



DEVELOPING STUDENT'S ASSESSMENT OF WRITING RECOUNT TEXT BASED ON PROJECT ASSESSMENT FOR TENTH GRADE AT SMK NEGERI 2 BINJAI

Fahri Haswani

(Universitas Negeri Medan)

f4hrih4sw4ni@gmail.com

Nora Humairoh

(Universitas Negeri Medan)

norahumairoh4@gmail.com

ABSTRACT

The objective of the study is to develop project assessment for student's writing assessment of recount text and to design the appropriate assessment for Computer Network Engineering students grade X at SMK Negeri 2 Binjai. The study used research and development method. The data of the study were taken from English teacher of Computer Network Engineering grade X at SMK Negeri 2 Binjai. Then the data were analyzed and developed into writing assessment. The average of the project assessment is 4,6 and the percentage is 92% .The result showed that the development of project assessment at SMK Negeri 2 Binjai is categorized "Very Good". The English writing assessment was developed through six phases, they were; 1) gathering information and data, 2) analyzing data, 3) designing new writing assessments, 4) validating by experts, 5) revising writing assessments, and 6) final product.

Keywords: *Project assessment, development, writing, Computer Network Engineering.*



ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan penilaian proyek penilaian menulis teks recount siswa dan untuk merancang penilaian yang sesuai untuk siswa Teknik Jaringan Komputer siswa kelas X di SMK Negeri 2 Binjai. Kajian ini menggunakan metode penelitian dan pengembangan. Data penelitian ini diambil dari guru Bahasa Inggris Teknik Jaringan Komputer kelas X di SMK Negeri 2 Binjai kemudian dikembangkan menjadi rubrik penilaian proyek menulis teks recout. Rata-rata penilaian proyek adalah 4,6 dengan persentase 92%. Hasil penelitian menunjukkan bahwa pengembangan penilaian proyek di SMK Negeri 2 Binjai dikategorikan "Sangat Baik". Penilaian penulisan bahasa Inggris dikembangkan melalui enam fase, yaitu; 1) mengumpulkan informasi dan data, 2) menganalisis data, 3) merancang penilaian penulisan baru, 4) memvalidasi oleh para ahli, 5) merevisi penilaian penulisan, dan 6) produk akhir.

Kata Kunci: *Project assessment, development, writing, Computer Network Engineering.*



INTRODUCTION

Writing is one of language skills which are kind of productive skills. It has crucial functions for communication in daily life. Writing is an activity to express the ideas, feeling, and thought that is used for communication to the readers in form of written words. Brown, (2000: 336) states that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions. Writing represents what we think. It means that writing process reflects things, in the mind. Nunan (1991) adds that writing is the mental work of investing ideas, thinking about how to express ideas and organize them into statements and paragraphs that will be clear for the reader.

Writing task reflects the content of the classroom instructions and sample for students to complete the task. The teachers use writing process through edit and revise the students writing task. It is as a part of writing assessment in order to become authentic regarding classroom instruction.

Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. It is one of important steps in a learning process and as an integral instruction parts, as it determines whether not the courses's learning objectives of education have been meet. A learning objective is what students should know or be able to do by the time a lesson is completed. To achieve a systematic evaluation process, teacher normally uses a scoring rubric that evaluates various discourse and linguistic features along with specific rules of academic writing.



Writing assessment is conducted as part of assessment for all students. On the other hand, writing assessment can be used to monitor students progress and determine if changes in instruction are required to meet student needs. Teachers assess students' writing from the beginning until the end of the teaching process. Assessment is an ongoing process that encompasses a much wider domain than tests. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc.

Through assessment, teachers can determine students' success in learning. In addition, assessment can be a reflection of teachers' success in teaching. It serves as assistance for teachers in deploying the students into certain groups, improving teaching method and providing guidance. Through a good assessment, teachers can get concrete data needed. In short, assessment is an integral component of any successful teaching effort.

The best way in assessing language skill including writing skill is applying authentic assessment. Authentic assessment or another name of alternative assessment is based on activities that represent classroom and real-life. Authentic assessment is correlated to the student learning, motivation, attitudes, and achievement, on teaching that relevant in classroom activities as state by O'Malley and Valdez (1996).

Authentic assessment related to 2013 curriculum. The characteristics of 2013 curriculum are the students should have equilibrium between development religious attitude and social, curious, creativity, team work with intellectual capability, affective and psychomotor. 2013 curriculum applied are; knowledge, skill, and attitude. The students should be able to create,



evaluate, analyze, apply, and understand materials in teaching learning process.

Authentic assessment is the process of gathering information about the development of teachers and the achievement of learning undertaken by learners through a variety of techniques that are able to reveal, or show exactly prove that the learning, objectives have been completely mastered and achieved.

The implementation 2013 curriculum is used the scientific approach in learning process. Learning emphasis on the process of inquiring and answer a question as the specific in scientific investigation, namely observing, questions, gather information, association, and communicate. Scientific procedure is called 5M (mengamati, menanya, menalar, mencoba, danmengkomunikasikan). The appropriate assessment with curriculum 2013 is authentic assessment that refer to the scientific approach (Wijayanti, 2014).

One of genres in Vocational High School Students learn about type of texts based on the syllabus for Grade X in the first semester is recount text. In addition, in KD (Standard Competency) 4.5.2 of English subject it is also said that, "*Menyusun text recount lisan dan tulis dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*". Which means students are considered to be able to create a simple text both orally and writtenly to explain, ask, and respond recount thing considering social function, generic structure and language features correctly and based on context.



The reason which leads the researcher to do this kind of research about assessment of writing class is because the problem found in SMK Negeri 2 Binjai that the students lack of content, vocabulary, grammar, arrangement, and mechanism in a good writing especially in writing recount text. While the teacher should needs criteria to assess the students' writing task. But based on preliminary study, the activity of writing is difficult for the students. The students do not has experience about writing. It is confuse of the students to determine word that will be choosen to make a good paragraph. The student's problem in writing is limited vocabulary, limited knowledge to develop paragraph and less exercise from the teacher for the students.

In teaching learning process, the teacher at SMK Negeri 2 Binjai has taken the material from 2013 curriculum book. But the teacher did not use assessment sheet to maesure the students work based on assessment in 2013 curriculum which is authentic assessment. The criteria to assess the students writing just from how long the paragraph is, how good the way of writing is, the vocabulary, and the grammar. In this case, the researcher will develop the student's assessment based on project assessment as part of authentic assessment in 2013 curriculum.

RESEARCH METHODOLOGY

This research was conducted by using Research and Development (R & D) which adapted from Borg and Gall (1985.775). R & D was one of the research design aimed at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, moduls, assessment instrument, etc. (Borg and Gall 1985.775).

Borg and Gall (1983) stated that R & D is an industry-based development model in which systematically field-tasted evaluated and refined to meet the specified criteria of effectiveness quality or similar standards. R & D had



stages of educational research as following: Gathering information, Analyzing the Data, Designing New Material, Final Product, Revising, and Validating New Material.

The instruments which were conducted to collect the data and information as follows: observation, document, interview the teacher, and questionnaire

The subject of this research are students in grade X of SMK Negeri 2 Binjai and a collaborator is Mr. Paiman, S.Pd, as the English teacher who teach English in SMK Negeri 2 Binjai.

The source of this study was the students who are grade tenth at SMK Negeri 2 Binjai. This School was vocational high school focused on Computer Network Engineering. This research was conducted at SMK Negeri 2 Binjai which is located on Bejomuna Street No. 20, Timbang Langkat, Binjai, Kota Binjai, West Sumatera. The reason of the researcher to do the research at that school because the school was observed that conducted by researcher and the researcher was also found that there were not appropriate of students' assessment that used by teacher in grade ten.

RESEARCH FINDINGS AND DISCUSSION

a. Research Findings

As stated earlier in the introductory part of this chapter, this research is an attempt to show that project assessments are appropriate tools to assess the accuracy of writing. This chapter represents the result of needs analysis and the process of developed writing assessment. In this chapter, the writer also represents the result of expert judgement, the evaluation, and the



revision of the assessing product in the format of product assessment which have been designed.

1. Gathering Information and Data

The first stage in developing appropriate writing assessment of recount text for tenth grade students of Computer Network Engineering at SMK Negeri 2 Binjai was gathered information and data. Starting information had been done before starting the research. It was done to get the problem of the study. There was some information gathered, such as the syllabus, existing assessment, teacher's interview, and teacher's questionnaire. From the information gathered, there was one problem found. The problem is the writing assessment were not appropriate for their learning needs.

Furthermore the detail information was needed to develop the assessments based on student's needs. The questionnaire and the interview were administrated to the English teacher of Computer Network Engineering at SMK Negeri 2 Binjai. The result will be be discussed in the next phase.

2. Analyzing Data

The main data of this study was the existing assessments and the student's need. The existing assessments will be matched to the student's need to identify whether the existing assessments fitted to the students or



not. After that the analysis of the students's need become the guidance for the researcher in developing appropriate project assessment of recount text for writing.

a. Existing Assessments

By administrating the documents, and interview to the English teacher, the researcher identified the existing assessment used by the teacher of computer network engineering in tenth grade. The teacher used the 2013 curriculum for teaching and learning process in the classroom. The teacher also identified that there is no complete and appropriate assessment to assess the students of computer network engineering in tenth grade.

After reading the existing assessment format, the reseacher found that there were two competence rubric for assessing the writing recount text of the students, those are "knowledge and skill competence" which completed with the materials about "Technology biography". These assessments were not appropriate to use for the students of Computer Network Engineering because it was not assessing the project of the students' competence in writing recount text (see Appendix B).

b. Need Analysis



The writing assessment of students' grade tenth in SMK Negeri 2 Binjai should be maintained by analyzing their need. Need analysis is required before the assessments are created to get some basic information. This information was needed to support the designing process of writing assessment of the students. In order to identify the needs of the students of computer network program, the researcher administrated the questionnaire and the interview to the English teacher.

1) Questionnaire Analysis

The yes-no questionnaire was administrated to the English teacher of computer network engineering in tenth grade at SMK Negeri 2 Binjai on 19th of October 2019. The questionnaire was developed based on the theory proposed by Kunandar (2013) and Kemendikbud (2015).

2) Interview Analysis

Interview session was administrated to the English teacher too by the researcher on 19th October 2019. It was conducted to support the result of the questionnaires analysis and also to get the accurate data.

By analyzing the data taken both the existing assessment and need analysis including the questionnaire and interview administrated to the English teacher of computer network program, the researcher can identify that the existing assessments of writing recount text were not appropriate for assessing the competence of students of computer network Program. It



caused the teacher can not assess the writing of students accurately. In other words, it was hard to the students to get the accurate score to know their competence in writing recount text. Thus results of need analysis were used by the researcher as guidance in developing appropriate assessments of recount text for writing skill.

3. Designing New Writing Assessments

After conducting need analysis, the researcher then develop the writing material first in order to make the writing project assessments are appropriate to the material based on the syllabus and existing assessment. Dick, carey, and carey (2009: 230) state materials contain the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also include information that the learners will use to guide the progress. These materials can be presented in print live performance, on cassetts, cD-ROM, DVD, or in the internet. These material is instructional when it inform the learners about the language.

There is one topic in this material. The topic is about recount text that focuses on computer network based on the learning indicators on the syllabus. The writing of recount text has some indicators which demand the students to master this ability. There are three indicators in this topic:

- Identifying the recount text according to its structure



- Analyzing the recount text
- Creating the recount text

Based on the indicators above, it can conclude that the assessments developed be relevant to that indicator. In the attitude competence of assessment developed should appropriate to the basic competence 1 and 2, which will be observed by the teacher during the learning process. Then, the knowledge competence of assessment should appropriate to the basic competence 3, which will be used by the teacher to assess the result of writing tasks that has been given by the teacher during the learning process. And then, the skill competence of assessment should appropriate to the basic competence 4, which will be used by the teacher to assess the final writing skill of the students based on the writing skill tasks that has been given by the teacher. The basic competence can be seen in syllabus (Appendix A) and the draft writing assessments developed can be seen in (Appendix F).\

4. Validating by Experts

The purpose of expert's judgement is to get the expert's opinion about the first draft of the assessment. After the first draft of the writing project assessment finished, the next step was conducted by using a questionnaires were source from *Badan Standar Nasional Pendidikan* (BSNP) and consisted of five aspects (Appendix E). They are the accuracy



of materials, linguistic features, project, accuracy of the content assessment instrument and benefits.

The score is between one and five then obtained from the materials experts. There were two experts who evaluated the materials; they were Sir Indra Hartoyo, S.Pd., M.Hum., (IH) as one of the lecturer in English and Literature Department and Paiman, S.Pd., (PN) as an English teacher in SMK Negeri 2 Binjai.

the average score of validation was 3,06. Then, the form percentage showed that the writing assessment were .74,6 % .It means that the assessment was appropriate and categorized in “Good” category based on Soeharto (2006: 52-53), since the range of percentage is (70-82).

5. Revising Writing Assessments

After conducting experts’ judgement and analyzing the result of the experts’ judgement, there were still many mistakes found by the material developer the revision were made to the writing assessments based on the suggestions from experts. In order to provide standard and parameter for validating the writing assessment, this research evaluated through four categories as shown below:

a. Linguistic Dimension

In this dimension, the experts categorized the linguistic dimension of writing assessment development was good.

b. Process



In this dimension, the experts answered that the new writing assessment were relevant in order to assess students' competence. In addition, PN answered that the development of the assessment more complete. In addition, the developer put the instrument from the appropriate materials to assess the students competence, such as knowledge and skill.

c. Content

In this dimension, the experts answered that the content of the material related to the topic and the assessments are appropriate to be included in the writing material. In addition as also gave some revision about the final assessment of project that must be explained clearly.

d. Layout

In this dimension, the experts gave some revisions about the composition and layout paragraph. They assumed the development of writing assessment was not interest. They recommended to make the composition and layout paragraph more colorful.

6 Final Product

After getting feedback from the experts in experts' judgment, the writing project assessments were revised. The revised then was called as the final draft. The last step of this procedure was developing the final draft. The result of the previous procedure which was revising the first draft was the final draft. This final draft was given in Appendix F. Based on the result of



the data; the writing project assessment could be said that it was well developed. The experts judgment result was categorized “Good”.

A. Discussion

The reason which leads the researcher to do research in project assessment of writing class is that the problem found by teacher’s assessment of SMK Negeri 2 Binjai. The aim of this research is to develop writing project assessment for the first semesters of the tenth grade students of Computer Network Engineering at SMK Negeri 2 Binjai which are gotten from the teacher’s opinion based on their good habit during they write in the learning process. The development of the material based on Borg and Gall phases. This research was conducted at SMK Negeri 2 Binjai. There was one English teacher who participated in this research. The researcher was asked about his background knowledge, his problem, and the student’s needs in learning English for writing assessments. In order to make the writing assessment more appropriate to students’ needs, a need analysis was conducted. They were gathered by doing interview and using questionnaire to the English teacher.

Based on the research findings, the result of the target needs is to develop the project assessment for writing assessment of recount text about Computer Network for students of Computer Network Engineering at SMK Negeri 2 Binjai. This is more appropriate than what they have used on their writing assessment of recount text before.

After conducting the need analysis, the material was developed first. Based on the material, the first draft of writing assessments was developed. The writing assessments topic focuses on the “Technology Biography”. The assessments format has three competences of assessment, such as;



assessment of attitude competence, assessment of knowledge competence, and assessment of skill competence.

After developing the writing assessments, the product was evaluated by the expert judgment. The expert gives corrections and suggestion on the developed assessments. There are five aspects in the questionnaire, such as; the accuracy of materials, linguistic features, performance, accuracy of content assessment instrument and benefits. Based on the result of the assessments, the average was 4,6 and the percentage was 92 % that categorized in “Very Good” category.

CONCLUSIONS AND SUGGESTIONS

Conclusion

After the data have been analyzed, some conclusions are drawn as the following:

1. Based on the results of need analysis from interview and questionnaire, the students need an appropriate assessment related to their major that is project assessments. The project assessments particularly recount text about “Technology Biography” in order to adjust their knowledge with their major at Vocational High School. The English writing assessment was developed through six phases, they were; 1) gathering information and data, 2) analyzing data, 3) designing new writing assessments, 4) validating by experts, 5) revising writing assessments, and 6) final product.
2. To understand whether the English writing assessment was appropriate or not, there were six characteristics which can be used to see it. 1)



assessments must measure all aspects of learning, namely project and results of products done by students, 2) assessment is carried out during and after the process learning takes place, 3) assessment must use a variety of ways and sources, 4) tests only one of the assessment data collection tools, 5) assignments given to the students must reflect the life parts of students, 6) assessment must emphasize the depth of knowledge and expertise learners, not the breadth (quantity).

Suggestion

Based on the conclusions, the suggestions are;

1. To the English teachers, an appropriate writing project assessment is needed used by teacher which relate to the needs of students and the existing syllabus, especially for writing of recount text. The assessment given should complete and accurate inn order to assess the students writing competence of recount text in the classroom accurately.
2. To the other researcher, who have the same interest in this field, could make English writing assessments more appropriate, especially for students of Computer Network Program which has problems with the availability of that. There are expected to find the other characteristics of appropriate writing assessments especially project assessment based on the curriculum.
3. To the institutions, should monitor the teachers for using the appropriate assessments to the student to support teaching and learning process. Institution also has to distribute the students' assessment especially project assessment to the schools which are relevant to the government syllabus or 2013 curriculum (K-13) so that teacher can know whether the students achieve the objective of the study in their level or not.



REFERENCES

- Blaz, Deborah. 2001. *A Collection of Performance Tasks and Rubrics: Foreign Languages*. New York: Eye On Education, Inc.
- Borg and Gall, 1983. *Educational Research an Introduction*. Cambridge: CUP
- Brookhart, S. 2013. *How to Create and Use Rubric for Formative Assessment and Grading*. Alexandria. Virginia USA
- Brown, D. 2004. *Language Assessment: principle and classroom practices*. America: Longman
- Cohen, Louis, Lawrence Manion, and Keith Morrison. 2005. *Research Methods in Education* (5th Ed.). New York: Routledge Falmer.
- Dwi, R. 2017. *The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum*.
- Digayesa. 2016. *College Academic Writing a Genre-Based Perspective*. Jakarta. KENCANA.
- Hanardi, L (2015). *A Project Based Assessment Model of English for Senior High School Grade X*. Volume 1(1)
- Harmer, J (2004). *How to Teach Writing*. Pearson Education Limited.
- Ingrita, D. 2011. *Designing A Rubric to Assess Vocational High School Students' Writing*. Yogyakarta State University.
- Kemendikbud. (2014). *Panduan Penilaian Pada SMK*. Retrieved from <http://akhmadsudrajat.files.wordpress.com/2015/12panduan-penilaian-smk.pdf>
- Maria. 2017. *Formative Assessment in EFL writing: A case study of pupils perceptions of their feedback practice and attitudes to receiving and using feedback*. University of Bergen



Mertler, Craig A. 2001. *Designing Scoring Rubrics for Your Classroom: Practical Assessment, Research & Evaluation*, 7(25).

Mueller, Jon. 2010. Authentic Assessment Toolbox. Retrieved on May 26th, 2011. <<http://jonathan.mueller.faculty.noctrl.edultoolbox.htm>>

Nunan, D. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge. Cambridge University Press

O'Malley, J. Michael and Pierce, Lorraine V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Massachusetts: Addison Wesley Publishing Company

Pavlou, P.A. 2003. *Consumer acceptance of electronic Commerce: Integrating Trust and Risk with the Technology Acceptance model*. International Journal of Electronic Commerce, 7(3): 101-103

Permendikbud No 70 Tahun 2013 tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan

Philip. 1999. *How to Create, win and Dominate Markets*. Free Press

Powel, William. 2011. *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom*. United States of America. ASCD

Sastrikirana, Anastasia. 2015. *An Authentic Project-Based Assessment Model for Vocational High School Students Grade X. Volume 1 (2)*

Sugiono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta. Bandung

Weigle, Sara Chusing. 2002. *Assessing Writing*. Cambridge: Cambridge University Press