

CHAPTER II

THEORITICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is a complex process that allows writers to explore thought and ideas. Writing is a method of representing language in visual or tactile form. Writing system use sets of symbol or represents the sound of speech and may also have symbols for such things as punctuation and numerals. Writing strategies expands, extends, and elaborate. Text is Conventional form for organizing message in a structured way that fits the purposes of the participants in the communication.

In writing, it will be felt difficult to be able to deliver our idea because we know that we communicate without facial expression, gestures, or body languages. Furthermore, supported by Oshima and Hogue who states that:

Writing is a progressive activity. This means that when you first write something do own, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you ready over what you have

written and make changes correction. Therefore, writing is never a one-step action; it is a process that has several steps.¹

It means when people write their first draft they have already known what they are going to write in their paper so after finishing their written work, they to read it over time to evaluate and improve their writing. As Oshima and Hogue states that writing is not one-stop action. According to Jill Hadfield and Charles Hadfield,² that writing is easier if the learners are prepared for the task, and if their imaginations are stimulated beforehand. The purpose of the lead-in is to 'warm up' the learners, in other words, to start them thinking about the topic and practicing some of the language that will be needed when they actually come to write.

Many definitions about writing, and the writer would like to make the conclusion about writing that, the writing is a creative of communication process an idea, opinion, or expression into the text and the result can understand by the reader. Then, the result of writing is generally called by the text to inform the reader.

¹ Alice Oshima & Ann Hogue, *Introduction to Academic Writing English*, 2nd ed., (New York: Addison Wesley Longman, 1997), p.2.

² Jill Hadfield and Charles Hadfield, *Oxford Basics Simple Writing Activities*, (Oxford New York: Oxford University Press, 2001), p. 2

In editions book Gert Rijlaarsdam, Huub van den Bergh, and Michel Couzijn,³ that writing is the means to stimulate imagination. Imagination should contribute to thinking dispositions like ‘Looking at issues from a number of perspectives’ and ‘Appreciation of metacognition’. Writing is a means to develop imagination, which is a means to develop thinking dispositions. This causal chain seems to work well: the experimental (‘writing’) group outperformed the control group significantly in thinking dispositions.

Based on explanation above, the writer conclude that the writing is as a toll to express our idea and thinking about what going to say in writing form. Nowadays, many people can express their idea through emoticon and can by stories our idea when we have some feeling such as sad feeling and other that agree with our condition.

2. Assessing Writing

According to Weigle’s book, assessing writing needed in given score for student writing. The element that can be taken that as follows:⁴

³ Gert Rijlaarsdam, Huub van den Bergh, and Michel Couzijn, *Effective Learning and Teaching of Writing A Handbook of Writing in Education Second Edition*, (New York: University of Amsterdam Press, 2005), p.12.

⁴ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press. 2002), p.116

Table 2.1: Scores Criteria

Score	Level	Criteria
Content	30-27	Excellent to Very Good: Knowledge substantive through development of thesis, relevant to assigned topic.
	26-22	Good to Average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development topic.
	16-13	Very Poor: does not show knowledge of subject, non-substantive, no pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very Good: fluent expression, ideas clearly stated/supported, succinct, well-

		organize, logical sequencing, cohesive.
	17-14	Good to Average: somewhat choppy, loosely organize but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very Good: sophisticated range, effective word, idiom choice and usage, word from mastery, appropriate register.

	17-14	Good to Average: adequate range, occasional error of word or idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.
Language use	25-22	Excellent to very Good: effective complex construction, few errors of agreement, tense, number, word order/function article, pronoun, preposition.

	21-18	<p>Good to Average: effective but simple construction, minor problem in complex construction, several error of agreement, tense, number, word order function, articles, pronouns, preposition but meaning seldom obscured.</p>
	17-11	<p>Fair to poor: major problem in simple/complex construction, frequent errors negations, agreement, tense, number, word order/function, articles, pronouns, preposition and / or fragment, run-ons, deletions, meaning confused or obscured.</p>
	10-5	<p>Very Poor: virtually no mastery of sentence construction rules, dominate by errors, does not communicate, or not enough to evaluate.</p>

Mechanic	5	Excellent to very Good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: occasional of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.
	2	Very Poor: no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3. Kinds of Writing

According to Thomas S. Kane⁵ many effects from the writer to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is followed:

1) Narration

A narrative is a meaningful the series of events or act to told in words. Narration of place in the time and tells happened according to a natural time. Types of narration include show stories novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

2) Description

Description is about talking experience how something looks, sounds, tastes. It means, the descriptive that how to tell something. So that descriptive is to describe or give information to the reader. Mostly it is about visual experience, but description also deals with other kinds of perception. The following passage, such as happiness, loneliness, or fear, it is used to create visual image of people, places; even of units of time-days, time of day, or season.

⁵ Thomas S. Kane, *the Oxford Essential Guide to Writing*. (New York: Oxford University Press, 2000), p.6-7

3) Exposition

Exposition is used in giving information, making explanation and interpreting meaning. It includes editorials, essays, and informative and instructional material. It is constructed logically can use in combination with narrative, exposition supports and illustrates. The exposition organized around cause or effect, true or false, less or more, positive or negative, general or particular, and assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact.

4) Argumentation

Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the following paragraphs. They are basically exposition but they use argumentation.

From the four kinds of writing, the writer took descriptive text to analyzing this research. Because in this research, the writer to choose at the first grade at SMAN Pontang. The writer would like to explain the descriptive text in the next section.

4. Descriptive Text

a) Definition of text

According to Knapp “a text can be any meaning producing event, be it a book, a film, an advertisement a phone conversation and so on”.⁶ Created a text is when some of words are together or collected to use for communicate with each other. Anderson said that “when these words are put together to communicate a meaning, a piece of text is created”.⁷ Constructing a text can be seen from our speaking or writing to communicate a message.

b) Definition of descriptive text

A descriptive text is the text which describes about the thing, people, and place. It produces the way think look, smell, taste, feel, or sound.⁸ It is use to create a visual image of people, place and tell about their traits of character of personality.

The descriptive paragraph is one of the ways to make well our ability on writing, because we can know how we can write something or to describe something or anything. The goal of descriptive text is to describe a particular person, place, or thing. It is used to create a visual

⁶ Peter Knapp, *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing*, (Sydney: University of South Wales Press, 2005),p.13

⁷ Mark Anderson, *Text Types in English*, (Melbourne: Macmillan, 1997), p.1

⁸ George E. Wishon, and Julia M. Burks, *Let's Write English*, (New York: American Book Company, 1980), p.379.

image of people, place or thing. Moreover, Knapp and Watkins states that describing is also a central feature of narrative text providing the means for developing characterization, sense of place, and key themes.⁹ So, when students write the descriptive text, they are must be able to explore their idea into the text, in order to makes the reader can feel the object in the descriptive text.

c) The generic structure of descriptive text

The general structures of descriptive text consist of identification and description. Identification is part to introduce or identifies the thing or someone being described. Descriptions are described part, qualities and characteristics; a descriptive text usually uses simple present tense and adjectives. Describing is also used extensively in many text types, such as information reports, literary description, and descriptive recount and due to the need to classify a process before explaining.¹⁰

d) Grammatical features

The grammatical features of descriptive text uses are:

- a. Certain noun/clear noun.
- b. Using simple present.

⁹ Peter Knapp, *Genre, Text, Grammar*, p.97

¹⁰ Peter Knapp, *Genre, Text, Grammar*, p.97

- c. Using some kind of adjectives
- d. Using action verbs

5. Testing of Writing

According to Arthur Hughes¹¹ that given decision to test writing ability directly, we are in a position to state the stating problem, in general form in from writing. This has three parts:

- 1) We have to set writing test that are properly representative of the population of task that we should expect the students to be able to perform.
- 2) The task should elicit samples of writing which truly represent the students' ability.
- 3) It is essential that the samples of writing can and will be scored reliably.

Before doing this research, the writer should know about the students writing skill. Then the teacher must to give the test to the students writing test, but the explanation about the writing test that the teacher must to collect the writing test for the students that the teacher should hope the students doing the test to work well with the test which teacher give. It can obtain the samples of writing truly in students' skill

¹¹ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1941), p. 75

and to know about the difficulty in writing students ability. Certainly, the teacher wants to know about the real of students' skill in writing sample and the teacher can reliably from the students score.

B. Assessment Authentic

1. Definition of Assessment

In education, the word 'assessment' is used in a special way that is derived from but different from its ordinary, everyday meaning. The word 'assessment' comes originally from the Latin assess are and meant to impose a tax or to set a rate and modern dictionary definitions refer to the valuation or financial meaning of assessment.¹² Assessment is not about pieces of paper or exams or marks or grades or intricate scoring systems; it is really about the question of how we use certain tasks or events to prove or establish that learning has occurred, that someone is able to do something or knows something.¹³ Furthermore, supported by H. Douglas Brown who states that:

Assessment is a popular and sometimes misunderstood term in current educational practice.¹⁴

¹² James A Athanasou and Iasonas Lamprianou, *The Teacher's Guide to Assessment*, (Sydney: Social Science Press, 2002),p.2.

¹³ James A Athanasou and Iasonas Lamprianou, *The Teacher's Guide to Assessment*, p.11.

¹⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004),p.4

It means, the assessment is very important for teaching and learning process for students evaluating. It can get the students information about their skill. The assessment more popularity in teaching and learning process, but most of assessment regard to educational practice. In this case, the teacher can use the assessment, when the students respond to the question. In doing assessment, it was not only from the teacher for getting students information, but they can get the students information from their self the teacher, and possibly other students.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student respond to a question, offers a comment, or tries out a new word a structure, the teacher subconsciously makes an assessment of the student's performance.

2. Purposes of Assessment

According to James A Athanasou and Iasonas Lamprianou, assessment can also be linked to the following educational purposes:¹⁵

- a. Diagnosis,
- b. Prediction,

¹⁵ James A Athanasou and Iasonas Lamprianou, *The Teacher's Guide to Assessment*, p.8

- c. Placement,
- d. Evaluation,
- e. Selection,
- f. Grading,
- g. Guidance,
- h. Administration

The teacher must to know about the purposes of assessment, because it should use in teaching and learning process when the teacher wants to giving the test. The explaining text above, that the purposes of assessment are to know about the aim of the test in assessment, so that the prediction in assessment, appointment the assessment, evaluating to know the students skill after doing the test, selecting the test to get the students score, to sharing about the test in assessment or in other ways, about the guidance in assessment after getting the students score, and the last about the interpretation the assessment. The teacher before giving the assessment, the teacher must to know about it. It was use easy in give the students score.

In all fields of education, assessment results are used to decide about students (Le., student progression), to decide about teaching and learning (Le., curriculum decisions) and increasingly assessments will

be linked with certification of competence and the validation of performance on job-related tasks.

3. Definition of Authentic Assessment

Authentic assessment as opposed to more traditional forms of assessment, such as essays and examinations, involves assessment tasks that simulate or are actually engaged with “real life” conditions or situations. The aim is to provide the valid and accurate information about what students really know and are able to do in real contexts. Authentic assessment is called by performance assessment because the assessment criteria focus on observation of complex behavior knowledge or skills students. Furthermore, supported by Abdul Majid, who states that:

These are knowledge enhancing learning experiences. Authentic assessment is a process of collecting, reporting and use of information about student learning outcomes by applying valuation principles, sustainable implementation, the evidence is authentic, accurate, and consistent as public accountability (center curriculum, 2009).¹⁶

It means the authentic assessment as the real in teaching and learning process to know about the students’ information through collecting and reporting by applying the principles valuation. The

¹⁶ Abdul Majid, *Penilaian Autentik Proses dan Hasil Belajar*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 56.

teacher gives the test by the authentic assessment, it can get the real of students' information and it must be continue in implementation of authentic assessment. In this research also the students have a problem in writing test, but the teacher wants to know about that through the rubric in writing test.

The concept of authentic assessment has been embraced enthusiastically by policy makers, curriculum developers and practitioners alike, and enshrined in the literature on curriculum and assessment as a desirable characteristic of education. Of course, it is as difficult to be against authentic assessment as to be against apple pie and motherhood. It is obviously a 'good thing'. The alternative presumably would be in-authentic assessment and nobody would want that. Authentic assessment is clearly 'the way to go'.¹⁷

The WEAC website¹⁸ on performance assessment contains a section on developing performance tasks that outlines a three step process. These are:

¹⁷ J. Joy Cumming dan Graham S. Maxwell, "Contextualizing Authentic Assessment in Education: Principles, Policies and Practices", *Assessment and evaluation Research Unit*, Vol. 6, No. 2, (September, 1997), 2.

¹⁸ WEAC (Wisconsin Education Association Council), *Performance Assessment* Accessed on 3 July, 2006 from <http://weac.org/articles/performance-assessment>.

1. List the skills and knowledge you wish to have student learn as a result of completing a task.
2. Design a performance task which requires the students to demonstrate these skills and knowledge.
3. Develop explicit performance criteria which measure the extent to which students have mastered the skills and knowledge.

4. Characteristics of Authentic Assessment

Grant Wiggins¹⁹ describes authentic assessment as engaging and worthy problems or questions of Importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either Replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field. The following is Wiggins' list of characteristics of authentic assessment:

- a. The Structure and Logistics
- b. The Intellectual Design Features
- c. The Grading and Scoring Standards
- d. The Fairness and Equity.

¹⁹ Wiggins, G. P. *Assessing student performance: Exploring the purpose and limits of testing*. (San Francisco: Jossey-Bass, 1993), p.229.

5. Designing of Authentic Assessment

As we saw from Mueller's diagram, there are degrees of authenticity and some disciplines may demand a greater degree than others, particularly those that are vocationally oriented. However, the students in all disciplines will benefit from a broadening of assessment tasks that reflect the principles underpinning more relevant, authentic assessment. A broadening of assessment tasks can also improve the validity and reliability of the assessment of students learning.

According to Gulikers, Bastiaens and Kirschner²⁰ suggested a five-dimensional framework for designing authentic assessment with pertinent questions to consider in relation to each dimension. Their framework includes:

1. The task; it has to be one that involves students in carrying out that reflect what is done in professional practice.
2. A physical context; the real places of work in different from institutional learning environment, so the assessment as the mirror for the skill way and attitudes are in the real context.

²⁰ Gulikers, Bastiaens and Kirschner, "perceptions of authentic assessment and the impact on student learning". (Paper presented at the first international conference on Enhancing teaching and learning through assessment, Hong Kong Polytechnic University, Hong Kong June 2005), p.70-77.

3. A social context; an authentic assessment as the task involves social process that the real situation. It may not include in teamwork and collaboration these characteristics in the real context.
4. The assessment result or form; it has involves the students information or their skill after doing the task.
5. Criteria and standards; it is about what you have done about the criteria in evaluated.

6. Steps of Authentic Assessment

The fact we were lucky because we did not have to develop a new authentic assessment. We can use authentic tasks in a class of our own.

STANDARD



AUTHENTIC TASKS



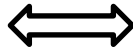
CRITERIA



RUBRIC



Benchmark



Learning accommodation

C. Rubric

1. Definition of Rubric

In background study, the writer has talking about the rubric in the types of authentic assessment. Furthermore, supported by Joseph S. Anderson & Lawrence C. Mohrweis, who states that:

A rubric is a tool that is set up as a matrix in which the rows contain the various elements of an assignment and the columns provide the scoring criteria.²¹

It means that when the teacher gives the result students worked using the tools of assessments with the elements of assignment to provide the scoring criteria at the references of composition. For example, a rubric could be used to evaluate writing skills. In assessing students' writing skills, a performance criterion may be the quality of the students' use of grammar and mechanics. Well-written term papers

²¹ Joseph S. Anderson & Lawrence C. Mohrweis, "Using Rubrics To Assess Accounting Students' Writing, Oral Presentations, And Ethics Skills", *Forum: American Journal of Business Education – Fourth Quarter 2008*, Vol. 1, No. 2, (December, 2016), p.85

use the correct rules of grammar. Such papers would be scored as “exceeds expectation.” Alternatively, papers that are poorly written, containing more than a threshold number of spelling, grammar, punctuation and capitalization errors, would be scored as “below expectations.”

The text above explained about writing and rubric. Meanwhile, define of writing rubric is a scoring guide on a process of creating, organizer, writing and polishing.

As shown in table 2.2 about the parameters of performance that will be evaluated and associated levels of quality expected for each parameter. It is being identified as different rating. Simply, the rubric is a tool that to help a both accounting education and students define “quality”. The writer took one rubric for doing research this paper from the example American Journal of Business Education-Fourth Quarter 2008.

Table 2.2 Writing Assessment Rubric

No	Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
1	Content	Accomplished	Accomplished	Accomplished

		purpose of assignment directly and completely in an exceptional manner	purpose of assignment in a capable manner	purpose of assignment only partially or indirectly
		All major topics thoroughly supported by specific, accurate, relevant data	Major topics covered but supporting details somewhat lacking in specificity, accuracy, or relevance	Little or no supporting data or data presented was not relevant, specific, or accurate
2	Organization	Exceptionally clear sense of unity and order, logical transitions, highly effective	Adequate sense of unity and order, most transitions effective, clear opening and closing	Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and

		opening and closing		closing
3	Style (clarity & conciseness)	Used smooth, clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice	Used smooth, clear readable prose throughout most of paper, few clichés, occasional wordiness, generally appropriate word choice	Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice
4	Grammar & Mechanics	Few, if any, errors throughout in use of Standard English rules of grammar, spelling punctuation,	Not more than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and	More than a few errors per page in use of Standard English rules of grammar, spelling, punctuation,

		capitalization, and usage	usage, but did not affect overall clarity	capitalization, and usage that made the paper unclear or difficult to read
5	Citation & Documentation	Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly	No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly	Frequently incorporated source material unclearly or documented sources inaccurately or incorrectly
6	Professionalism	Writing was exceptionally reader-center and valid, used positive language, and	Writing was consistently reader-center and valid, used positive language, and lacked sexist	Writing was not reader-centered and valid, used negative or sexist language, or made non-

		lacked sexist language and non-relevant references to age, gender, or race	language and non-relevant references to age, gender, or race	relevant references to age, gender, or race
7	Format	Paper had an extremely professional, balanced appearance, pages were numbered, and any headings were descriptive, in parallel form, and extremely helpful to the reader	Paper had a professional, reasonably well-balanced appearance, pages were numbered, and any headings were generally descriptive, in parallel form, and helpful to the reader	Paper did not have a professional, balanced appearance, pages were not numbered, and/or any headings were not generally descriptive, in parallel form, or helpful to the reader.

1. The Parts of a Rubric

Rubrics are composed of four basic parts in which the professor sets out the parameters of the assignment. The parties and processes involved in making a rubric can and should vary tremendously, but the basic format remains the same. According to Dannelle D. Stevens and Antonia Levi,²² which the part of a rubric includes:

a. A task description.

The task description is almost always originally the students by the teacher instruction and involves a “performance” of some sort by the student. The task can take the form of a specific assignment, such as a paper, a poster, or a presentation.

b. Scale

The scale describes how well or poorly any given task has been performed and occupies yet another side of the grid to complete the rubric’s evaluative goal. Terms used to describe the level of performance should be tactful but clear.

²² Dannelle D. Stevens, Antonia Levi, *Introduction to Rubrics an Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*, (Portland, 2005), p.5

c. Dimensions

The dimensions of a rubric lay out the parts of the task simply and completely. A rubric can also clarify for students how their task can be broken down into components and which of those components are most important.

d. Description of the Dimensions

Dimensions alone are all-encompassing categories, so for each of the dimensions, a rubric should also contain at the very least a description of the highest level of performance in that dimension.

2. The Design of the Scoring Rubrics

By the rubric, which tell the characteristic or signs to look for in a student's worked? It generally communicates how the work appears in the context of other works and provides a scoring system that is easy to learn and use.

The rubrics used to assess, it to know the reflective higher and higher levels of the authentic assessment. Higher level (secondary) rubrics contain descriptors that reflect increasingly higher levels of thinking and visual abstraction. Holistic scoring requires a general assessment of a group of works looked at as a whole, producing a single score based on a 4-point scale.

In designing a scoring rubric:²³

- a. There should be a tight match between the demands of the performance and the criteria used in scoring.
- b. It should, as much as possible, specify observable aspects of the performance or product to be looked for and scored.
- c. It should be written in ordinary language so that assessment results can be understood.

²³ Charles M. Dorn, Stanley S. Madeja, and F. Robert Sabol, *Assessing Expressive Learning A Practical Guide for Teacher-Directed Authentic Assessment in K–12 Visual Arts Education*, (London: Lawrence Erlbaum Associates, 2004), p.103