasanah, "The application of authentic assessment for Students' writing skill", Thesis. Syarif Hidayatullah State Islamic University Jakarta, 2020.
- Permendikbud. *Educational Assessment Standard*. Undang-Undang RI No. 66 year 2013
- Popham, J.W. *Classroom Assessment: What Teachers Need to Know*. 7th Edition, Pearson Education Ltd., Boston. 2014
- Pratiwi, Yustika. *The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru*, Thesis Sultan Syarif Kasif Riau State Islamic University, 2022.
- Raco, J.R. *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulan*. 2010.
- Suheri. *Teknik-Teknik Menulis Skripsi dan Thesis*. Surabaya: Imtiyaz, 2017.




UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1

RESEARCH MATRIX

TITLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
<p>The Practice of Writing Skill Assesment on the 11th Grade at SMAN Umbulsari</p>	<p>1. Form a. Alternative Assesment : -portofolio -observation -journals -self-peear assessment b. Regular Assesment : -daily test -quiz -exams</p> <p>2. Procedure a. Rating Scale b. Designing the scoring rubric c. Writing scale descriptor d. Calculating total score</p> <p>3. Srengthens and Weakness a. Strengthens -students could write according the lesson theme</p>	<p>Interview a. English Teacher b. Students of the 11th Grade</p> <p>Observation Teaching and learning process of writing</p>	<p>1. a. Research Approach : Qualitative b. Research Design: Descriptive</p> <p>2. Data Collection Interviews and Observation</p> <p>3. Data Analysis Technique a. Data Condensation b. Data display c. Conclusion drawing/verification</p> <p>4. Instrument Validity a. Source Triangulation Teacher and students at SMAN Umbulsari b. Technique Triangulation Interviews and observations</p>	<p>1. What is the form of the practice of writing skill assesment on the 11th grade at SMAN Umbulsari?</p> <p>2. What are the procedures the practice of writing skill assesment on the 11th grade at SMAN Umbulsari?</p> <p>3. What are the strengths and weakness the practice of writing skill assesment on the 11th grade at SMAN Umbulsari?</p>

	<p>-the students were easily to make an outline according the lesson theme to be written</p> <p>-students easily understand when discussed the task of writing to their group.</p> <p>b. Weaknesses Time consuming for completion</p>			
--	---	---	--	--

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 2

MODUL AJAR BAHASA INGGRIS SMA/MA FASE F**A. Informasi Umum**

Kode Modul	: Bahasa Inggris F.XI.2
Penyusun/Tahun	: Ritaningsih, M.Pd/2024
Kelas/Fase Capaian	: XI/Fase F
Elemen/Topik	: Menulis
Alokasi Waktu	: 2 x 40 menit
Profil Pelajar Pancasila	: <i>Critical Thinking, Have Faith, Fear of God Almighty, dan Have Noble Character</i>
Mode Pembelajaran	: Tatap Muka

B. Komponen Inti**Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. Menggunakan strategi pertanyaan terbuka (*open-ended questions*) untuk memulai dan mempertahankan percakapan dan diskusi.
2. Menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan mengungkapkan dalam teks prosedur tentang cara mengatur keuangan
3. Mendengarkan dan melengkapi jawaban yang di dengarkan dalam teks prosedur melalui audio.
4. Mengidentifikasi ungkapan ungkapan teks prosedur tentang cara mengatur keuangan
5. Membaca teks prosedur tentang cara mengatur keuangan
6. Memahami arti kosakata tertentu dalam konteks tentang teks prosedur tentang cara mengatur keuangan
7. Mengidentifikasi informasi tersirat dan tersurat dari teks prosedur tentang cara mengatur keuangan
8. Membuat teks prosedur tentang cara mengatur keuangan

9. Berkolaborasi dalam sebuah proyek sebagai penguatan profil pelajar Pancasila.
10. Secara berkelompok/ individu mempresentasikan laporan hasil proyek tentang teks prosedur cara mengatur keuangan di depan kelas

Materi Pembelajaran

1. *Open-ended questions*
2. *Common expressions for Stating, Continuing, and Ending a Transactional Conversation.*
3. *Identification of Procedure text*
4. *Writing of procedure text about how to manage your money*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi tentang teks prosedur tentang cara mengatur keuangan.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait struktur dan fitur kebahasaan dalam teks prosedur tentang cara mengatur keuangan
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi menulis teks prosedur..

Kegiatan Inti (70')

- Peserta didik membaca sebuah teks prosedur di dalam paragraf
- Peserta didik mengidentifikasi struktur dan fitur kebahasaan yang menggunakan ungkapan, cara membandingkan dua atau lebih kata benda dan cara memerintah seseorang untuk melakukan sesuatu (degree of comparison and imperative sentences)
- Peserta didik menyimak penjelasan guru mengenai struktur, penggunaan tenses, bagaimana langkah – langkah membuat prosedur teks
- Peserta didik membuat a draft of a procedure text .


Kegiatan Penutup (10')

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu penggunaan ungkapan degree of comparison, imperative sentence, and simple present tense ect.
- Guru memberikan tugas untuk peserta didik menyelesaikan pengerjaan proyek sebagai penguatan profil pelajar Pancasila secara berkelompok.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu presentasi laporan hasil proyek



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lembar Kerja Peserta Didik (LKPD)

Let's Do  **Activity 2** Score

1. Work individually!
2. The author of procedural text begins with a humorous voice to hook the reader and then switches to a series of straightforward commands (imperative verbs). In the final sentences, after all directions have been listed, the author reverts back to a humorous voice to conclude the text. Why does he do that?
3. Write a procedural text about how to make a piggy bank or money box! Use the outline below!

Introduction

What is your goal?

Materials

List materials that you need!

Steps

What steps do you use?

Conclusion

Do you want to end it by making a comment?

4. Develop your outline into a good procedure text!

- 5. Edit and proofread the text! Pay attention to the structure, language features, spelling, and punctuations!
- 6. Submit your work to your teacher!

Pelaksanaan Asesmen

Kriteria Penilaian

Nama	:	
Kelas /Semester	:	
Tanggal Penugasan	:	

Rubrik Penilaian : Mengidentifikasi Informasi text procedure

Aspek yang Dinilai	Sangat Baik	Baik	Kurang Baik	Tidak Baik	Nilai
Mengidentifikasi informasi penting					
Mengidentifikasi struktur Teks procedure					
Menentukan informasi penting tentang strategy /cara mnegatur keuangan .					
Memberikan contoh teks procedure					

Kriteria Penilaian (Skor)

Sangat baik = 81 – 100

Baik = 71 – 80

Kurang baik = 61 – 70

Tidak Baik = 50 – 60

$N = \frac{\text{Jumlah skor yang diperoleh Peserta Didik}}{\text{Skor Maksimal}} \times 1000$

Rubrik Penilaian: Menganalisis Kebahasaan Teks Procedure

Nomor Soal	Aspek Penilaian	Skor		Skor Maksimal
1	Menganalisis kebahasaan teks procedure	60		60

Nomor Soal	Aspek Penilaian	Skor		Skor Maksimal
2	Menjelaskan makna tersurat dan tersirat terdapat dalam teks procedure	40		40
Total				100

Rubrik Penilaian: Menganalisis stuktur teks procedure

Aspek yang Dinilai		Sangat Baik	Baik	Kurang Baik	Tidak Baik	Nilai
Mengidentifikasi struktur teks procedure						
Mengidentifikasi informasi penting tentang strategy/ cara mengatur keuangan						

Kriteria Penilaian (Skor)

Sangat baik = 81 – 100

Baik = 71 – 80

Kurang baik = 61 – 70

Tidak Baik = 50 – 60

$$N = \frac{\text{Jumlah skor yang diperoleh Peserta Didik} \times 1000}{\text{Skor Maksimal}}$$

Rubrik Penilaian Keterampilan: Menyusun dan menyajikan teks prosedur

Nama	:	
Kelas /Semester	:	
Tanggal Penugasan	:	

Nomor	Instrumen	Skor
1.	Pemilihan topik / gambar yang tepat	10
2.	Penyajian strategy yang sesuai.	10
3.	Penggunaan struktur yang lengkap.	30
4.	Penggunaan ejaan dan tanda baca yang tepat.	20
5.	Penggunaan kalimat efektif yang tepat.	15
6.	Penggunaan kalimat sesuai unsur kebahasaan yang tepat	15
Total		100

NA= Nilai yang diperoleh X 100
 Nilai maksimal

Pedoman Penskoran

Aspek Penilaian	Kriteria	Rentang Skor	Skor Maksimal
Kelancaran	Sangat lancar menyampaikan isi teks	85-100	100
	Cukup lancar menyampaikan isi teks	70-84	
	Kurang lancar menyampaikan isi teks	55-69	
	Tidak lancar menyampaikan isi teks	54-40	
Kelengkapan informasi	Isi teks yang disampaikan sangat lengkap	85-100	100
	Isi teks yang disampaikan sedikit kurang lengkap	70-84	
	Hanya separuh isi teks yang disampaikan	55-69	
	Isi teks yang disampaikan hanya sedikit	54-40	
Kebenaran isi	Isi teks yang disampaikan benar semua	85-100	100
	Isi teks yang disampaikan hampir benar semua	70-84	
	Isi teks yang disampaikan separuh yang benar	55-69	
	Isi teks yang disampaikan sebagian besar salah	54-40	
Total			

Rubrik Penilaian Diskusi

No.	Nama	Kriteria Penilaian				
		Aktivitas dalam Kelompok	Tanggung Jawab Individu	Wawasan yang Luas	Keberanian Berpendapat	Keberanian Tampil

Keterangan:
Sangat baik = 12 – 15
Baik = 9 – 11
Cukup baik = 6 – 8
Kurang Baik = 3 – 5
Tidak baik = 1 – 3

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 = \dots\dots\dots$$

Mengetahui,
Kepala SMA Negeri Umbulsari

Umbulsari, 13 May 2024
Guru Mata Pelajaran

Siswoyo, S.Pd.M.Pd
NIP: 196507041199031014

Ritaningsih,M.Pd
NIP: 197008041999032010



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3

THE RESULT OF OBSERVATION

Class	: XI A'1
English Teacher	: Ritaningsih, M.Pd
Researcher	: Musfi Muroqobah
Day, Date	: Monday, 13 th May 2024
Time	: 10.00-11.10

THE RESULT OF OBSERVATION

Researcher berkesempatan untuk melakukan observasi pada hari selasa, tanggal 13 Mei 2024, pada pukul 10.00 sampai 10.45 WIB. Pada hari tersebut researcher mengamati proses penerapan alternative writing assessment di kelas XI A'1 dengan jumlah siswa 36 yang terdiri dari laki-laki dan perempuan. Materi pelajaran pada hari tersebut adalah tentang menulis procedure text.

Sebelum memulai pembelajaran dimulai, teacher memberikan salam dan meminta siswa untuk berdoa bersama. Kemudian teacher mengecek jurnal pelajaran dan presensi, serta menyapa siswa "hello students' good morning," dan menanyakan kabar siswa "how are you today and please mention your motivation word today!".

Di awal memasuki pembelajaran, teacher mengingatkan kembali tentang materi sebelumnya yang sudah mereka pelajari, lalu teacher menjelaskan materi tentang procedure text bertema "how mange to save your money". Kemudian teacher meminta siswa untuk memahami dan bertanya tentang materi tersebut, jika tidak ada pertanyaan dari siswa guru mengakhiri penjelasan materi. Setelah itu, teacher membagi siswa menjadi kelompok-kelompok dimana per-kelompok terdiri dari 2 orang untuk menerapkan self-peer assessment. Dalam penugasan tersebut, teacher membagi tugas untuk membuat poster dan tips untuk "saving money". Selama proses tersebut berlangsung teacher mengamati siswa dengan menggunakan jurnal dan observasi. Karena waktu jam pelajaran sudah habis dan waktu istirahat telah tiba, guru segera menyudahi jam pelajaran. Akan tetapi karena banyak siswa yang belum menyelesaikan tugas mereka, maka teacher meminta mereka untuk mengumpulkan tugas tersebut pada saat jam istirahat tersebut selesai. Kemudian teacher menutup pembelajaran dengan mengucapkan salam.

Appendix 4

THE RESULT OF INTERVIEW**Time and Place of Interview**

1. Day, Date : Tuesday, 14th-15th May 2024
2. Research location : SMAN Umbulsari Jember

Informan

- English Teacher (ET) : Mrs. Ritaningsih M.Pd
- Researcher(R) : Musfi Muroqobah
- Students 1(S1) : Muhammad Novel Al-ghazi
- Students 2 (S2) : Herby Lathu Fariza
- Students 3(S3) : Aulia Maulana Safitri
- Students 4(S4) : Marine Yunisya Pramana

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Apa yang melatarbelakangi tujuan penerapan praktik alternative writing assessment di SMAN Umbulsari ini bu?

ET : Awalnya karena kurang memadainya sarana untuk pembelajaran bahasa inggris untuk semua kelas, jadi barulah diterapkannya metode penerapan alternativeassessment writing ini. Kurikulum juga berubah-ubah dari KTSP, K-13, hingga Merdeka. Jadi saya rasa penerapan ini sangat tepat untuk menunjang proses pembelajaran khususnya di bidang writing.

R : Apa penerapan alternative writing assessment ini diterapkan di semua kelas bu, dari kelas X-XII?

ET : Tidak, untuk kelas X karena masih awal jadi cukup pengenalan saja. Konsentrasinya lebih dikelas XI karena sudah penjurusan dan kelonggaran untuk kelas XII karena persiapan ujian sehingga tidak diterapkan.

R : Apa saja bu form alternative assessment yang diterapkan di SMAN Umbulsari?

ET : Di SMAN Umbulsari khususnya kelas XI menerapkan 3 form dari alternative writing assessment, yaitu jurnal, penilain teman sebaya, dan observasi.

R : Emm, lalu apakah alternative writing assessment ini diterapkan setiap jadwal pembelajaran bahasa inggris atau hanya beberapa kali dalam semester?

ET : Pertanyaan yang bagus, begini untuk penerapannya ini diterapkan di setiap semester namun hanya untuk writing saja bukan untuk skill lainnya. Seperti ini tadi kan dikelas XI A'1 diterapkan alternative writing assessment pada pertemuan ke-3. Jadi saya menerapkan hanya di pertemuan ke-3 dari masing-masing materi.

R : Lalu, bagaimana ibu merancang rubric penilaiannya bu?

ET : Yang pertama saya buat ini dulu rating scale nya dulu. Setelah itu ketika merancang rubric penilaian saya cocokkan dulu dengan form apa yang pas. Kemudian saya buat deskripsinya blablabla untuk saya putuskan, barulah dinilai bisa langsung secara keseluruhan atau hanya masing-masing poin itu. Jadi mengacu juga sesuai form dari alternative writing itu sendiri.

R : Ketika sudah selesai merancang kan ini bu, langsung dihitung ya bu penilaiannya setelah proses pembelajaran ini selesai atau bagaimana bu?

ET : Iya langsung dinilai setelah tugas selesai dikerjakan. Tapi ya gitu, kalo bukan tugas penilaian dengan temannya biasanya anak-anak lama mengerjakan sampai bel ganti pelajaran bunyi. Jadi ya ndak bisa langsung saya nilai dikelas, tapi saya suruh untuk mengumpulkan di ruang guru.

TRANSCRIPT INTERVIEW WITH STUDENTS 1

R : Apakah kalian mudah memahami arahan atau intruksi ketika ada penilaian menulis?

S1 : Iya kak, memang awalnya kami pikir sulit tapi setelah kami memahami apa yang diperintah dari guru kami yakin bisa mengerjakan dengan baik.

R : Menurut kalian mudah apa nggak ketika merancang kerangka sesuai tema tugas menulis yang akan dikerjakan?

S1 : Menurut saya ya kak, jika awalnya bisa dengan baik paham terhadap apa yang disampaikan guru maka sampai akhir pun bisa dengan baik untuk mengerjakan. Terlebih jika untuk merancang kerangka yang akan ditulis menurut saya masih aman terkendali.

R : Menurut kalian lebih mudah untuk memperbaiki tugas secara mandiri atau bersama teman?

S1 : Kalo saya pribadi ya kak, lebih baik dengan teman kak. Lebih mudah untuk memperbaiki jika ada kesalahan atau kurang paham tentang tugas menulis ini. Dari diterapkannya penilaian dengan teman juga saya dapat berbagi pengetahuan tentang apa yang belum saya ketahui kak, hehe.

R : Menurut kalian apakah ada kendala waktu dalam menyelesaikan tugas menulis?

S1 : Ya kalo dari saya sendiri ya kak, cukup sih sebenarnya asal tidak ada kegiatan ekstra diluar. Kendala saya memerlukan waktu untuk menyelesaikan tugas menulis ini ketika tidak fokus kak, karena gur ketika menjelaskan terburu-buru jadi ya kadang masih bingung kak, dan pasti telat untuk mengumpulkan tugas.

TRANSCRIPT INTERVIEW WITH STUDENTS 2

R : Apakah kalian mudah memahami arahan atau intruksi dari guru ketika ada penilaian menulis?

S2 : Aman sih kak, pokok bu guru ga keburu ketika menjelaskan intruksinya bisa saya pahami dengan baik.

R : Menurut kalian mudah apa nggak ketika merancang kerangka sesuai tema tugas menulis yang akan dikerjakan?

S2 : Menurut saya ya kak, sangat mudah untuk merancang kerangka dari tugas yang disampaikan guru. Tapi ya harus paham dari awal dulu dari instruksi tadi.

R : Menurut kalian lebih mudah untuk memperbaiki tugas menulis secara mandiri atau bersama teman?

S2 : Kalo saya lebih suka sama temen kak, karena ada partner untuk bertukar pendapat jadinya ga bosan ngerjakan daripada harus ngerjakan sendiri.

R : Menurut kalian apakah ada kendala waktu dalam menyelesaikan tugas menulis?

S2 : Ga juga sih kak, tapi memang keseringan iya jadi kendala karena kadang kalo kelas rame saya gak bisa fokus buat ngerjain tugas apalagi kalo sama bu rita suruh segera buat ngumpulin karena mau dinilai.

TRANSCRIPT INTERVIEW WITH STUDENTS 3

R : Apakah kalian mudah memahami arahan atau intruksi dari guru ketika ada penilaian menulis?

S3 : Saya pikir sejauh ini kemampuan menulis teman-teman sudah mulai berkembang kak, dan hampir ga ada yang bingung sih ketika dapat arahan dari guru untuk tugas menulis.

R : Menurut kalian mudah apa nggak ketika merancang kerangka sesuai tema tugas menulis yang akan dikerjakan?

S3 : Menurut saya ya kak, sangat mudah kak karena dari awal udah paham sama perintah guru. Jadinya banyak dari teman-teman yang langsung buat kerangka sebelum ngerjain tugas nulis kak hehe.

R : Menurut kalian lebih mudah untuk memperbaiki tugas menulis secara mandiri atau bersama teman?

S3 : Kalo saya lebih suka sama temen kak, karena kalo ada kekeliruan jadi mudah diskusi sama temen kak.

R : Menurut kalian apakah ada kendala waktu dalam menyelesaikan tugas menulis?

S3 : Nah kalo waktu ya kak, kalo pas kelas rame itu yang ngebuat kelas ga kondusif jadinya konsentrasi buyar. Ya alamat lama ngerjainnya kak.

TRANSCRIPT INTERVIEW WITH STUDENTS 4

R : Apakah kalian mudah memahami arahan atau intruksi dari guru ketika ada penilaian menulis?

S4 : Saya setuju dengan Aulia, kemampuan teman-teman yang sekarang ini lebih berkembang dari sebelumnya. Jadinya mudah bagi kami untuk memahami instruksi dari guru.

R : Menurut kalian mudah apa nggak ketika merancang kerangka sesuai tema tugas menulis yang akan dikerjakan?

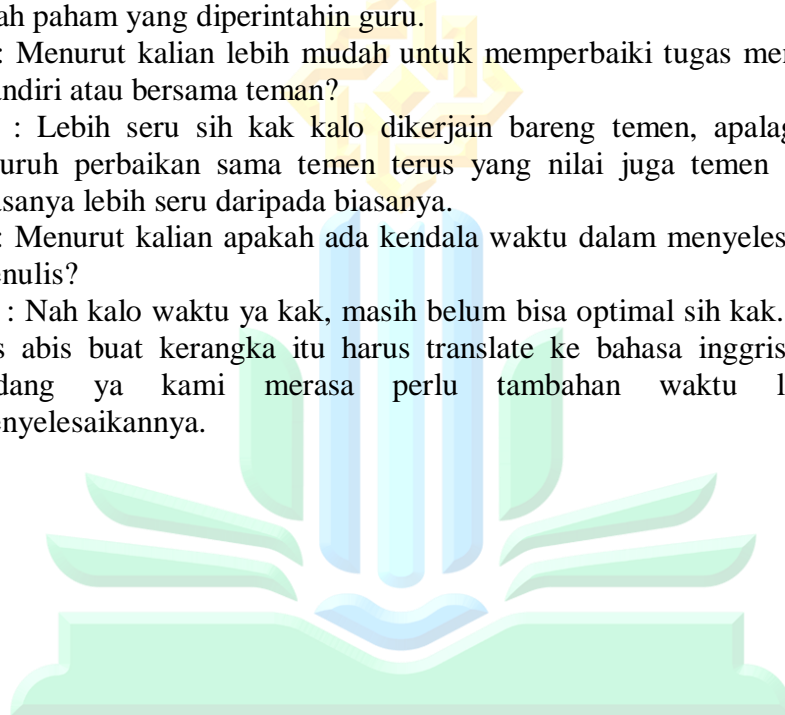
S4 : Menurut saya ya kak, lebih gampang sih kak karena kan dari awal udah paham yang diperintahin guru.

R : Menurut kalian lebih mudah untuk memperbaiki tugas menulis secara mandiri atau bersama teman?

S4 : Lebih seru sih kak kalo dikerjain bareng temen, apalagi kalo pas disuruh perbaikan sama temen terus yang nilai juga temen antusiasnya biasanya lebih seru daripada biasanya.

R : Menurut kalian apakah ada kendala waktu dalam menyelesaikan tugas menulis?

S4 : Nah kalo waktu ya kak, masih belum bisa optimal sih kak. karena kan pas abis buat kerangka itu harus translate ke bahasa inggris dulu. Jadi kadang ya kami merasa perlu tambahan waktu lagi untuk menyelesaikannya.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Observation Guide

For the teachers observation

No	Indicator	No.	Statement	Respond		Notes
				Yes	No	
1.	Form	1.	The teacher use portfolios		✓	Teachers rarely apply because difficult to assign
		2.	The teacher use journals	✓		Teacher used when starting the learning process
		3.	The teacher use observations	✓		teachers use observation
		4.	The teacher use self-peer assessment	✓		teachers using this form
2.	Procedure	5.	The teacher make a rating scale	✓		Teacher use as support in writing assessment
		6.	The teacher designing the scoring rubric	✓		This is part of important to the teacher
		7.	The teacher write scale description	✓		Description is important after rating scale.
		8.	The teacher assess the students in all written content	✓		Teacher assess in all written when applied the form of journal
		9.	The teacher assess the students in each point of written content	✓		The teacher assess in each point when applied observation
		10.	The teacher assess the students depends on purpose and subject of assessment	✓		according to the teacher when applied writing assessment must depends on purpose and subject of assessment
		11.	The teacher calculating total score	✓		After learning process teacher applied to calculate score

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

For the students observation

No	Indicator	No.	Statement	Respond		Notes
				Yes	No	
1.	Strength	1.	Students can write according the lesson theme	✓		Students felt easily to write the lesson
		2.	Students can easily organize the outline according the theme to be written	✓		The students can develop to organize the outline. when they write the assignment
		3.	Students easily revise their writing in group or individual	✓		Students felt easily to revise with their friends because can share opinion
2.	Weakness	4.	Students find do not have sufficient time to complete their writing	✓		student felt difficult because they must translated into English.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6703/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN UMBULSARI

JL. PB.Sudirman 129 Gunungsari Umbulsari (0336)321437 Kab. Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186058
 Nama : MUSFI MUROQOBAH
 Semester : Semester dua belas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Practice of Alternative Writing Assessment in the 11th grade at SMAN Umbulsari" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Siswoyo M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 07 Mei 2024

an. Dekan,

Wakil Dekan Bidang Akademik,

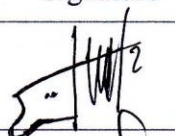

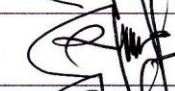



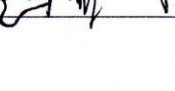


[Handwritten Signature]
 KHOTIBUL UMAM

KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RESEARCH JOURNAL ACTIVITIES

THE PRACTICE OF ALTERNATIVE WRITING ASSESSMENT IN THE 11TH GRADE AT SMAN UMBULSARI

No	Day, Date	Activities	Signature
1	Tuesday, May 7 th 2024	The researcher confirms research permission to principal of SMAN Umbulsari	
2	Wednesday, May 8 th 2024	The researcher inform the teacher to observe and interview at the 11 th grade of SMAN Umbulsari	
3	Monday, 13 th May 2024	Enter the class 11 th grade to observation the learning activity	
4	Tuesday, 14 th May 2024	Teacher's interview	
5	Wednesday, 15 th May 2024	Students interview	
6	Thursday, 16 th May 2024	Taking document	
7	Friday, 17 th May 2024	Finishing the agreement and take a letter of completion of the research	

Jember, 17th May 2024
School Principal SMAN Umbulsari



Siswoyo, S.Pd M.Pd
NIP. 196507041199031014

J E M B E R



**PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI UMBULSARI**

*Jl. PB. Sudirman No. 129 Telepon (0336) 321437 Gunungsari- Umbulsari
Email smanumbulsari@gmail.com Website: <http://smanumbulsari.sch.id/>*



NSS : 140052424101

NPSN : 20523830

SURAT KETERANGAN

No. 421.3 /00377/101.6.5.18/2022

Yang bertanda tangan dibawah ini :

Nama : **SISWOYO, S.Pd., M.Pd.**
 NIP. : 19650704 199003 1 014
 Pangkat/ Gol : Pembina, Tk. 1, IV/b
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA Negeri Umbulsari
 Alamat : Jl. PB. Sudirman 129 Gunungsari – Umbulsari – Jember

menerangkan :

Nama : **MUSFI MUROQBAH**
 NIM : T20186058
 Prodi : TADRIS BAHASA INGGRIS
 Universitas : UIN KHAS JEMBER

Nama tersebut di atas benar-benar telah melakukan penelitian di SMA Negeri Umbulsari terhitung mulai tanggal 7 Mei s.d 15 Mei 2024. Dengan judul penelitian “ **The Practice of Alternative Writing Assessment in the 1 Ith grade at SMAN Umbulsari**”.

Demikian surat keterangan ini dibuat, untuk digunakan sesuai dengan keperluan.

Umbulsari, 15 Mei 2024

Kepala



SISWOYO, S.Pd., M.Pd.

NIP. 19650704 199003 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Musfi Muroqobah
NIM : T20186058
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Practice Alternative Writing Assessment in the 11th grade at SMAN
Umbulsari

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (14,6 %)

1. BAB I : 16 %
2. BAB II : 23 %
3. BAB III : 15 %
4. BAB IV : 19 %
5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 30 Mei 2024
Penanggung Jawab Turnitin
UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I, M.Pd)

J E M B E R

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Musfi Muroqobah
NIM : T20186058
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN Kiai Haji Achmad Siddiq Jember

Stated that the thesis untitled 'The Practice of Alternative Writing Assessment in the 11th grade at SMAN Umbulsari' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 13 June 2024



Musfi Muroqobah
T20186058

Appendix 11

Documentation



The researcher interviewed Mrs, Ritaningsih as the English teacher's about the practice of alternative writing assessment at SMAN Umbulsari



The researcher interviewed the students XI IPA A'about the strengths and weakness of practice alternative writing assessment at SMAN Umbulsari



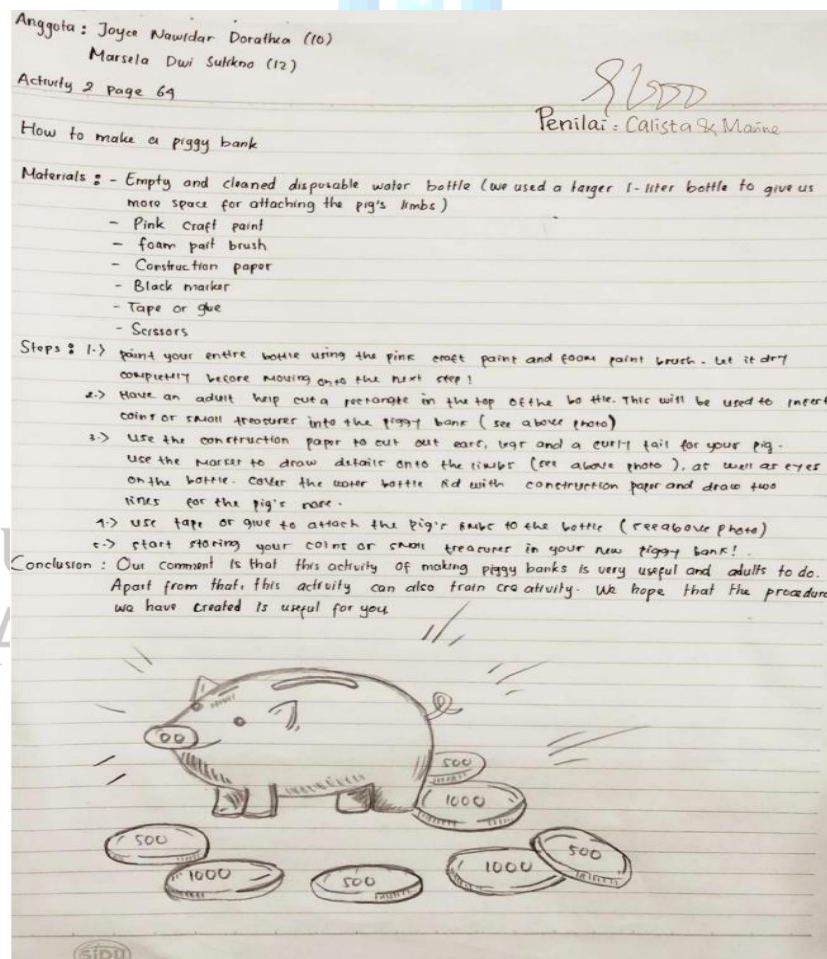
Students implemented of peer assessments in class XI A'1 at SMAN Umbulsari



Teacher observed the students during implementing alternative writing assessment



Students of the 11th grade at SMAN Umbulsari



Script of peer assessment in alternative writing

Appendix 12

CURRICULUM VITAE

Name : Musfi Muroqobah
 NIM : T20186058
 Place, date of birth : Jember, 01st of September 1999
 Gender : Female
 Address : Jl. Jeruk Umbulsari, Jember
 Faculty : Tarbiyah and teacher training faculty
 Major : English Education
 Email : musfimu01@gmail.com

Education background

Kindergarten : TK Dewi Masyitoh 35 Wonoroto
 Elementary School : MI Darul Huda Wonoroto
 Junior High School : SMPN 1 Semboro
 Senior High School : SMAN Umbulsari

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R