

CHAPTER II

THEORETICAL FOUNDATION

A. Assessment

1. Definitions of Assessment

According to Brown, assessment refers to the ongoing process that involves a comprehensive domain. It is not only conducted by the teacher but also the student itself or the other students. Further, an ideal teacher will always conduct assessments of their students, whether intentional or unintentional.⁶ Based on the statement, it can be concluded that assessment is the ongoing process of classroom activities that could be conducted by teacher either incidental or intended and students could do it too.

Besides, Cheng and Fox defined that assessment is an extremely important in language teaching and learning.⁷ It is a term that encompasses the practice of daily classroom assessments and large-scale testing structured and organized externally for the students.⁸ The conclusion of their opinion is that teacher should be carried out it, because assessment cannot be separated from language learning and teaching activities.

On the other hand, Green said that assessment is different from the term of test. It is more common in that assessment requires many different methods of

⁶ Brown, *Language Assessment*, 4.

⁷ Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 1.

⁸ Cheng and Fox, *Assessment in the Language Classroom*, 3.

collecting and evaluating language data, less formal procedures with less control and coverage than the test.⁹ It can write that the scope of the assessment has a broader domain than the test, while the test is a part of the assessment that can be carried out by the teacher.

In summary, assessment is the progressing of daily language learning and teaching activity which has preponderant domain. Assessment is closely related to the learning process. It can be done by the teacher as well as the students either systematically or naturally.

2. Methods of Assessment

a. Formative Assessment

McMillan defined the formative assessment is carried out during the learning and teaching activity. The teacher could use this type of assessment for assessing students' progress, providing feedback, and making decisions about further instructional activities.¹⁰ In summary, formative assessment conducted by the teacher to assess the students' progress, to make the feedback and decision of learning and teaching activity.

In the other hand, Brown said that formative assessment refers to evaluate the process of making students' competencies and skills in

⁹ Anthony Green, *Exploring Language Assessment and Testing Language in Action*, (New York: Routledge, 2014), 7.

¹⁰ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation Seventh Edition*, (New York: Pearson, 2018), 15.

classroom. The objective of formative assessment is to help the student to continue their process of learning.¹¹ It means that formative assessment is a process of forming the students' skills and competencies which is the goal of assessment is helping the students' progress.

Besides, Cheng and Fox stated that formative assessment means assessment for learning. The process of assessment carried out collaboratively. In the end, the result of assessment is useful because the teacher can make the direction in which teaching and learning should go.¹² In other words, formative assessment is useful for the teacher in make a decision of learning and teaching activity in the future.

Based on the statement about the definition of formative assessment above, it could be concluded that formative assessment is assessing the students' progress in learning activity. The teacher conducting this type of assessment is to get the point about how the success of learning process and to do the best action in the next learning and teaching activity.

b. Summative Assessment

Brown assumed that summative assessment is usually carried out at the end of the lesson period which aims to measure and summarize what students have gained during the learning. The one example of summative

¹¹ Brown, *Language Assessment*, 6.

¹² Cheng and Fox, *Assessment in the Language Classroom*, 5.

assessment is the final exam.¹³ Therefore, summative assessment is helpful for teacher to find out student learning outcomes.

Similarly, Cheng and Fox defined summative assessment as a tool to assess of student success in learning, skill acquisition, and academic achievement. This is usually carried out in a planned manner at the end of the lesson such as at the end of a unit, project, course, program, semester, or school year.¹⁴ In summary, summative assessment can be done in a planned manner to measure the students' learning outcomes at the end of learning periods.

McMillan said that summative assessment means how to collect student learning data on what students already know, understand and can do. In addition, summative assessment aims to provide feedback and guide further learning activities.¹⁵ In other words, summative assessment is an activity to obtain the information about students' academic achievements then become a way to give the appropriate feedback and guide.

There are several arguments about the definition of summative assessment. Briefly, summative assessment refers to an activity which obtaining the students data of academic achievement. It carried out by the teacher in a planned manner. The implementation of summative

¹³ Brown, *Language Assessment*, 6.

¹⁴ Cheng and Fox, *Assessment in the Language Classroom*, 5.

¹⁵ McMillan, *Classroom Assessment*, 15.

assessment mostly at the end of teaching and learning periods such as program, school year, semester, and so forth.

3. Types of Assessment

McMillan categorized different types of assessments into four major categories based on the nature and characteristics of each method. These methods of assessment are selected-response, constructed-response, teacher observation, and student self-assessment.¹⁶

a. Selected-Response

According to Popham, selected-response means the students select their response from alternative choices given to them.¹⁷ In general, selected-response items are multiple-choice, true/false, and matching. A single correct or best answer is identified for each item, and scoring is simply a matter of checking to decide whether the choice was correct.¹⁸

b. Constructed-Response

McMillan stated that constructed-response format requires students to construct or produce their own answer in response to a question or task.¹⁹ Green also added that it is range from more limited fill-in (gap filling, table completion) and short answer (a phrase or sentence answering a

¹⁶ McMillan, *Classroom Assessment*, 74.

¹⁷ W. James Popham, *Classroom Assessment: What Teachers Need to Know Eighth Edition*, (Los Angeles: Pearson, 2018), 43.

¹⁸ McMillan, *Classroom Assessment*, 74.

¹⁹ McMillan, *Classroom Assessment*, 74.

question) responses to more extended performance responses (role playing, essay writing, etc.).²⁰ McMillan divided the constructed responses into three types of assessment:

1) Performance

Russel and Airasian assumed that performance assessment is an umbrella term used to defined assessment that requires students to show their skill and knowledge by constructing a formal product or performance.²¹ The assessment may result in a product, such as a painting, portfolio, paper, or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital, or reading.²²

2) Essay

Based on Fisher and Frey's book, the essay requires that students integrate their understanding of a topic, regulate their thinking, and express it.²³ Besides, McMillan defined essay items allow students to construct a response that would be several sentences (restricted-response) to many paragraphs or pages in length (extended-response).²⁴

²⁰ Green, *Exploring Language Assessment*, 35.

²¹ Michael K. Russel and Peter W. Airasian, *Classroom Assessment: Concepts and Applications*, (New York: McGraw-Hill, 2012), 201.

²² McMillan, *Classroom Assessment*, 74.

²³ Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, (Alexandria: Association for Supervision and Curriculum Development, 2007) 113.

²⁴ McMillan, *Classroom Assessment*, 74.

3) Oral

According to McMillan, oral questioning is used continually in an informal way during instruction to monitor student understanding. In a more formalized format, oral questions can be used as a way to test or determine student understanding through interviews or conferences.²⁵

c. Teacher Observations

Anderson argued that naturalistic observations are an important and quite appropriate way for teachers to obtain the information they need to establish judgments because teachers are eternally engaged in observation.²⁶

On the other hand, Mcmillan stated that teacher constantly observes students informally to assess student understanding and progress (formative assessment).²⁷ Observations involve teachers watching and recording student activities in classroom.²⁸

d. Student Self-Assessment

Based on McMillan's opinion, student self-assessment refers to students' reporting on or evaluating themselves. In self-report inventories, students are asked to complete a form or answer questions that reveal their

²⁵ McMillan, *Classroom Assessment*, 74.

²⁶ Lorin W. Anderson, *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*, (London: Lawrence Erlbaum Associates Publishers, 2003), 7.

²⁷ McMillan, *Classroom Assessment*, 74.

²⁸ Green, *Exploring Language Assessment*, 7.

attitudes and beliefs about themselves or other students.²⁹ As for Cheng and Fox, through self-assessment, students directly observe their own improvement and therefore are more motivated to achieve.³⁰

4. Principles of Assessment

a. Practicality

Weigle stated that practicality means the relationship between the available resources and the resources that will be needed in the development and administration of the test.³¹ In summary, practicality is the correlation between the resources available and the resources that are used to carry out the test and administration. On the other hand, Cheng and Fox argued that practicality is the same as the suitability of the time, effort, and resources required in conducting the test.³² It could be concluded that practicality refers to the conformity among the resources, time, and effort to conducting a test.

b. Reliability

According to Anderson reliability is term of information that has been gathered through reliable assessments.³³ It can be assumed that reliability means that the information gathered through the assessment can be

²⁹ McMillan, *Classroom Assessment*, 74.

³⁰ Cheng and Fox, *Assessment in the Language Classroom*, 182.

³¹ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002),

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³² Cheng and Fox, *Assessment in the Language Classroom*, 12.

³³ Anderson, *Classroom Assessment* 12.

accounted for and relied on. Besides, Brown argued that reliability can be defined as the consistency of an assessment that will show similar results even though it is given to different students at different times.³⁴ In summary, reliability means that reliable is when a teacher gives an assessment to several students at different times, the results will be consistent and similar.

c. Validity

McMillan argued that validity can be defined as the continuity among the usefulness, conclusions, and consequences resulting from the assessment relating to the appropriateness of the score obtained.³⁵ Simply, validity is the result of an assessment that is compatible with the consequences, conclusions, and usefulness of the assessment. Besides, Green said that validity is the relationship between the real condition and an assessment or test performed.³⁶ In other words, validity refers to the assessment which has the suitability between real life and student's assessment.

³⁴ Brown, *Language Assessment*, 20.

³⁵ McMillan, *Classroom Assessment*, 80.

³⁶ Green, *Exploring Language Assessment and Testing Language*, 75.

B. Writing

1. Definitions of Writing

According to Haynes, the term of writing could be a product or process. It is closely related. Writing as a process is an activity of pouring our thoughts into written words. While writing as a product is the result of writing of writing as a process.³⁷ In other words, writing refers to an activity of reveal our idea into a set of words which is becoming a product.

On the other hand, Balta stated that it is producing writing with grammar and spelling in mind. Both product and process, writing is a personal cognitive activity, and reflects the individual phenomenology. Every act of writing is an act of the author in generating meaning.³⁸ Simply, it is a person's cognitive activities undertaken to produce written well.

Durga and Rao assumed that writing is a written system of symbols, representing the sounds, syllables or words of a language, with different mechanisms, capitalization, spelling and punctuation, word formation and function.³⁹ In other words, unifying thoughts into a text by paying attention to syllables, punctuation, and so on is called by writing activity.

³⁷ Anthony Haynes, *Writing Successful Academic Books*, (Cambridge: Cambridge University Press, 2010), 57.

³⁸ Elif Emine Balta, "The Relationships Among Writing Skills, Writing Anxiety and Metacognitive Awareness", *Journal of Education and Learning*, Vol. 7, No. 3, (2018), 233.

³⁹ V Satya Sri Durga and C.S Rao, "Developing Students' Writing Skills in English - A Process Approach" *Journal for Research Scholars and Professionals of English Language Teaching*, Vol.2, No. 6, (2018), 1.

Besides, Kane defined that writing is an activity that is broader than just arranging words on a sheet of paper. There are three steps that can be done in writing, including thinking about it, doing it, and doing it again.⁴⁰ Simply, writing is not only putting the words into a paper, but also involves three steps such as thinking, doing, and revising.

Meanwhile Langan said that writing is a skill like cooking, typing, and driving. Although writing skills cannot be acquired automatically, this skill can be mastered by someone who must be willing to practice with a strong determination.⁴¹ In other words, one must realize that writing is a skill that anyone can possess if one is willing to practice with determination.

As a skill, Ulu added that writing skills that allow individuals to express themselves also need to be developed in individuals who have language education.⁴² It can be assumed that language learners must be willing to learn a lot to write in order to acquire good writing skills.

Based on the above statement related to the definition of writing, it can be concluded that writing is not just composing words on written media, but also paying attention to aspects such as syllables, punctuation, spelling, grammar and others. Writing is conveying thoughts and generating the meaning of the author. This is a skill that can be acquired by everyone by continuous practice.

⁴⁰ Thomas S. Kane, *Essential Guide to Writing*, (New York: University Press, 2000), 17.

⁴¹ John Langan, *Exploring Writing: Sentences and Paragraphs 2nd Ed*, (New York: McGraw-Hill, 2010), 10.

⁴² Hacer Ulu, "Investigation of Fourth Grade Primary School Students' Creative Writing and Story Elements in Narrative Text Writing Skills", *International Journal of Progressive Education*, Vol. 15, No. 5, (2019), 274.

Writing is also a cognitive activity that includes three main steps. These steps are thinking, doing, and doing again. So that at the end of these activities a product is produced.

2. Writing Process

a. Planning

According to Haynes, planning includes two activities. First, make a planning or structuring of the text itself. Second, make a planning of management of the writing project.⁴³ It can be summarized that planning is constructed by two types of activities. It includes structuring the content of the text and managing the process of writing. Besides, Harmer said that planning is preparing the detail notes that involve the goal, reader, and content structure before the writing process.⁴⁴ In summary, planning is one of the writing processes that is meant to prepare all of our needs before writing.

b. Drafting

Haynes stated that drafting is one of the writing processes that the purpose is to produce text.⁴⁵ In other words, drafting is conducted after planning. It will generate the text. In the other hand, Harmer stated that

⁴³ Haynes, *Writing Successful Academic Books*, 61.

⁴⁴ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education, 2004), 4.

⁴⁵ Haynes, *Writing Successful Academic Books*, 70.

drafting is the first version of our writing.⁴⁶ It can be assumed that drafting is our writing framework before we produce the final text.

c. Editing

According to Harmer, editing evolve of reflecting and revising. It is a writing process to select the part of draft whether it is appropriate or not.⁴⁷ Simply, editing is revising our draft into a better written by taking the best part and deleting the unnecessary part. Besides, Zemach and Rumisek stated that editing is a writing process that aims to edit our writing which can be done by re-reading, asking readers for opinions, and changing what needs to be changed.⁴⁸ In conclusion, editing is the same as revising our writing by checking what we have written and then editing the parts that need improvement.

d. Final Draft

Based on Harmer's statement, final draft or final version is the final result of our writing after going through the drafting and editing process.⁴⁹ In other words, after we have drafted and edited to produce the good writing, the final version is the written work that we have created.

⁴⁶ Harmer, *How to Teach Writing*, 5.

⁴⁷ Harmer, *How to Teach Writing*, 5.

⁴⁸ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan Education, 2005), 3.

⁴⁹ Harmer, *How to Teach Writing*, 5.

3. Types of Writing Performance

According to Brown and Abeywickrama, there are four types of writing performance as follows:⁵⁰

a. Imitative

The students pay more attention to the grammatical aspects of writing. It is also include the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is more concern to form than contexts and meaning of writing.⁵¹

In other words, imitative is the common way to teach students how to write. The students simply reproduce what they see. The examples of imitative include of write the word in the blank from a list, spelling test, matching, and even converting numbers to their word equivalent.

b. Intensive

Intensive also called as controlled type. Intensive writing means producing appropriate vocabularies within a context, collocation and idiom, and correct grammatical features up to the length of a sentence.⁵²

Simply, it is more concern about selecting the appropriate word for a given context. The examples of intensive writing include of grammatical transformation, sequencing pictures, describing pictures, completing short sentences, and ordering task.

⁵⁰ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles And Classroom Practices Third Edition*, (London: Pearson, 2019), 229.

⁵¹ Brown and Abeywickrama, *Language Assessment*, 229.

⁵² Brown and Abeywickrama, *Language Assessment*, 229.

c. Responsive

Responsive writing requires students to develop sentences into paragraphs and creating a logically connected sequence of two or three paragraphs. Tasks relate to pedagogical instructions, lists of criteria, outlines, and other guidelines.⁵³

The conclusion of responsive writing is how the sentences work together to make paragraphs and how the paragraphs work to support a thesis statement. Normally, it is no more than three paragraphs. The examples of responsive writing include brief narratives and descriptions, short reports, and summary.

d. Extensive

Extensive writing defines as effective management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.⁵⁴

In the other words, extensive writing is responsive writing over the course of an entire essay or research paper. The students are able to shape purposes, objectives, main ideas, conclusion into a coherent paper.

⁵³ Brown and Abeywickrama, *Language Assessment*, 229.

⁵⁴ Brown and Abeywickrama, *Language Assessment*, 230.

C. Previous Studies

The first previous study entitled *Teachers' Techniques in Assessing Writing Skills of Young Learners in a Junior High School English Classroom* by Dessy Wulandari in 2015.⁵⁵ This research was conducted to determine the techniques and assessment designs made by teachers. This study involved two teachers. Data collection using two ways, namely documentation and interviews. The data analysis was done qualitatively. The research results are divided into two main points. The first is the teachers' technique in assessing students' writing skills. The teachers use three types of assessment in the form of projects, assignments, and portfolios. The second result is about teachers' assessment design. There are similarities and differences in ideas between two teachers. In designing the assessment, both teachers are oriented towards learning objectives in the syllabus (goal-centered criteria). Both of them also designed the assessment for integrated-skills. However, in this case, the first teacher does not provide a limit on what abilities will be assessed. While the second teacher describes what aspects and abilities the students will assess. In addition, the teacher also chooses the scoring rubric. The similarities of the two teachers are using an assessment scale and item test in the form of instruction and the difference is in its implementation. The first teacher tends to use practical assumptions, on the other hand, the second teacher

⁵⁵ Dessy Wulandari, "Teachers' Techniques in Assessing Writing Skills of Young Learners in a Junior High School English Classroom", (Undergraduate Thesis, Indonesia University of Education, 2015), vi.

designs instruments based on the teacher's book and curriculum adapted to the lesson plans.

The second previous study was conducted in 2020 by Zahratun Nissa entitled *Teacher's Assessment Technique in Teaching Writing at Eleventh Grade of SMK Farmasi Al-Furqan*.⁵⁶ This study aims to find the assessment techniques used by the teacher in learning writing in the eleventh grade of the SMK Farmasi AL-Furqan. This study is to determine what assessment techniques are used by the teacher, how they are applied, and what problems were encountered in the assessment. In this study, only one English teacher was a participant. The data collection is done through observation, interviews, and documentation. The data that has been collected were analyzed qualitatively. The result of this study is that the teacher uses two assessment techniques, namely peer assessment in assessing the class and the analytical rubric score for the final draft. In addition, teachers have problems when using this technique except in grammar and student nervousness.

Based on the previous studies above, it can be concluded that there was something new in this research. The novelty lies in the limitation of research which stated that this research focuses on the period of online learning activities, while the two previous studies focus on offline learning activities.

⁵⁶ Zahratun Nissa, "Teacher's Assessment Technique in Teaching Writing at Eleventh Grade of SMK Farmasi Al-Furqan", (Undergraduate Thesis, Antasari State Islamic University, 2020), vii.