



Exploring Writing Assessment in EFL Classroom

Sugiyarni

Master's Degree Tadris English, UIN Salatiga

sugiyarni0901@gmail.com

Setia Rini

Master's Degree Tadris English, UIN Salatiga

Setiarini.setia@gmail.com

Corresponding email: sugiyarni0901@gmail.com

Abstract

The aim of this study was to explore the concept of assessment as an important educational practice for improving the teaching and learning process and to focus on the method used in assessing written comprehension in relation to EFL education in high schools. This study used a conceptual research method. Library research is used in collecting data from various sources, e-journals, articles, and the internet. Several designs of assessment in writing from experts, such as Brown and Heaton are presented in this study where each expert has his own views on assessing writing. They also have different scoring models for each aspect of the assessment. It is hoped that this paper will help other agencies create their own procedures that solve local assessment problems and develop and invent their own wheels; together, they can help others to understand the nature of their needs assessment and provide solutions that link the concerns of various "stakeholders".

Keywords: writing assessment; design writing assessment; scoring models.

Introduction

English has an important role in people's lives today because it has been used as an international language to communicate. Indonesia has realized English as a foreign language learning (EFL) in the education curriculum. There are four language skills that must be learned in English, such as listening, speaking, reading, and writing skills (Fairjones, 2018). Like other skills, writing is an important skill in English lessons. This is in accordance with what was conveyed by Yulianti, et. al. (Yulianti et al., 2019). Writing is the most commonly used skill for testing because it is widely believed to provide a permanent record of performance and provide insight into the thinking behind response development (Lawrence, 1972; Deane, 2011).

The ability to write remains the main attribute of every educated person. Learning to write in own language is difficult, learning to write in a second language is even more difficult. Methods of assessing student writing have also become more complex. This provides teachers with many opportunities both for more creative ways to formally assess written work and for using assessment formally to support the writing process of students. Teachers select materials and design assignments to engage and motivate students. Formal tests are designed for a wider audience. All test participants should have access to a wide range of test tasks. For written exams in class, a school teacher or group of teachers can develop writing tasks/instructions for students and create their own writing tasks for actual students.

Assessing student writing is an important part of a second language writing teacher's workload. However, there are relatively few studies evaluating and measuring a teacher's writing skills (knowledge, beliefs, practices) (Crusan et al., 2016). Assessment is ubiquitous component of any writing class and essential to student academic growth (White, 2009). Understanding good assessment methods, called assessment skills, is very important for teachers. Popham explained that lack of knowledge about assessment can affect the quality of education. Teachers need guidance on aspects of assessment, such as knowing how to create fair assessments that inform student assessment, assessment, judgment, student writing skills, and how to create assessment rubrics and criteria. is. Inappropriate assessment methods can have a significant impact on students (Popham, 2009; White, 2009).

There are several previous studies evaluate writing with Authentic Tests like the studies reported by (Bin Abdul Aziz & Yusoff, 2016; Idham, F. I., Nadrin, 2015; Masrul, 2017; Natalia et al., 2018; Saputra & Marfuah, 2022; Sari et al., 2019; Sundusiah et al., 2019). This research is different from previous research, because this research is in the nature of a detailed analysis of teacher techniques in using writing assessment techniques and methods, as well as designing writing assessments for High School students. Therefore, researchers focused on conducting research entitled "Exploring Writing Assessment in EFL Classroom".

Research methodology

Researchers used a conceptual research method. The type of writing used in writing scientific papers is library research where data and information are collected with the help of material from various literature written descriptively. Assessment method in writing as an object in writing this paper. The data collection technique used is to obtain data from various sources to obtain information about the issues discussed including from e-journals, articles and the internet. The data analysis technique used is starting from data collection and then filtering some information that is appropriate to the problem and reviewed again. The presentation of the material is carried out descriptively by examining the assessment method in writing.

Finding and Discussion

Regarding the nature of writing, writing is a process of expression ideas, opinions, and ideas in a series of sentences influenced by the content of the heart, mood, and background. This statement is supported by several experts (Boardman et al., 1980; Ferst & Meyers, 2005). Based on multiple expert definition of writing, researcher can conclude that writing is the cognitive process of expressing ideas in writing to others. Writing ability is a manifestation of students' language application ability, communication ability and expression ability. In addition, writing promotes the teaching of other language skill in language learning and helps students complete various communication tasks in the real world. According to Brown, there are five components in the rubric of writing assignments, namely: content, organization, mechanics, grammar, and vocabulary (Brown, 2004).

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In relation to the assessment method, Brown describes that there are two main methods in assessing a piece of writing that are commonly used by assessments, namely the Analytic Scoring Method and the Holistic Scoring Method (H. Douglas Brown, 2000). Several assessment methods for responsive and extensive writing include comprehensive evaluation, primary characterization, and analytical assessment. In a comprehensive evaluation, each item on a global scale is assigned a systematic set of descriptors, and reader raters match their overall impression with the descriptors to obtain a score. The primary characteristics assessment method has a main characteristic and focuses on how well students write in a narrowly defined discourse domain (Weigle, 2002, p. 110). Analytical assessment assesses up to six key elements of writing, helping students focus on their weaknesses and capitalize on their strengths. An analytical assessment can be better described as an analytic evaluation.

Common types of assessment are summative and formative (McMillan, 2007).

a. Summative Assessment

This assessment relates to the use of evidence-based judgment in making decisions about completed learning events such as: B. Quality of grades in school for one year or effectiveness of algebra course for one semester. Summative evaluations are designed to help you make go-or-no-go decisions based on the success of the latest version of your training program.

b. Formative Assessment

This evaluation is a process where hard evidence is used by teachers to accommodate ongoing teaching activity or to coordinate the way one tries to learn something. Formative assessment is strongly oriented toward improvement because it aims to stimulate improvement in adaptation. With a teacher's curriculum that is still soft on students learning tactics. Formative assessment is indicated when the teacher frequently hands out the dipstick. A quiz, not for grading purposes, but to show whether teachers and students should change what they are doing in class. The function of formative assessment is to provide evidence that reinforces student learning (Popham, 2009).

The design of writing assessment

1. Imitative Writing

a. Tasks to write letters, words, and punctuation marks by hand

First, it should be noted that the use of personal and laptop computers and portable devices for creating characters is increasing. Even very young children use keyboards more and more often to write, so handwriting can become a lost art. It is more a matter of learning the skill of writing than of training the hand muscles to write.

b. Spelling and recognition of phoneme-grapheme correspondences

- 1) Spelling test. In the traditional, old-fashioned spelling test, the teacher dictates a simple list of words one word at a time, followed by the words in the sentence. This is repeated once more with a pause for the candidate to write the word. Rating emphasizes correct spelling.
- 2) Image-based tasks. The images are intended to focus on familiar words with unpredictable spellings. Items are selected according to the goals of the assessment, but this format is an opportunity to present some difficult words or word pairs: boot/book, read/read, bits/bytes, etc.
- 3) Multiple selection technique. Presenting words and phrases in the form of multiple-choice questions risks spillovers into the realm of reading comprehension assessment, but when questions have subsequent written elements, they serve as formative reinforcement of spelling rules. works.
- 4) Phonetic Symbol Matching. Once students are familiar with the phonetic alphabet, show them the phonetic symbols and ask them to write the correct spellings of the words in alphabetical order. This works best for characters that don't have a one-to-one correspondence with phonetic symbols, such as | æ | and a.

2. Focused (controlled) lighting

a. Dictation and dicto-comp

One form of controlled writing associated with dictation is dictation. Here, paragraphs are read at normal speed, usually two or three times. The teacher then asks the student to rewrite that paragraph as best they can. In one of several variations of the dicto-comp technique, after reading a passage, the teacher

hands out handouts using the paragraph's keywords as cues for the students. In any case, oral comps are rated as actually intense, if not responsive writing work. and recreate the story in your own words.

b. Grammar conversion task

In the heyday of the structural paradigm of language education, slot-filler techniques and slot-replacement exercises are exercises that make grammatical transformations. Oral or written - was very popular. To this day, language teachers also use this technique as an assessment task, ostensibly to measure grammatical ability. Many versions of the task are possible.

- Change the tense of a paragraph.
- Convert full forms of verbs to contractions (abbreviations).
- Convert statements into yes/no or Wh-questions. • Turn questions into statements.
- Combine two sentences into one with a relative pronoun.
- Converts direct speech to indirect speech.
- Switch from active to passive.

c. Image-assisted task

A variety of image-driven tasks are used in English classrooms around the world. The main advantage of this technique is that it breaks the nearly ubiquitous literacy link and instead provides a non-verbal means to stimulate a written response.

d. Vocabulary test task

Most of vocabulary learning is done through reading. In the previous chapter, we discussed several assessments of lexical reading recognition. Multiple-choice techniques, matching, image-based identification, fill-in-the-blank techniques, guessing the meaning of words in context, and more. The main vocabulary assessment techniques are (a) defining and (b) using a word in a sentence. The latter is the more authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test-taker "knows" the word.

e. Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles:

ordering (or reordering) a scrambled set of words into a correct sentence. Here is the way the item format appears. While this somewhat inauthentic task generates writing performance and may be said to tap into grammatical word-ordering rules, it presents a challenge to test takers whose learning styles do not dispose them to logical-mathematical problem solving. If sentences are kept very simple with perhaps no more than four or five words, if only one possible sentence can emerge, and if students have practiced the technique in class, then some justification emerges. But once again, as, in so many writing techniques, this task involves as much, if not more, reading performance as writing.

f. Short-Answer and Sentence Completion Tasks

The command to write no more than a number of words is something that must be considered in making short-answer questions. In this case, there is a word limit, for example no more than two words and/or numbers. Short answers only require keywords, not writing sentences. These questions are used to find specific information. While the sentence completion questions are designed to assess the ability to find specific information. In this case students must choose the right words or keywords from the text to complete the sentences where these words are available in the text. It should be noted that when students write their answers, the grammar must be correct. The sentences will paraphrase information from the text, so students must use knowledge of synonyms, underline or highlight any key words and terms.

3. Evaluation task Designing responsive and pervasive lighting

a. Paraphrase

One of the more difficult concepts for second language learners is paraphrasing. The first step in teaching paraphrasing is to ensure that the learner understands the meaning of the paraphrasing. explanation: Say something in your own words, avoid plagiarism, and add variety to your expressions. With these possible motives and

purposes in mind, test designers should evoke sentence or paragraph rephrasing, but usually nothing more.

b. Guided questions and answers

Another ancillary task of this writing style, although it has the educational advantage of guiding the learner without dictating the format of the output, is the guided question-and-answer format. The resulting written text outline. When teachers write stories that have already been covered in class discussions, they can ask questions such as the following to stimulate a series of sentences.

c. Paragraph composition task

Participation in a performance is essential to writing effective paragraphs. Writing is, for the most part, the art of imitating what is read. You are reading a valid paragraph. They analyze the factors of its success. You imitate it There are many different forms of sales development evaluation.

- 1) Write a topic sentence. Although there is no basic rule that every paragraph must have a subject clause, specifying the subject in a heading (or subsequent headings) continues to be a proven technique for teaching paragraph concepts. .
- 2) Topic development within a paragraph. Another stage of evaluation is the development of ideas within a paragraph, as paragraphs are intended to provide the reader with meaningful and connected "clusters" of thoughts and ideas. 3. Cross-section of main and secondary ideas. When an author in her 19nger text he struts together two or more paragraphs (and moves across the continuum from responsiveness to long sentences), the author has clearly articulated supporting ideas. I am trying to articulate my thesis or main idea.

d. Strategic Option

Developing primary and secondary ideas is the goal of any writer trying to create an effective text. This can be a short text of one or he two paragraphs or a long text of several pages. Second language authors are usually taught different strategies to achieve their goals. Apart from strategies for free writing, sketching, designing, and revising, writers need to be aware of the tasks required and focus on the genre of writing and what is expected of that genre.

Scoring Method for Responsive and Extensive Writing

1. Comprehensive evaluation

TWE rating scale is a prime example of an overall rating. A comprehensive evaluation rubric for oral production was presented. Each item on the global scale is given a systematic set of descriptors, and reader raters match their overall impressions to the descriptors to derive a score. Descriptors usually (but not always) follow a given pattern. For example, across all rating categories, the first descriptor could be related to task performance quality, the second to organization, and the third to grammatical or rhetorical considerations. However, the evaluation is truly holistic in that these subsets are not quantitatively added to arrive at the evaluation.

2. Primary characterization

The second method of assessment, the primary trait, focuses on how well the student writes within a narrowly defined domain of discourse (Weigle, 2002, p. 110). The effectiveness of the text in achieving that one goal. For example, if the purpose or function of an essay is to persuade the reader to do something, her writing score will go up or down as that function is fulfilled. When the learner is asked to make use of this, the function of the imagination of language through the expression of personal feelings, in which case the responses are assessed on that function alone. To assess the main characteristics of the text, Lloyd-Jones (1977) rated his proposed a four-step scale of It goes without saying that composition, supporting details, fluency, syntactic diversity, and other features are implicitly evaluated in the process that provides the core feature rating.

3. Analytical scoring

Assessment of classroom learning is best done through analytical assessment. Analytical assessment assesses up to six key elements of writing, helping learners focus on their weaknesses and capitalize on their strengths. Analytical scoring can be better described as analytic evaluation. Take a closer look at classroom language teaching than formal testing. Brown and Bailey (1984) designed an analytical rating scale that

specified five major categories and five different levels of description for each category, ranging from unacceptable to excellent.

The writing assessment model according to Brown can be explained as follows:

1. Assessment Components: Content

Description: Thesis statement, related ideas, development of ideas through experiences, illustrations, facts, opinions; use of description, cause and effect, comparison, and consistency of focus.

Rating Scale: 0 – 24

2. Assessment Component: Organization

Description: Effectiveness of introduction, logical and chronological order of ideas, appropriateness, and conclusion.

Rating Scale: 0 – 20

3. Assessment Components: Syntax

Description: How words are put together to make sentences.

Rating Scale: 0 – 12

4. Assessment Component: Vocabulary

Description: Choose the right words to develop and show ideas.

Rating Scale: 0 – 12

5. Assessment Components: Mechanics

Description: Spelling, punctuation, references if any, tidiness, and appearance or appearance.

Rating Scale: 0 – 12

The writing assessment model according to Heaton, including:

1. Assessment Components: Content

Description: Idea, topic or theme, focus, facts, and illustrations of the writing.

Score Scale	Category	Criteria
30 - 27	Perfect to very good	Substantial mastery of knowledge
26 - 22	Good to average	Mastery of some adequate knowledge about the substance

21 - 17	Fair to weak/deficient	Mastery of limited knowledge regarding the topic or content
16 - 13	Very lacking or weak	Mastery of knowledge about the topic and substance is very lacking

2. Assessment Component: Organization

Description: Physical structure or rhetorical structure, chronological order, coherence, conclusion and writing layout.

Score Scale	Category	Criteria
20 - 18	Perfect to very good	Disclosure of ideas clearly and smoothly written down
17 - 14	Good to average	Somewhat less organized but the main idea remains focused
13 - 10	Fair to weak/deficient	Not fluent or sometimes confused and ideas tend not to connect
9 - 7	Very lacking or weak	Uncommunicated and meaningless ideas - and disorganized

3. Assessment Component: Vocabulary

Description: Vocabulary substance, word choice, and register.

Score Scale	Category	Criteria
20 - 18	Perfect to very good	Use and selection of words/idioms/phrases that are appropriate, appropriate, and effective
17 - 14	Good to average	Occasionally there is a wrong form of word/phrase/idiom, choice words, and their use but do not affect the meaning essentially
13 - 10	Fair to weak/deficient	Frequently errors in the form of words/phrases/idioms, choices words and their use

9 - 7	Very lacking or weak	In principle, tend to be translating, choice of words, and inadequate use
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4. Assessment Components: Grammar

Description: Variation or types of sentences, efficiency, and effectiveness of sentences.

Score Scale	Category	Criteria
25 - 22	Perfect to very good	Correct and effective use of complex sentences
21 - 19	Good to average	Effective use but the construction tends to be simple
18 - 11	Fair to weak/deficient	There are many problems in sentence construction
10 - 5	Very lacking or weak	The use of sentence construction is really inappropriate

5. Assessment Components: Mechanical

Description: Spelling, punctuation, references if any, conventions, cleanliness and tidiness.

Score Scale	Category	Criteria
5	Perfect to very good	Mastering writing conventions, spelling and punctuation, as well as very well capitalized
4	Good to average	Occasionally there is an error in the use of the convention writing, spelling, and punctuation and capitalization
3	Fair to weak/deficient	Frequent errors in the use of writing conventions, spelling, and punctuation and capitalization
2	Very lacking or weak	No mastery of writing conventions, lots of errors in spelling, and punctuation and capitalization

Conclusion

Evaluation has two meanings the amount a person officially has to pay and the act of making a judgment about something, so much so that one might justly wonder if they came from different sources. Writing assessment refers to the field of study that includes theory and practice for evaluating a writer's performance or potential through writing tasks. Written exams can be viewed as a combination of constructive science and measurement theory in educational exams. Writing assessment can also refer to the technologies and practices used to assess student writing and learning. An important implication of written assessment is that assessment methods influence written instruction and can affect the character and quality of that instruction. In giving an assessment on English subjects, not necessarily or arbitrarily. However, the teacher must have a basis or benchmark in giving assessments to students. In writing subjects, teachers can use one of the assessment models in writing (writing) as a basis or benchmark in giving assessments to students so that it can make it easier for teachers to determine student scores.

Suggestion

Presumably, a teacher looks at the abilities of all students before giving a standard value to be achieved. Because each student has different skills. For example, in writing subject, there are students who are reliable only in making sentences but not in grammar. Meanwhile, other students were reliable in grammar but not in mechanics.

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