CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Project Assessment

a. Definition of Project Assessment

Project assessment is the process of evaluating students' work that must be completed within a certain amount of time. Starting with planning, data gathering, organizing, data analysis, and data presentation, the tasks take the form of an investigation. Project evaluation can be used to determine a student's learning, capacity to apply, and ability to inform about a specific subject.

On a certain theme, students can finish a project and/or exhibit their work. role-plays, simulations, creative creations, recorded segments, charts, graphs, tables, and other materials, as well as displays or models of buildings or items suitable for an instructional environment, can all be incorporated into a project. A project can be done alone or in a small group, and it's usually given as an oral or written report. A panel of judges can assess the topic provided, its structure, and the language used in an oral presentation.[1]

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[1] Feuer, M. J., and K. Fulton. 1993. *The Many Faces of Performance Assessment*. Phy Delta Kappan 74 (6): 478

A learning process is a collection of actions that includes planning, teaching and learning activities, and assessment. The instructor prepares teaching and learning activities in the form of a teaching plan with reference to the goals to be attained. The teacher will require an evaluation to see whether the desired goals were met or not.

According to Ralph Tyler, evaluation is the process of gathering data in order to determine whether, how, and to what extent educational goals have been met. Two more experts, Cronbach and Stufflebeam, proposed a broader definition, stating that the assessment process is used to make judgments, in this case connected to achievement or learning outcomes, rather than just quantifying the extent to which goals are attained.[2]

Because the effectiveness of teaching and learning activities is dependent on evaluation activities, Assessment is a daily, ongoing, integral part of teaching and learning.[3] Teaching and learning activities will be more effective if they are accompanied by efficient assessment procedures. The fact demonstrates that a teacher merely conducts assessment activities to meet a formal requirement, namely to determine the value of his students. It indicates that many teachers still don't grasp

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[2] Suharsimi Arikunto,2013, *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: PT. Bumi Aksara)
[3] Michael K. Russel and Peter W. Airasian, "*Classroom Assessment Concepts and Applications Seventh Edition*", (New York: McGraw-Hill, 2012),7.

why evaluation activities are conducted and how they might profit from them.

As a result, an assessment model is required that not only uses the moment of the test as a measure of student learning achievement, but also includes an evaluation that can accurately determine the level of student learning success.

The model is used in the education unit level curricular system (KTSP). The assessment provided is a class-based assessment that is integrated with the learning process by collecting student work (portfolio), written assessment (paper and pencil assessment), product assessment, self-assessment, assessment performance, project assessment, and attitude assessment.

Of course, not all of these assessment models can be applied to subjects. For students' writing skills, especially on materials related to project work, the teacher can use project assessment.

Project assessment is an activity of assessing a task that includes several competencies that must be completed by students within a certain period of time. The task can be an investigation of a process or event that starts from planning, data collection, organization, data processing and data presentation.

Meanwhile, project work assessment has the following definitions, according to Ministerial Decree (Kepmen) No. 53/4/2001 concerning

Guidelines for the Preparation of Minimum Service Standards for School Implementation in the Primary and Secondary Education Sector (DIKDASMEN):

    a) Compilation of tasks that span a variety of skills and must be completed by training participants (in the final semester).

    b) A learning model that is used to quantify and assess cumulative competence achievement.

    c) It's a model of assessment that's supposed to lead to professionalism.

    d) Scope of activity: suggestions, preparation, implementation (process), and completion are all included (presentation, testing, and exhibition).

b. Functions and Objectives of Project Assessment

Experts are familiar with a variety of learning evaluation approaches, which have been adopted by instructors in schools. Usually, a separate curriculum is used each time the curriculum is changed. For example, in the 1994 CBSA curriculum, pupils were given assignments in the form of active student worksheets by their teachers. Then a new curriculum called the Education Unit Curriculum (KTSP) appeared, which used classroom-based assessment, one of which was a project assessment approach.

However, the following functions and aims are commonly seen in evaluations:

a. Assessment functions selectively, with the following goals in mind:

    1) To select pupils for admission to a specific school.

    2) To identify children who are capable of progressing to the next grade or level.

    3) To choose the students who will be awarded the scholarship.

    4) To identify kids with the authority to leave school, and so forth

b. Assessment is a diagnostic tool.

    This test is used to learn more about the student's background (psychological, physical, and environmental). Finding the causes of students' learning challenges is critical, because the majority of kids struggle to learn due to a variety of external variables, which must be diagnosed by the instructor and the school. The information gathered can be utilized to offer advice and therapy to help them overcome their issues.

c. Assessment serves as a placement

    When new students are accepted or a grade is raised, this function is usually used to assess them. An assessment is performed to identify exactly which category a student should be placed in. Students in the same study group will have similar interests, traits,

levels of ability, and assessment scores, making it easier for teachers to determine the average level of ability in the class.

d. Assessment is used as a metric of success;

It is used to gauge the pace of advancement or the learning outcomes of students. The data is used to create a report for parents, as well as to determine grade advancement and graduation. Evaluation is particularly valuable as a metric of success because it may be used to:

a. Assessing pupils' competences or abilities to see if they have met the set objectives.

b. Determine which objectives have not been met so that actions can be taken. It is possible to make adequate repairs.

c. Choosing a student's rating based on their academic achievement goals that have been agreed upon.

d. Inform the teacher as to whether or not the strategy is appropriate. employed as a teaching method, so that the strategy's benefits and drawbacks can be discussed. It is possible to determine how to teach.[4]

e. Procedures for improving lesson plans

as well as determining whether more learning resources are required

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[4] Rusiadi, *Variasi Metode dan Media Pembelajaran Guru Pendidikan Agama Islam,* Vol.6,2,2020.

Evaluation is defined as the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. The judgments may be either quantitative or qualitative, and the criteria may be either those determined by the student or those which are given to him.[5]

Learning evaluation, in any form, serves the same basic purpose: to determine the amount of student accomplishment in the learning process.

Project assessment, as a learning evaluation model in class-based assessment that emphasizes project work, has a function and purpose, as well as several advantages over other evaluation models, including:

a. Project work is an internal part of the learning process that is standardized, pedagogical, and meaningful for students;

b. Provide opportunities for students to demonstrate full competence.

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[5] Benjamin S Bloom, David R Krathwohl, Betram B Masia, Taxonomy Of Educational Objectives: *The Classification of Education Goals,* New York: David Mckay,1956.

c. Become more efficient and develop things with monetary value.

d. Produce competency mastery values that can be accounted for and that are certification-eligible.

c. Characteristics of Project Assessment

Each learning evaluation model must include assessment criteria so that the assessment that will be used later may accurately assess and measure students' abilities from multiple perspectives, not just one, such as cognitive. Furthermore, a really objective evaluation is required.

At least seven criteria must be reviewed to determine whether the project assessment is of good quality, including:[6]

a. Generability

Generability refers to whether students' project effort in completing the current task is sufficient to generalize to other tasks. In this situation, the higher the quality of the task, the more it can be compared to other tasks. It is assumed that the task has the same weight as other types of tasks.

b. Authenticity

Authenticity of assessment is decided by several parameters Authenticity refers to whether the offered activity is comparable to what is encountered frequently in ordinary life. [7]

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[6] Davis, I. K. 1991 *Pengelolaan Belaja,* Jakarta : Rajawali Press.

c. Multiple foci

Multiple foci refers to the activities that students were given that measured more than one desired ability. It's possible that a student excels at memorizing and comprehending content but struggles in practice. As a result, teachers can compensate for their psychomotor deficiencies by focusing on their cognitive abilities.

d. Teachability

Teachability denotes that the work at hand is one for which the results are improving as a result of the teacher's efforts in the classroom. As a result, the activities assigned in project work or project evaluations are tasks that are relevant to the lessons taught in the classroom by the teacher.

e. Fairness

The term "fairness" refers to whether or not the job assigned is fair to all students. So the tasks must have been examined, whether or not all students complete the assignments, with the understanding that each student's talents must be unique and varied. The task is sometimes reasonably easy in a group, sometimes it is

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[7] Fauzan Islami Idham, Nadrun, and Darmawan, *The Use of Authentic Assessment in English Writing Skill to the Eleventh Grade Students*, e-Journal of English Language Teaching Society (ELTS), 3, 1, 2015,1.

challenging, and occasionally it is impossible. As a result, teachers must be able to assess how similar pupils' abilities are on average.

f. Feasibility

Feasibility refers to the tasks assigned in the assessment projects being relevant in terms of cost, space, time, and equipment. Human resources, as well as facilities and infrastructure, are unique to each school.

g. Score Ability

The most significant aspect of an assessment is its score ability, which is used to establish whether or not it is valid. This refers to whether the provided task can be scored accurately and reliably, resulting in legitimate results. A teacher must be cautious while scoring a project because scoring is one of the most sensitive components of project evaluation.

2. Writing Skill

a. Definitions of Writing Skill

Writing skill is the ability to construct sentences appropriately according to grammar rules. Furthermore, it must comprehend and portray works that are understandable to the reader. Heaton noted that writing is a complex talent that can be difficult to teach; mastery necessitates not only grammar and rhetoric, but also intellectual and operational factors. The analysis tries to categorize

the various talents that are required to write well. There are five ideas that address (1) language use, (2) mechanism, (3) content, (4) diction, and (5) organization in general.[8]

Defining of writing has been examined by experts. Written can be suitable to name the writing since it makes the person realizing how to be crucial in historical self-experiences in written language. Even though self-experiences which already wrote without thought, they needed the ideas coming back surrounds the person's mind. According to Elbow expressing ideas, sensations, and thoughts are a definition of writing.[9] Moreover, to the product, the writing should be attended the process. Based on Ann Longknife in his book, the following writing process: having a specific mind and deciding the thesis statement, choosing the method of improvement, increasing the headline, creating the first draft, preparing for the last draft, last, revising, and final.[10] Based on the explanations above, briefly, the writer can conclude that writing, the thoughts which are transferred from the brain onto notes or paper is developed by experimenting with conferring the chronological order. Also, writing has a multi-process that comprises planning,

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[8] Ambo Dalle, "*The Effectiveness of Cooperative Learning Model Concept Mapping in Learning Writing Skill in German Language",* International Conference ADRI-5, Makassar, 2017,516.

[9] Cyntia Laksmi Dewi, *Improving Students Creativity in Writing Recount Text by Using Mind Mapping,* 12, 2, 2017, 130.

[10] Ann Longknife and K. D Sullivan, *Easy Writing Skills Steps-by-Step Master High-Frequency Skills for Writing Proficiency-FAST,* (*N*ew York:The McGraw-Hill Companies, Inc, 2012),5.

drafting, and complete drafting, revising, and editing to have conceptual unity. Then, the necessity of motivation from internal and external is needed in writing. It can appear in the appreciation in self-writing for having the sense to produce the writing.

b. Macro and Micro-skill in Writing

To be a star of writing is hard. Because many persons focus on the product, it does not evaluate the process. To engage the stars of writing should differentiate between general and specific heads. It will help the person deciding the smallest and largest of items in writing. In other words, when developing the writing skill needed the component of language and other skills in the English language. The component or the element of language is named micro-skills, meanwhile, other skills in the English language are called macro-skills.

The following micro-skills stated by Brown such as[11]: a) the model of English does graphemes and orthographic; b) the goals in writing focus on how to create the efficient draft; c) creating the sufficient diction and formulas of word order; d) using the grammatical structures that are respectable; e) differentiating of the grammatical pattern can show the accurate context. On the other hand, Brown pointed out the following macro skills: a) writing discourse is used the cohesive mechanism; b) writing discourse uses rhetorical mode; c)

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[11] H. Douglas Brown, *Language Assessment Principles and Classroom Practies,* (San Fransisco, California: Logman, 2003),221.

based on a pattern and aim seems in reaching the communicative goals of written texts; d) the necessity of transitions or links in organizing the paragraphs (main idea, supporting detail, today information, generalization, exemplification); e) literal and implied content must differentiate when do writing; f) be careful to transmit the specialized sources in the context of writing that relates to cultures; g) to appropriate the writing strategies is enjoyable that expanded by clustering.

In summary, not only the process of writing but also the sequences to make accuracy in the written context of the text. Presenting the component and primary language is supported to raise the writing skill process. In addition, divided into several heads in writing concluding this skill cannot be separated from the functions of grammar. It provides the macro and micro-skills, both have the grammar materials.

3. **Three Domains of Learning: Cognitive, Affective, and Psychomotor**

   A. **Cognitive Domain**

   Learning skills primarily related to mental (thinking) processes are found in the cognitive domain. Processing information, constructing understanding, applying knowledge, solving problems, and conducting research are all skills that are learned in the cognitive domain. The cognitive domain contains skill

clusters that organize a comprehensive, compact, and complimentary list of the most important learning skills for each process. Bloom's Taxonomy of Learning has several additional characteristics in the 2001 version that can be very helpful to educators as they endeavor to create optimal learning experiences. The cognitive domain is involved with both improving our mental talents and learning new information. There are six categories in this domain:[12]

1) Knowledge: The ability to recollect data and/or information is referred to as knowledge. A child, for example, recites the English alphabet.

2) Comprehension: The ability to comprehend what is known is referred to as comprehension. An instructor, for example, discusses a theory in Hindi.

3) Application: The ability to use abstraction or knowledge in a new circumstance is referred to as an application. When a nurse intern speaks with patients, she uses what she learned in psychology class.

4) Analytical capacity: the ability to distinguish between facts and views. For example, a lawyer was able to win a case by spotting logical errors in the offender's reasoning.

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[12] M. Enamul Hoque, *Three Domain of Learning: Cognitive, Affective, and Psychomotor,* Vol.2, 2, 2016.

5) Synthesis: Synthesis is the capacity to combine multiple parts or concepts into a sound pattern or structure to create a new meaning. In constructing a care plan for his patient, a therapist incorporates yoga, biofeedback, and support group therapy.

6) Evaluation: The ability to make judgments regarding the importance of concepts is referred to as evaluation. A businessman, for example, chooses the most efficient method of selling things.

B. Affective Domain

The majority of individuals consider learning to be an intellectual or mental activity. Learning, on the other hand, is not solely a cognitive (mental) function. Attitudes, habits, and physical abilities can all be learned. Feelings, emotions, and attitudes are all part of the affective domain. This domain encompasses our emotional responses to things like feelings, values, admiration, enthusiasms, motivations, and attitudes. This domain is divided into five sub-domains, including:

1) Receiving Phenomena: Receiving is the knowledge of feelings and emotions, as well as the ability to pay attention selectively. Listening intently to a friend is an example. Watching a movie, listening to a lecture, or watching waves smash on the sand while listening intently to someone.

2) Responding to Phenomena: Responding is the learner's active participation. Participating in a group discussion, for example. Participating in a group discussion, giving a presentation, adhering to procedures, or following directions are all examples of having a conversation.

3) Valuing: The ability to recognize and articulate something's worth is referred to as value. The value you place on anything, an experience, a behavior, or a piece of knowledge is referred to as value. From fundamental acceptance to the more difficult condition of commitment, this level has it all. Acceptance can be as basic as a desire for a team to better its skills, whereas commitment can be as complex as taking ownership of the team's overall improvement. Proposing a strategy to strengthen team abilities, approving ideas to improve competence, or alerting leaders to prospective issues are just a few instances. It is the ability to understand and communicate the worth of something. Proposing a strategy to strengthen team abilities, approving ideas to improve competence, or alerting leaders to prospective issues are just a few instances. It is the ability to understand and communicate the worth of something. For example, an activist discusses his ideas for increasing laborers' pay.

4) Organization: The ability to rank one value above another and create a distinct value system. A teen, for example, spends more time on her academics than on her boyfriend.

5) Personality: the ability to absorb values and let them guide one's behavior. A man, for example, marries a woman for who she is rather than how she looks.

C. Psychomotor Domain

Psychomotor objectives are those that are specific to physical functions, reflex responses, or interpretive motions. These types of goals have traditionally focused on the physical encoding of information, movement, and/or activities utilizing the gross and fine muscles for expressing or interpreting information or concepts. Natural, autonomic responses or reflexes are also included in this category. The psychomotor domain encompasses the use and coordination of motor abilities. The following are the seven categories that fall under this heading:

1. Perception: the ability to use sensory data to guide motor activity. Example: To get the correct temperature for the dish, a cook adjusts the heat on the stove.

2. Prepare the state of being ready to act. An obese individual, for example, is motivated to engage in planned activity.

3. Guided Response: the ability to imitate a demonstrated behavior or to experiment. When running a machine, for example, a person follows the instructions in the manual.

4. Mechanism: the skill and confidence with which one can translate taught responses into habitual actions. For instance, after practicing how to cook, a mother was able to prepare a delectable supper.

5. Complex Overt Response: the capacity to execute complex sequences of actions dexterously. Typing a report on a computer without glancing at the keyboard is one example.

6. Adaptation: the ability to adapt previously gained skills to new situations. A designer, for example, makes an outfit out of plastic bottles.

7. Invention: devising new movement patterns for a given scenario. A choreographer, for example, creates a new dance sequence.

4. The Implementing of Project Assessment of Writing

A. Definition

A project appraisal is the process of evaluating a task that must be completed within a specific time frame. The task consists of planning, gathering, organizing, processing, and presenting data in the form of an investigation. Students' understanding, capacity to apply, investigate, and clearly inform

themselves on specific subjects and indicators/topics can all be determined through project evaluation. When a student chooses and uses a technique to complete an uncommon assignment, this is called implementation. Because selection is required, students must be aware of the numerous types of difficulties that may arise as well as the various procedures that are available. As a result, implementation is often employed in conjunction with other cognitive processes like Understanding and Creating.[13] In implementing the project assessment before carrying out the assessment, the English teacher uses the steps that must be met in planning the project assessment, namely: 1) determining the appropriate competencies to be assessed through the project, 2) project assessment includes project planning, implementation, and reporting, 3) compiling process indicators and learning outcomes based on competence, 4) determining criteria that indicate the achievement of indicators at each stage of project work, 5) planning whether the task is group or individual, 6) planning techniques in individual assessment for tasks done in groups, 7) arrange assignments according to the assessment rubric.

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[13] David R. Krathwohl, Petter W. Airasian, Lorin W. Anderson, *A Taxonomy for Learning, Teaching, and Assessing,* 2001, Addison Wesley Longman, Inc.

B. Instruments of Project Assessment for Students' Writing Skill

The instrument used by the English teacher in assessing project assessment was an assessment rubric. The assessment rubric contains criteria related to the steps taken when working on an activity. The steps are sequential, complete, clear, easy to observe, and measurable. The Rubik's score consists of several parts that are adjusted to the performance characteristics. The first format consists of three parts, namely aspects, criteria, and scores. The Rubik's Criteria can measure the ability of the target to be measured (valid), according to indicators, have indicators that show measurable abilities, can map student abilities, and assess important aspects of student projects.

In addition, the information obtained from the rubric can be used for the summative function, namely assessing the achievement of learning competencies. For formative assessment, aspects/criteria in the rubric focus on generating information that is used as feedback for learning improvement. Thus the assessment rubric provides information to students about the aspects to be assessed and the weights on these aspects or groups. types of assessment rubrics used by English teachers in project assessment instruments, namely Rubric analytical. The

analytic Rubik is a guideline for judging based on several specified criteria. By using this Rubik can be analyzed the weaknesses or strengths of students.