An Analysis of Teacher's Assessment Task in Teaching Writing at MAS TI Paninggahan

Nesi Ramadani[1,*], Melyann Melani[2], Eliza[3], Irwandi[4]

[1,2,3,4]Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

Article Informations

Correspondence

E-mail: nesiramadani5@gmail.com *

A B S T R A C T

This research was conducted because of several problems found in class XI Mas.TI Paninggahan. Teachers tend to use monotonous assessment tasks, teachers do not assess assessment tasks well, students' motivation in learning to write English is low, teachers do not have enough time to see how students write. Students have problems in grammar and vocabulary. The purpose of this research is to find out what assessment tasks teachers give in teaching writing, to find out how teachers assess students' writing assessment tasks and then to find out what problems teachers have in assessing writing assessment tasks in class 11 MAS. IT Paninggahan. This research uses a qualitative descriptive method. Data obtained from interviews and document analysis were analyzed qualitatively. Researchers analyzed students' writing assessment assignments that had been given scores and interviews were conducted directly with the teacher. The findings from this research are several aspects of writing assessment tasks given by teachers in class activities during the second semester. There are several types of assessment tasks given by teachers in teaching writing. These are the cloze selection task, paragraph construction task, and guided question and answer. Furthermore, the researchers also found out about how teachers assessed the writing assessment tasks given. The assessment is carried out holistically by paying attention to the authenticity of the text, suitability of the text with the title, text order, choice of vocabulary, choice of grammar, vocabulary letters and neatness of the text. Each point was ranked by the researcher from five points to one point based on aspects of very suitable or not suitable..

Abstrak

Penelitian ini dilakukan karena beberapa permasalahan yang ditemukan di kelas XI Mas.TI Paninggahan. Guru cenderung menggunakan tugas penilaian yang monoton, guru tidak melakukan penilaian tugas penilaian dengan baik, motivasi siswa dalam belajar menulis bahasa Inggris rendah, waktu untuk melihat bagaimana proses menulis siswa oleh guru tidak cukup. Siswa memiliki masalah dalam tata bahasa dan kosa kata. Tujuan penelitian ini untuk mengetahui apa saja tugas penilaian yang diberikan guru dalam mengajar menulis, untuk mengetahui bagaimana guru menilai tugas penilaian menulis siswa dan kemudian untuk mengetahui apa saja masalah guru dalam menilai tugas penilaian menulis di kelas 11 MAS. TI Paninggahan. Dalam penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh dari wawancara dan analisis dokumen yang dianalisis secara kualitatif. Peneliti menganalisis tugas penilaian menulis siswa yang telah diberi skor dan wawancara dilakukan langsung dengan guru. Temuan dari penelitian ini terdapat beberapa aspek tugas penilaian menulis yang diberikan oleh guru dalam kegiatan kelas selama semester kedua. Terdapat beberapa jenis tugas penilaian yang diberikan guru dalam mengajar menulis. Itu adalah cloze selection task, tugas konstruksi paragraf, dan tanya jawab terbimbing. Selanjutnya peneliti juga menemukan tentang bagaimana guru menilai tugas penilaian menulis yang diberikan. Penilaian dilakukan secara holistik dengan memperhatikan keaslian teks, kesesuaian teks dengan judul, urutan teks, pilihan kosa kata, pilihan tata bahasa, huruf kosa kata dan kerapian teks. Masing-masing poin dirangkai oleh peneliti dari lima poin sampai satu poin berdasarkan aspek sangat sesuai hingga tidak sesuai.

1. Introduction

Assessment is mandatory during the process of learning activities. Assessment is a process of measuring the student's proficiency in learning by collecting information and data in order to achieve the objective of a lesson that is required in the curriculum. In general, assessment has some objectives which is its purpose is to determine the success of teaching and learning activities. Assessment also aims to explain the students' knowledge, skill and attitudes then allows them to discover the strength and weakness of students. As stated by Brown that assessment is related to the continuous ways that cover a much wider domain. On the other hand, assessment is the process of identifying and evaluating the current condition progress of students in learning. As a result, assessment aims to assess the whole learning activities that will enhance in the future of the learning process.

As stated by mc Milan that it can conclude that the purpose of assessment is to diagnose students' strength and weakness, to monitor student's progress toward achieving objects, to assign grades, to determine Instructional effectiveness, to provide students feedback, to prepare students for high- stakes tests and for sure to motivate students to do the best sequence (Mcmillan, 2017). Hence, In learning writing assessment is really important, the importance of assessment in learning writing is inline with the successful of writing activities in the classroom. The more teacher conduct assessment well the more well the progress of students in writing skill. In short, the urgency of assessment is in line with the goals of learning activities which is same case with the learning writing.

Writing is a process of conveying thoughts, messages, ideas, attitudes, and opinions to the readers. Due to the language skill of writing being considered as a productive skill, the writer needs to produce an idea that needs to be transferred to the reader. Hence, writing is intended to give information to the readers about the idea of the author (Pratiwi, 2016). Pratiwi suggested that the main target of writing is to show off information to the readers. The main target of writing is to show up information. For those students who learn English formally at school, writing is important to build student's higher thinking because to write a text students need to have known how to copy what is there in their mind into a text. Briefly, for those students who learn English formally at school, writing is important to build a student's higher thinking.

Since writing is one of the crucial skills in the English language, there are many components that should be mastered to have a good writing skill. For example, a good choice of words, good vocabulary, grammar, a good understanding of what text that is written. As a student who learns English as a subject at school, there are some sub - subjects that require students to have writing ability, for example letter, invitation, descriptive text, explanation text and so on. This material is learned depending on their level at school. Therefore, to have good written text the student should be good at mastering the writing components.

In language teaching each student's skill should be assessed so that the teacher can see what students have got and what students don't get during the learning process. In fact, each language skill have different ways to assess. In addition, there are four language skills. Those are listening, speaking, reading and writing. Even though each of those language skills are listening, speaking, reading and writing. They have a diversity of techniques to be assessed. Hence, the teacher has the responsibility to provide the technique for each assessment of English language skill. For example, in assessing writing. The teacher has to assess students' writing skill by conducting assessment in the classroom so that the teacher can see how the students progress of students in writing skill during the learning activities. Nevertheless, the teacher has the main role to improve students' writing skill by providing writing assessment in classroom activities.

Generally, basic consideration in assessing writing is the purpose and the usefulness of a task. As stated above every task and test have goals at the end of learning which seems on the lesson plan and the syllabus of writing activities in the classroom. Not only consider the purpose the teacher also

needs to consider the usefulness of the task that is given to the students. In fact, in assessing writing students and teachers can relate to the activities in the classroom to achieve the goals of learning successfully.

In implementing writing assessment there are several types of assessment that students can imply during the learning process. As stated by mc Milan there are two types of assessment. It is a formative and summative assessment. Formative assessment is a continuous formal assessment that aims for assessing students in the process of forming their language competence. Summative assessment aims to measuring the learner achievement of a course by applying for the final exam. Summative assessment is conducted at the end of a course.

Since assessment have an objective to achieve goals of learning process, especially in writing, the teacher has the responsibility to set procedures to conduct the assessment in order that the students can reach the objective of learning for writing. In assessing writing There are at least two procedures of assessment. Before the classroom activities began teacher needs to design an assessment task, then the teacher has to do scoring to the task so that the students can reach the learning objective that requires students to write based on the lesson plan. It can be seen that the role of a teacher as an educator at school in order that the students have a good performance in writing skills is crucial (Brown, 2004).

Besides those processes there is also a procedure to assess students' writing ability. The procedure in assessing writing as stated by Gaviria that consist of four terms. The first is the teacher need to design an assessment task an the next the teacher need to develop writing activities the task and then the teacher have to scoring the task in order to reach the goals of learning by measuring with the information that get during the learning process (Gaviria, 2012).

In designing assessment task for writing there are many types of writing assessment task for students in learning writing in the classroom. an exercise that is called assessment task by brown have four types which is covert to three types. The assessment task for writing consists of imitative, responsive, extensive and intensive. Those types can be a practice to learn and develop writing skill from the beginner level into advance that can be given by the teacher to students.

The first type of assessment task for writing is imitative. Imitative is the task of writing as a practice for English learner to write in forming letters, words and simple sentences. This kind of imitative assessment task can consist of several types. They are task in hand writing letters, words and punctuation. This type has various way. For example, is; copying, listening cloze selection task, picture cued task, form completion task, converting number and abbreviations words. Besides that, another type of imitative task of writing is spelling task and detecting phoneme grapheme correspondence. This kind of type is use to assess the ability to spell words correctly. The example of task consists of spelling test, picture – cued task, multiple choice techniques, matching phonetic symbols.

The second type of assessment task in writing is intensive writing task. Intensive writing assessment task is the kind of task that have ability higher than imitative writing which is form- focus on writing, grammar writing. Intensive writing assessment task can consist of dictation and dicto-comp, grammatical transformation task, picture cued task, vocabulary assessment task, ordering task, short answer a d complexation task.

The third type of writing assessment task is responsive and extensive. Responsive assessment task for writing is the development of task into paragraphs. To develop this kind of assessment task it depends on the function and context that is given by the teacher. The last type of writing assessment task is extensive. Extensive assessment task is when the students do the written text task that is given by the teacher that focus on grammar so that this extensive writing is more informal than intensive writing.

After designing assessment task for writing, the teacher gives them to the students in learning process and the teacher control the task, after controlling the task the teacher needs to scoring the task to know how well the students do the task so that the learning of objective can be achieved. In scoring the task there are three rating scales that can be used. Those are namely holistic scoring, analytical scoring and trait-based scoring. In short, giving assessment task for students involve teacher to scoring with the appropriate methods (Brown, 2004).

Based on the preliminary research at Mas. Ti Paninggahan at 10th January 2022 by conducting interview and observation the researcher found several problems. First, teacher didn't seem to use different kind of assessment task. When the teacher didn't conduct various assessment task in writing the students who have different ability in writing will have difficulties in writing. For example, teacher only use an assessment task of writing where the students only ask to write a paragraph. This would be hard for students who have low ability in writing to write a paragraph. hence, it would be better if the teacher gives an assessment task from lower level to raise ability making a paragraph.

Second, teacher did not score the students' writing as the should be score. Scoring the task of students is important. When the assessment task of students is scored appropriately the students will know what should be revised and what should be not revised so that the students know their mistakes on the written text that they have made. For example, in the assessment task of writing the teacher just give teacher's sign into the task of students. in fact, scoring the students' tasks help students to be better for the next task of writing.

Third, the students didn't have enough motivation in learn writing. Motivation is the main role in learning. Students who have lower motivation in learning writing however the students conduct assessment and scoring well but the motivation of students is low that would be hard for students to have improvement in writing. In addition, students who have lower motivation to learn writing will not learn writing as well as the competence that they have to raise in their lesson plan.

The fourth problem is the students have low vocabulary and low understanding of grammar. The students who have low vocabulary and have grammatical errors find it hard for them to deliver their ideas into English. These two components are related to each other. To explore a word into sentences then paragraph the students need to get good vocabulary and grammar so that they can release a text in their writing task. To summarize, knowing vocabulary and grammar well is one of the key to write a text in English at writing classroom activities.

The last problem is the teacher didn't have sufficient time to correct and student's writing assessment task. This happened because the time allocation is only 2x 30 minutes. As a result, the times to see student doing a task of writing is limited so that to write a paragraph the task become homework. In fact, the teacher cannot see and pay attention to the students' writing process and cannot control them to make a real text based on their competency.

Based on the illustration above, the researcher found that the teacher still didn't conduct assessing writing appropriately so that the teacher didn't seems to give various assessment task for writing and then the teacher didn't seem to scoring the students assessment task well.   the researcher decides to do the research that would involve English teacher in Mas.Ti Paninggahan at grade 11th which is the title of the research is "An Analysis Of Teacher's Assessment In Teaching Writing Skill"

2.   Research Method

2.1. Research Design

In this research, the researcher used qualitative descriptive method in order to collect and analyze the data. As suggested by Creswell that qualitative research refers to a type of study that focuses on a phenomenon or investigates social issues (Creswell, 2016). As assessment is crucial in teaching where the teacher can see what students should be do and what students are just able do. In

addition, qualitative research guided the researcher to conduct the study at 11th grade of Mas.ti Paninggahan.

2.2. Participant Of The Research

In conducting this research, the researcher involved participants as English teacher in Mas.ti. Due to the qualitative research the participants are used to defined individual and groups which agree to participate in a study at Mas.ti Paninggahan. t Mas.ti Paninggahan there are two English teacher. Each teacher teaches English subject for all of the students at grade ten until twelve. The researcher decided to investigate one of the teachers who teach at 11th grade at Mas.TI Paninggahan because the teacher is the longer English teacher in that school. As stated by Creswell, in choosing the participant using purpose sampling where the participant can be the most understand and the most can help the research in conduct this research.

2.3. Instrumentation

Based on the problems that researcher found. The instrumentation researcher used interviews and documentation. Instrument is tools to gain the data and information that is needed by the researcher. The researcher interviewed the English teacher at eleven grades of Mas.ti Paninggahan and then compile all of teaching device.

2.3.1. Document

The researcher combined another instrument which is called a document. Creswell said that document is very important (Creswell, 2016). By conducting this instrument it helps researchers to collect syllabus, all of lesson plan and assessment task given by the teacher to be analyzed. These made the data become valid in the research.

2.3.2. Interview

Interview is a process of gaining information and data verbally though conversation between the interviewer. the reasons why researcher used interview is because the researcher want to know what types of assessment teacher use in assessing writing skill of students during the learning. In this research the researcher used a kind of semi structure interview in order that the researcher can interview the English teacher deeply (Gay, 2011). In other hand, the researcher knew how do the teacher apply the assessment for writing skill as the evaluation in the teaching English learning process.

2.4. Technique of Data Collection

2.4.1. Document

In collecting the data, the researcher used document in teaching to gain what is needed. In this research. The researcher asked students writing work from the teacher and the students. The researcher collected some writing work of students as writing task and also the researcher collects the syllabus and lesson plan of learning for one semester. Hence, the document helped researcher to answer research question that relate to how teacher assess students writing skill. In short, the researcher used document to answer research question.

2.4.2. Interview

Since the researcher used interview to collect the data which is the researcher can get detail information about how is teacher's assessment for writing skill student. During the interview, the researcher will take a note and record the interview section. As a result, interviews helped answer the research of questions.

2.5. Technique of Data Analysis

After collecting the data through interview and documentation from the classroom activities. The researcher describes the data that is collected as a part of qualitative research. Gay argued that data analysis in qualitative research include summarizing data dependably and accurately (Gay, 2011).

Related to t this research, the researcher will use data analysis based on Miles and Huberman Model. In this system, the researcher moved among three analysis components during the data collection. After collecting data, the researcher moved among the data three component of analysis by using the rest of the time (Sugiyono, 2011).

2.5.1. Data Reduction

Data of reduction can be interpreted as the process of selecting, simplifying and transforming the data in the field notes. When the researcher performed the interview of writing skill assessment the researcher checklist. Then the researcher writes the answer in the note. Next the researcher obtained some data from teacher and the researcher selected the data related to the research problem that was taken from the data source.

2.5.2. Data Display

Data of display is a set of information that has been classified and organized according to the data reduction leading to the conclusion. In general, display is an organized and composed set of information that allows conclusions to be drawn and actions to be taken by display the data, the researcher considered what to do so that the researcher get information about how teacher assess students writing skill.

2.5.3. Conclusion

The third of analysis is conclusion drawing. From the beginning of data collection, the writer what things mean by noting patterns, explanations, causal flows, and propositions. Final conclusion may not develop until data collection is over, depending on standard of the corpus of field notes.

3. Finding and Discussion

3.1. Findings

This is going to point out and described the result of research that is found from interview and document analysis to answer research questions below:

1. What types of writing assessment task does teacher provide in teaching writing?
2. How does teacher score writing assessment task in teaching writing?
3. What are teacher problems in scoring writing assessment task?

The findings consist of two section , they are description of the data and data anlysis.

3.1.1. Description of the Data

In this research, the researcher got the data from students' writing assessment task that is provided by the teacher in teaching writing at eleventh grade of Mas. Ti Paninggahan. The data related to types of writing assessment task, how teacher's score the writing assessment task and teacher's problems in scoring writing assessment task were collected from the students writing assessment task , syllabus and lesson plan during second semester. During second semester there were three KD (basic competencies) for writing activities in the learning process of eleventh grade of Mas.ti Paninggahan which are KD 3.6 and 4.6 for Personal letter, KD 3.7 and 4.7 for cause and effect and KD 3.8 and 4.8 for explanation text. Since the researcher focused on writing so that the researcher collected related to writing assessment task . therefore, the description of the above were explained below:

3.1.1.1. Types of Writing Assessment Task

The students writing assessment task identify from types of writing assessment task that were given by the teacher based on types of writing assessment task that is categorized by Brown. Brown classifies writing assessment task into three types which are imitative, intensive and responsive and extensive. Each types have different category.

The first type is Imitative, which is types of writing performance of students or learner on writing skill that focuses on how the writer produces written language of letter, word and punctuation and very brief sentences. This type includes the ability of producing spelling correctly so that this type focus on mechanic rather than the context or meaning of the written text. There are several kinds of writing assessment task that can be categorized into these types and each types have various kind of assessment task. The first category of imitative task is {hand} writing letters, words and punctuation. These types can be practiced by several kinds of common variety assessment task which are copying, listening cloze and selection task, picture cued task, form completion task, converting number and abbreviations to words. The second writing assessment task is spelling task and detecting phoneme grapheme correspondence. This kind of writing assessment task focuses on how to produce spelling of written words in written language. To practice about how to spell out words in written language there are several kinds of assessment task that could be provide by the teacher. These are spelling test, picture cued task, multiple choice technique, matching phonetic symbols, converting phonetic symbols.

The second types of writing performance for the next level of writing skills are intensive. Intensive writing performance called controlled writing which is types that focus on the competencies of convey a meaning. This types of performance of writing requires students to combine competence of grammar, vocabulary or sentence to convey meaning for an authentic purpose. There are some kinds of writing assessment tasks that help student to provide practice in the classroom which consist of dictation and dicto comp, grammatical transformation task, picture cued task, vocabulary assessment task, ordering task, short answer and sentence completion task. Specifically, for picture cued task, there are some kinds of writing assessment task that can be provided by the teacher. Those are short sentences, picture description, picture sequence description.

Besides imitative and intensive writing performance there also types of writing assessment task namely as responsive and extensive of writing performance. these types of written performance are required students to perform a limited discourse level, connecting three or two paragraph to achieve a purpose of the written text but for extensive is more about grammatical formation and editing a draft. Responsive and extensive writing performance have various assessment task that can be practice on the writing classroom activities for example: paraphrasing, guided question and answer, paragraph construction task and strategic options.

The result of the document analysis of the student's writing assessment task, syllabus and lesson plan the researcher found that there were three topics of writing during the second semester. The topic was personal letter, cause and effect and explanation text. Each topic has a writing assessment task that is provided by the teacher. Types of writing assessment task that was provided by the teacher in the classroom activities during second semester as can be seen the table below:

Table 1. Writing Assessment Task Teacher Provided In Teaching Writing

No	Topics	Types of Writing assessment task	Meeting	KD
1.	Personal letter	-Paragraph construction task	4	*4.6 Teks surat pribadi* *4.6.1Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya* *Menyusun teks khusus dalam bentuk surat pribadi*

		- multiple choice	3	*terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*
		-cloze selection task	3	*4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*
2.	Cause and effect	Paragraph construction task	7	*3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)* *4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*
3.	Explanation text	Guided question and answer	14	*3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya* *4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI*

Based on the table that about writing activities in the classroom during second semester, it can be explained below:

a) Writing Personal letter

Personal letter is an informal written message between friends, relatives. Usually, a personal letter is about personal feelings, thought or experiences which are moments to be ready for specific persons. The purpose of personal letter is to inform the reader that the writer or sender wants to tell an important thing like personal feeling, thought and experiences. The generic structure of personal letter is date, salutation and name of recipient, introduction, body, closure, complimentary close and signature.

In Personal letter is the first material or topic of writing at seconds semester that is taught by the teacher Personal letter was taught for three meetings which seem syllabus. There were nine-time allocation but one time a location is 30 minutes. For writing skills, personal letter was purpose to write a written text about personal letter that can be seen at KD at 4.6.2. In this KD (basic competencies) the students are hoping to write a text about personal letters correctly. KD. 4.6.2 can be seen as "Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks"

By collecting the data of students writing assessment task of personal letter topics. The researcher found that students writing an assessment task of personal letter the writing assessment that is provided by the teacher was types of paragraph construction task, multiple choice technique, cloze selection task. Since these types of writing assessment tasks are the task to write and answer question, this could be categorized as the performance of students at intensive and responsive writing

performance. Because in these types of writing assessment task students was asked to write a text which consists of two and three paragraphs which is responsive writing performance.

Therefore, there were three kinds of assessment task teacher provided during taught of personal letters at 11th grade of Mas. Ti Paninggahan. Those are:

1) Multiple choice technique.

Multiple choice techniques was the first assessment task teacher provided during learning personal letters. Multiple choice assessment task provided on the LKS (student's worksheet). The task is placed at page fourteen until fifteen. In a kind of assessment task, the students asked to answer the question on the basis of the text of personal letter than the students chose the option on that student's worksheet.

2) Cloze selection task

Cloze selection task was the second assessment task teacher provided on topic personal letter. In cloze selection task, the students were required to put some vocabularies on the text which was provided on the task. On the student's works sheet there was a text then the task of students is filling the blank places with words to the text that is provided below of the text.

3) Paragraph construction task.

For paragraph construction task, the researcher found that the students were asked to make a paragraph about personal letter as well as learned before providing an assessment task. in this types of writing assessment task, the students were asked to write text of personal letter that consist of two and three paragraphs on a piece of paper at home. This is because the students only have 2x 30 minutes so that the teacher tends to give them homework so that the students have enough time to made a text about a personal letter based on their great idea on a piece of paper as provided by the teacher.

b) Writing Cause and effect

Cause and effect topic is the second topic for writing skill at second semester of mas. Ti paninggahan. Cause and effect are two words that is related each other. Cause is a motive or action that brings about reaction. An effect is a condition, or result generated by one or more causes. Effects are outcomes. Classroom activities this topic is taught for three meeting but for writing skill there was one meeting. In writing skill to perform students' ability to write as assessement task is given by the teacher at six meeting. This kind of assessment task was in line with the basic competencies which was require for students (KD) at KD 4.7 stated that "Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks" asked students to do at home which means as a homework.

Based on this KD writing assessment task for students which was provided by the teacher was a paragraph construction task. in these types of writing assessment task, the students asked to make a dialogue using expression of cause and effect into written text. The students did the expression of cause and effect on a piece of paper as their homework. On that dialogue the students needed to put expression of cause and effect for example because and due to on their sentences. This homework is done by the teacher a week because they just studied English once a week. In conclusion, for topic cause and effect there was one and only writing assessment task provided by the teacher.

c) Writing Explanation text

Explanation text is a text that gives information about a subject that we are interested in and would like to know more about. The purpose of explanation text is a text which tells the process relating to the formation of natural, social, scientific and cultural phenomena. In fact, the purpose of

explanation text is to explain why something happens. The generic structure of explanation text is general statement, sequenced of explanation text.

Explanation text was the last topic about writing that was learned by the students at 11 grades of Mas.ti paninggahan. Based on basic competencies skills of writing was taught at KD 4.8 stated that "Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI" there are Since the level of writing an explanation text was too difficult for student, the teacher didn't give a task to make a writing assessment task about paragraph to the students.

Types of assessment task in this topic was multiple choice and guided question and answer.

3.1.1.2. Teacher's Scoring of Writing Assessment Task

As explained by Brown and Hughes there are three methods to scoring of writing task, the method is holistic scoring, analytical scoring and trait-based scoring. By collecting the data the researcher found that there were two types of scoring approaches that teachers conducted in teaching writing. They were:

a) Analytical scoring

Analytical scoring is an approach of scoring that use by the rater or teacher to score the writing text of students' work based on every single component on the written text. Each component give score to calculate the whole of text. For example: organization, content, grammar and others.

b) Trait based scoring

Trait based scoring is an instrument of scoring based on specific topic and genres of assessment task. This trait-based scoring is aim to create criteria for writing unique to each prompt and the writing in produce in response to it. Trait based scoring consists of primary trait scoring and multiple trait scoring.

c) Analytical scoring

Analytical scoring is the way of giving the score of student writing assessment task based on the requirement of a separate score for each component of writing assessment task students.

Based on collecting the document of students' writing assessment task the researcher found that the teacher did analtical scoring because the teacher gave each aspect on the written text a score separately. The teacher scoring through analytical approaches on scoring personal letter text writing assessment task and on topic explanation text.

d) Primary Trait Based Scoring

Primary trait-based scoring is the way of scoring where the rater or teacher give score based the specific aspect only. Based on analyzing the document of students writing assessment task. the researcher found that on the task of cause and effect making a dialogue about expression of cause and effect. The researcher found that. As long as the task had expression of cause and effect the researcher give score the task. it means that the researcher only focusses on the aspect of purpose of the dialogue which were related to the scoring of primary trait scoring that is focus on only one aspect in giving scoring.

3.1.1.3. Teacher's Problem in Scoring Writing Assessment Task

To found out the problems teacher got during scoring the writing assessment task of students., the researcher did intervied with the teacher. The teacher was the English teacher who teach at 11th grade of mas. Ti Paninggahan . the interviewed was conducted at 27 July 2022. The interview is used as the instrument of the research because the researcher wants to know what are teachers' problem in scoring writing assessment task teaching writing in 11th at second semester. The researcher used

interview on finding scoring problems based on the theory of Weigles. Based on Weigles. There are three problems on scoring writing. They are:

1) Off task script

Script that ae complete but do not address the intended task or fail to address parts of the task. in other words, there is misconstrues rather then follow the instruction the students do the task that is not asked.

2) Memorized script

Script that writes clearly but from memorized in the previous text.

3) Incomplete response

Task is not complete because the time allotment.

Based on the research through interviewed the English teacher the researcher found that the researcher didn't found types of problem in scoring writing that is provided by the weigles above. Hence, based the interviewed, the teacher said that the problems in scoring writing task was but all of the task was most of the students only copy paste the text or writing assessment task from the internet. Besides that, the teacher explains that there were some students who cheated on their friend to make a task. since the time allocation of learning still 2x 30 minutes the teacher can't control how did students do the task because providing assessment task in the classroom is limited. Therefore, the teacher gave them writing assessment task that is done at home commonly so that the teacher cannot control the authenticity of the writing assessment task because at home, the students can't easily access the internet to do the task.

3.1.2. Data Analysis

Based on the research by analyzing documents of student's writing assessment task, syllabus and lesson plan the researcher found that there were three topics of writing during the second semester and then interview the teacher with some questions related to types of writing assessment task scoring writing assessment task that support the data from document analysis.

During the second semester of eleventh grade of mas.ti paninggahan topic about writing was personal letter, cause and effect and explanation text. Each topic has writing assessment task that is provided by the teacher. Types of writing assessment task that was provided by the teacher in the classroom activities during second semester.

3.1.2.1. Types of Writing Assessment Taks

Table 2. Research Data

No	Topics	Types of Writing assessment task	Meeting	KD
1.	Personal letter	-Paragraph construction task	4	4.6Teks surat pribadi 4.6.1Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
		- multiple choice	3	Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
		-cloze selection task	3	4.6.2Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan

No.				
				unsur kebahasaan, secara benar dan sesuai konteks
2.	Cause and effect	Paragraph construction task	7	*3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...) 4.7Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*
3.	Explanati on text	Guided question and answer	14	*3.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI*

The data of types of writing assessment task can be explained below

a) Personal letter

By analyzing the data of students writing assessment task of personal letter topic. the researcher found that from collected students writing assessment task of personal letter the writing assessment that is provided by the teacher was types of paragraph construction task, multiple choice techniques, cloze selection task. Since these types of writing assessment task are the task to write and answer questions, this could be categorized as the perform of students at intensive and responsive writing performance. Because in these types of writing assessment task students was asked to write a text which consist of two and three paragraph which is responsive writing performance.

Therefore, there were three kind of assessment task teachers provided during teaching of personal letter at 11th grade of Mas. Ti Paninggahan . those are:

1) Multiple choice techniques

Multiple choice technique was the first assessment task teacher provided during learning personal letter. Multiple choice assessment task provided on the LKS (student's worksheet). the ask is placed at page fourteen until fifteen. In this kind of assessment task, the students are asked to answer the question on the basis of the text of personal letter, then the students choosed the option on that student's worksheet.

As proposed by Brown about types of writing performance This multiple-choice technique is not kind of writing assessment task because on that student's worksheet the students only answer questions on the LKS and then circle the answer. While as proposed by Brown multiple techniques become a writing assessment task when the task is focus on choosing the correctness of spelling word. It means this kind of writing assessment task is not a type of writing assessment task and also cannot be categorized into imitative types of writing performance. These types of tasks are preferred as the reading assessment task because to answer the question the students need good comprehension on the text that is out on the paper of the student's worksheet (LKS).

2) Cloze selection task

Cloze selection task was the second assessment task teacher provided on topic personal letter. In cloze selection task, the students were required to put some vocabularies on the text which was provided on the task. On the student's works sheet there was a text then the task of students is filling the blank places with words to the text that is provided below of the text.

3) Paragraph construction task.

For paragraph construction task, the researcher found that the students were asked to make a paragraph about personal letter as well as learned before providing assessment task. In this types of writing assessment task, the students were asked to write text of personal letter that consist of two and three paragraph on a piece of paper at home. This because the students only have 2x 30 minutes so that the teacher tend to give them homework so that the students have enough time to made a text about personal letter based on their great idea on a piece of paper as provided by the teacher.

b) Cause and effect

Cause and effect topic is the second topic for writing skill at second semester of mas. Ti paninggahan. Cause and effect are two words that is related each other. Cause is a motive or action that brings about reaction. An effect is a condition, or result generated by one or more causes. Effects are outcomes. Classroom activities this topic is taught for three meeting but for writing skill there was one meeting. In writing skill to perform students' ability to write as assessment task is given by the teacher at six meeting. This kind of assessment task was in line with the basic competencies which was require for students (KD) at KD 4.7 stated that "Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks" asked students to do at home which means as a homework.

Based on this KD writing assessment task for students which was provided by the teacher was a paragraph construction task. in these types of writing assessment task, the students asked to make a dialogue using expression of cause and effect into written text. The students did the expression of cause and effect on a piece of paper as their homework. In that dialogue the students needed to put expressions of cause and effect for example because and due to on their sentences. This homework is done by the teacher once a week because they just studied English once a week. In conclusion, for topic cause and effect there was one and only writing assessment task provided by the teacher.

c) Explanation text

Explanation text was the last topic about writing that was learned by the students at 11 grades of Mas.ti paninggahan. Based on basic competencies skills of writing was taught at KD 4.8 stated that "Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI" there are Since the level of writing an explanation text was too difficult for student, the teacher didn't give a task to make a writing assessment task about paragraph to the students.

Types of assessment task in this topic was multiple choice and guided question and answer.

3.1.2.2. Teacher's Scoring Towards Writing Assessment task

Based on collected the data the way of teacher's scoring toward students writing task can be seen as the table below

Table of Teacher's Scoring Data

No	Topics	Types of Writing assessment task	Meeting	Scoring
1.	Personal letter	-Paragraph construction task - multiple choice -cloze selection task	4 3 3	Analytical scoring
2.	Cause and effect	Paragraph construction task	7	Primary trait based scoring
3.	Explanation text	- Guided question and answer - question and answer completion	14 12	Teaher didn't score writing assessment task Analytical scoring

The data of student's scoring Based on collecting the data the researcher found the data can be seen at the table above. The description of the table is explained below; the document of students' writing assessment task the researcher found that the teacher did analytical scoring because the teacher gave each aspect on the written text a score separately. The teacher scoring through analytical approaches on scoring personal letter text writing assessment task and on topic explanation text at.

3.1.2.3. Teacher's Problem in Scoring Writing Assessment task

To find out the problems teacher got during scoring the writing assessment task of students., the researcher did interviewed with the teacher. The teacher was the English teacher who teach at 11th grade of mas. Ti Paninggahan . the interviewed was conducted at 27 July 2022. The interview is used as the instrument of the research because the researcher wants to know what are teachers' problem in scoring writing assessment task teaching writing in 11th at second semester. The researcher used interview on finding scoring problems based on the theory of Weigles. Based on Weigles, there are three problems on scoring writing. They are:

a) Off task script

Scripts that are complete but do not address the intended task or fail to address parts of the task. In other words, there are misconstrues rather than following the instruction the students do the task that is not asked.

b) Memorized script

Script that writes clearly but from memorization in the previous text.

c) Incomplete response

Task is not complete because of the time allotment.

Based on the research through interviewing the English teacher the researcher found that the researcher only didn't find types of problems in scoring writing that is provided by the weigles above. But by analyzed the writing assessment task the researcher found that That the student's didn't complete the task well when the teacher gave them the task. Hence, based the interviewed, the teacher said that the problems in scoring writing task was but all of the task was most of the students only copy paste the text or writing assessment task from the internet. Besides that, the teacher explains that there were some students who cheated on their friend to make a task. since the time allocation of learning still 2x 30 minutes the teacher can't control how did students do the task because providing assessment task in the classroom is limited. Therefore, the teacher gave them writing assessment task that is done at home commonly so that the teacher cannot control the authenticity of the writing assessment task because at home, the students can't easily access the internet to do the task.

3.2. Discussion

Based on the analysis of the data above, the researcher found that there are three types of writing assessment task teacher got in providing writing assessment task in the classroom activities. types of writing assessment task are cloze selection task, paragraph construction task, guided question and answer. For personal letter topic teacher only provided two types of writing assessment task which were cloze selection task and paragraph construction task, for cause and effect the teacher provide paragraph construction task conduct the assessment task, and for explanation text topic the teacher provided one types of writing assessment task which was paragraph construction task for twice meeting.

From the data above, it can be concluded that teacher didn't provide various assessment task in students' writing skill. Whereas, writing is one of the most important skills in English language for the foreign learners. Besides that, by analysis Ing the data above, the researcher found that the way of teacher scored a writing assessment task was referred to the analytical scoring by paying attention to seven aspect of each student's writing assessment task.

Through interviewed, however teacher said the teacher also provide multiple choice types in providing assessment task for students but when the researcher analysis the text it was not kind of writing assessment task because the multiple-choice teacher meant is the task on the student's worksheet is more to reading assessment task because the question was about the comprehension of the text. Therefore, there are only three writing assessment task teachers provide during the second semester at 11th grade of Mas.ti Paninggahan.

From findings interview data, the researcher found that the main problem for teacher in scoring students writing assessment task was most of the writing assessment task that students done was the copy paste from the internet and then most others was cheated on their friend so it's hard to find the real idea of students in their writing assessment task so that it confusing teacher in scoring writing assessment task. It can be concluded that the problems come from students because the motivation of student to learn is very low.

4. Conclusion

The purposes of the research were to find out what are assessment task teacher provide in writing assessment task in the classroom activities then how does teacher score writing assessment task and the last what are problems teacher got in scoring writing assessment task in teaching English at eleventh grade students of MAS.TI PANINGGAHAN.

Based on the discussion above, it can be concluded that in providing writing assessment task for each topic of writing there is still a lack of various assessment task teacher's provide in teaching writing. in scoring those tasks The teacher was conducted the writing assessment task well, but in scoring writing assessment task the main problem of teacher in conducting writing assessment task is the most of student's work are copy paste writing assessment task form the internet and also copy paste from their friends so that there was confusion in scoring writing assessment task because they had same response.

References

Brown, H. D. (2004). *Language Assessment Principle and Clasroom Practices*. Pearson Education, Inc.

Creswell, J. W. (2016). *Educational Reseavh Planning, Conducting Amd Evaluating Quantitative And Qualitative Reseach*. pearson education.

Gaviria, S. (2012). *Guidelines for Teaching and Assessing Writing*.

Gay, L. R. (2011). *Educational Research (competencies for analysis and application)*. Alfabeta.

Mcmillan, J. H. (2017). *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation 7th Edition* (Pearson (ed.)).

Pratiwi, K. D. (2016). Students ' difficulties in writing English : A study at the third semester students of English

education program At University of Bengkulu. *E Journal Universitas Bengkulu*, *3*(1), 1–13.

Sugiyono. (2011). *Metode Penelitian Kuantitaif Kualitatif Dan R&D*. Alfabeta.