

**THE IMPLEMENTATION OF WRITING ASSESSMENT
BASED ON *KTSP* (SCHOOL-BASED CURRICULUM)
AT SMAN 2 SOLOK**

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Abstract

The aim of the research is to describe how the English teachers of SMAN 2 Solok implement School-Based Curriculum in writing assessment which consists of Genre - Based Assessment (portfolio), Curriculum - Oriented Assessment (Competence - Based Assessment and Process - Oriented Assessment), and criteria of writing assessment (social function, generic structure, and language features). Beside that this research is also aimed to find out the problems they face in assessing the students' writing. The research is descriptive which applied qualitative method. The data were collected by interviewing, observing the process, and examining the documentation of the informants (six informants which two of them were key informants). The researcher found that (1) three English teachers have implemented portfolio assessment, (2) all English teachers have implemented competence-based assessment, (3) three English teachers have implemented process-oriented assessment, and (4) all English teachers have considered criteria in writing assessment although two of them still did not consider language features of the students' writing.

Key words/ phrases: *writing, assessment, school-based curriculum, social function, generic structure, language features*

A. INTRODUCTION

In curriculum, especially for English subject, listening, speaking, reading and writing should be assessed in balance. To assess students' writing is usually concerned with the process of getting information about the progress they got after experiencing learning process at a given time. The achievement of writing skill should be measured by implementing suitable assessments. Assessing students' writing was not easy since from the result of the assessment, many decisions and conclusions have

been made. Therefore, the assessment should be done carefully, continuously, comprehensively, and accurately, so that the result of the assessment would be reliable.

Since 2006 a new curriculum has been applied, it is School-Based Curriculum (SBC/*KTSP*) which is basically not so different from Competency - Based Curriculum. Based on a pre - observation and a pre - interview related to SBC the researcher found that most teachers said that they applied teaching and learning process based on

this curriculum although they have not sufficiently understood about it.

In assessing the students' writing skill based on every curriculum the techniques used by the teachers to reflect students' ability in writing should be appropriate. Therefore, the teachers should develop appropriate instruments which could help them to find out their students' writing achievement. Thus, the instruments really indicated the real conditions of the students.

Based on SBC, especially for writing skill, the students are expected to get a better result in producing or composing kinds of text (genre), such as descriptive, procedure, narrative, report, news items, exposition, etc, or functional texts such as advertisement, invitation, message, announcement, etc. Students' writing skill can be seen through their tasks, assignments, or projects which need a long period because writing is a continuation process from pre-writing, drafting, revising, and, editing.

Based on the researcher's interview with some English teachers, most of them said that they have not assessed the students' writing based on those criteria yet. There were some factors which caused this situation. First, most of them have not comprehended yet the newest curriculum so they assessed the students' assignment as they want. Second they did not know yet the criteria to assess students' writing skill based on the SBC, so it was very difficult for them to arrange rubrics in accordance with the curriculum. Third, the large number of students in each class needed more time to check and to discuss the students' works one by one.

The implementation of the students' writing assessments based on SBC is not easy. The knowledge and comprehension about current curriculum

is needed. It is impossible for the teachers to implement something they do not know well. There are two forms of writing basic competence which should be mastered by the students in SBC; they are kinds of texts (genre) such as, descriptive, narrative, report, procedure, news items, exposition and functional texts such as announcement, advertisement, brochure, message, and letter.

In assessing the students' writing, several problems may appear. First, when using tests, the teachers faced some problems if they did not use appropriate instruments to judge students' achievements. Second, the result of teachers' assessment did not show students' ability if the teachers used inappropriate criteria. Third, the techniques that the teachers used to assess students' achievements did not match the curriculum being implemented. Fourth, the instruments were not valid. Five, in one school, different English teachers tended to assess his/her students' achievements using different techniques of assessment even though they taught the students of the same level using the same curriculum. Sixth, most principals or observers only focused their supervision to the teaching and learning process. They often ignored the process of assessing the students' achievement.

The aim of the research was to explain how far the English teachers of SMA 2 Solok comprehend the School-Based Curriculum, especially in assessing the students' writing. In writing assessment the researcher wanted to find out the techniques used by the English teachers of SMA 2 Solok to assess the students' writing based on SBC. As we know based on curriculum there are some factors that should be considered. The first is genre - based assessment

which focuses on portfolio-assessment; the second is curriculum-oriented assessment which consists of competency-based assessment and process-oriented assessment. The third is criteria of assessment which consists of social function, generic structure, and language features of each genre. Furthermore the writer also wanted to find out the problems that are faced by the English teachers of SMA 2 Solok in assessing the students' writing.

B. BRIEF REVIEW OF RELATED THEORIES

Writing is the process. There is no doubt that writing is the most difficult skill for the second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Hamp-Lyons in Malley and Pierce (1996) declare that writing is a personal act in which writers take ideas or prompts and transform them into 'self-initiated' topics. To write students need to incorporate the purpose or prompt into their own unique approach to write. According to Raimes in Richards and Renandya (2002) the skills involved in writing are highly complex. The second language writer have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Cohen (1994) states that the assessment of students' language abilities is something on which teachers spend a fair amount of class time in one way or another. Then Hedge (2000) states that assessment refers to the general process of monitoring or keeping back track of the learners' progress. He adds that

assessment is a broader concept: it is part of the whole educational process of teaching and learning. Johnson and Johnson (2002) explain that assessment, therefore, involves collecting information about the quality or quantity of a change in a student, group, class, school, teacher, or administrator. Beside that Simmons (2007) defines assessment as the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Based on the definitions above the researcher concludes that in assessment the teacher collects information of the students' achievement.

The assessment of written expression has been described as a complex interaction among three sets of factors: the knowledge that the test maker has about how to construct the task, the knowledge that the test takers have to do the task, and the knowledge that the test raters have about how to assess the task (Ruth & Murphy in Cohen, 1994).

In line with the statements above Paltridge (2001) proposes some principles of GBA, they are: genre - based placement testing, portfolio assessment, and end-of-course assessment. Based on 2006 curriculum for English subject at Senior High School the principle should be developed is portfolio assessment.

Paltridge (2001) defines portfolio as a collection of pieces of work that a student has produced over a period of time in a particular course of study. In genre-based assessment, portfolio assessment is an important principle, especially in assessing the students' writing, the teachers assess collection of students works based on rubric which consists of some criteria that have determined before. Detailed feedback is provided when the works are returned to the

students. Then the students are given the opportunity to revise their works for end-of course portfolio presentation.

Malley and Pierce (1996) states that the portfolio contents need to be organized effectively in order to communicate student progress to students, parents, and teachers. First, every entry must be dated so that the teachers and students can identify clear signs of growth. Second, a cover sheet should be used as a table of contents for the portfolio. Third, the teacher can organize contents by indicating whether the entries are required or optional. It means the teachers should organize the contents of portfolio well.

The process approach to teaching writing emphasizes the writer as an independent producer of texts so that teachers allow their students' time and opportunity to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Response is crucial in assisting learners to move through the stages of the writing process, and various means of providing feedback are used, including teacher-student conferences, peer response, audio taped feedback, and reformulation (Hyland in Kim and Kim, 2005).

Hedge (2000) explains some implications of a process approach, they are: helping students to generate ideas, providing practice in learning, contextualizing tasks to develop a sense of audience, encouraging students in revision strategies, supporting students with technology, issues in introducing a process approach. Thus in practice, the teachers not only assess the product of students' writing but also the process. The teachers should implement the techniques and strategies which can encourage the students' ability in writing.

In implementing process oriented assessment important objectives are distinguished from marginal ones for the task at hand. This will vary by context, since the objective to assess for control of verb tense may be important for one instrument but relatively unimportant for another.

Some researchers have conducted researches about writing assessment. The first is Chapman (1990) who did a research about some ways of authentic writing assessment that can be used in education. They are emerging ideas in authentic writing assessment, the format for an authentic writing assessment, an example (the Illinois writing program), and teacher involvement in the program. The research proved that the ways of authentic writing assessment can increase the students' achievement in writing.

The second research was conducted by Doolittle (1994). He did a research about portfolio assessment. He described some portfolios that he used in assessing the students' writing such as, written examinations, documentation, graded student work (tests, quizzes, class projects), and colleague observation notes. He concluded that portfolio can increase the students' ability in writing.

C. METHOD OF THE RESEARCH

The researcher has conducted descriptive one which apply qualitative one. Gay and Airasian (2000) state that a descriptive study determines and describes the way things are. A set of basic steps should guide descriptive research studies. Each step must be conscientiously executed: identify a topic or problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conclusions. Furthermore Ary *et al*

(1985) state that descriptive research is describing what exists with respect to variables or conditions in a situation.

The research that has been conducted was a kind of qualitative research. Gay and Airisian (2000) state that qualitative, interpretive research is useful for describing or answering questions about particular, localized occurrences or contexts and the perspectives of a participant group toward events, beliefs, or practices. The central focus of qualitative research studies is to provide understanding of a social setting or activity from the perspective of the research participants.

In this research the numbers of English teachers are six all together. The researcher took all the English teachers to be her informants in order to get better result for her research.

In collecting the data the researcher used three instruments as Patton (1990) state that there are three kinds of data collection for qualitative method; they are (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents. The researcher has interviewed English teachers related to the techniques they implemented in assessing the students' writing. To cross-check the researcher also interviewed some students. This was done to do triangulation data.

In addition the data has been collected also by checking written documents used by the teachers. The researcher used this data in order to get more information whether the teachers used suitable document related to School-Based Curriculum. Documentation such as syllabus, examples English tests, lesson plan, and curriculum were used to support the data got either from

interview.

The data from observations consist of detailed descriptions of people's activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that were part of observable experience. Observational data, especially participant observation, permitted the researcher to understand a program or treatment to an extent not entirely possible using only the insights of other obtained through interviews. Of course, not everything could be directly observed and experiences and participant observation is a highly labor intensive. Patton (1990) adds that observational data must be depth and detail. The data must be descriptive- sufficiently descriptive that the reader can understand what occurred and how it occurred.

D. RESEARCH FINDINGS

1. *The implementation of portfolio*

No	Teachers	Portfolio Assessment
1	YS	-
2	ET	-
3	HY	V
4	RN	V
5	VN	V
6	SY	-

The reason why some teachers did not implement portfolio assessment was, there were many activities should be prepared by the teachers before teaching such as, yearly program, semester program, syllabus, lesson plan, media and others. It means no enough time for collecting and checking all the students' tasks.

In doing triangulation data one student said:

“Our teachers assess our writing tasks by asking us to create a paragraph or a text after they give a model. First, they asked us to sit in group to compose the text; while we are working they facilitate us by asking the problems we got during the process. We don’t know what are they observing because they hold a book and write something when we are working. After finishing, we are asked to present our texts in front of the class in turn. There are some questions and comments from other friends during presentation. If one group cannot answer the questions, our teachers helped us. During discussion the teacher observes us using observation sheet. After finishing this process, in the next meeting the teachers asked us to create the text individually. The teacher collects our tasks and she gives our texts back in the next meeting”.

This quotation shows that the teachers have tried to implement portfolio assessment just by collecting the students’ tasks.

2. The Implementation of Competence-Based Assessment

No	Teachers	Competence-based Assessment
1	YS	V
2	ET	-
3	HY	V
4	RN	V
5	VN	-
6	SY	V

The results of the researcher’s interviews to six informant shows that most of them have implemented competency - based assessment. One of them stated when Competency - Based Curriculum started to be applied in educational field especially for English subject; she has assessed the students’ tasks based on competence standard. She added that CBC was not so different from SBC, both curriculum required the achievement of competence standard and basic competence, so assessment should be based on indicators to achieve the competence standard and basic competence.

When the teacher interviewed some students to do triangulation data they said that their teachers always asked them to write a text in accordance with the model given. They added that when the teacher asked them about their tasks related with functional text such as advertisement, they said that the task only in group. The teacher divided them in some groups, and then each group was asked to make an advertisement based on the topic given. The marks for one group was given while the process of making the advertisement. The teacher observed them during the process, and then there would be a mark also for the result of the task.

3. The Implementation of Process-Oriented Assessment

No	Teachers	Process-Oriented Assessment
1	YS	V
2	ET	-
3	HY	V
4	RN	V
5	VN	-
6	SY	-

Based on the researcher interviews with the six informants it could be concluded that fifty percent of the English teachers at SMA 2 Solok have implemented process-oriented assessment. They have realized that the teachers should pay attention to the teaching and learning process well included assessment. By doing this the better result can be acquired.

4. *The Implementation Of Assessment Criteria By The English Teachers At SMA 2 Solok*

No	Teachers	Social Function (Purpose)	Generic Structure (Schematic)	Language Features
1	YS	V	V	V
2	ET	V	V	-
3	HY	V	V	V
4	RN	V	V	V
5	VN	V	V	-
6	SY	V	V	V

Based on the results of the researcher's interviews to all the English teachers and the students at SMA 2 Solok, it can be concluded that most of them have implemented SBC especially about social function, generic structure, and lexicogrammatical of the text. All of them have considered social function and generic structure in assessing the students' writing. Only two teachers did not consider lexicogrammatical in writing assessment.

5. *The Problems Faced by the Teachers in Writing Assessment*

- Most of the teachers stated that it was very difficult to implement portfolio assessment as a part of genre-based assessment because

the numbers of students (more than thirty).

- Secondly, it was difficult to arrange the rubric to assess the students' writing because according to them it was useless.
- They stated most of the teachers at SMA 2 Solok did not understand awfully everything related to SBC especially to assess the students' writing because this term is still new for them.
- The biggest problem was the students' rapport marks were determined by evaluation team. They often found that the students' mark which was made by the team was not suitable with the ability of their students.
- The influences of implementing 1994 curriculum for about ten years which was thematic made the teachers difficult to arrange suitable technique in assessing the students' writing.
- Most of teachers at SMA 2 did not do post test for writing skill because accordance to them they do not need to do that because they have got writing's mark by assessing their daily tasks, students' worksheet, and group tasks.

E. DISCUSSION

1. *Implementation of Genre - Based Assessment*

Before emerging of School-Based Curriculum in education field, portfolio was also included as an assessment based on Competence - Based Curriculum. This assessment technique deals with authentic assessment. In implementing this technique, the teachers should collect the students' writings,

correct them, and give comment to improve the results. Only three English teachers at SMA 2 Solok admitted that they have assessed the students' works using port folio assessment but the way they assessed did not *true portfolio* yet. They just collected the writings, corrected them by giving marks, no comments or suggestions and then asked the students to keep the works in their own folders. They did not ask the students to revise their mistakes and made the new ones. Any way they have tried to do what they should do based on their knowledge about portfolio. For other teachers portfolio is a kind of burden. Portfolio is something which is impossible to do with the number of students more than thirty in each class. No enough time, place, and energy to do it.

The teachers should improve their way in assessing the students' writing especially everything related to genre-based assessment because the task of the teacher is to teach the students based on current curriculum and then the teacher should assess what he/ she has been taught.

2. *Curriculum-Based Assessment*

This assessment differentiates CBC and SBC from other curriculums. In assessing the students' writing the teachers should organize the use of criteria based on competence standard and basic competence which are stated in the curriculum and are developed in syllabus. The researcher found that four English teachers at SMA 2 Solok have implemented competence-based assessment in assessing the students' writing. It means that they had enough knowledge about competence-based assessment especially in assessing essay text. Although they had implemented competence - based assessment, they mostly focused on essay texts such as; narrative,

discussion, report, recount analytical exposition and hortatory exposition, etc. It seemed that they ignored functional texts. The teachers should teach and assess the students' writing in balance based on SBC.

Process-oriented assessment is a special characteristic of implementing SBC. The teacher is expected not only to assess the final result of the students' writing but also the process because if the students have done the best thing in the process the result will be better. So, the teachers need to assess the students during they were writing their tasks. Only three English teachers have implemented process-oriented assessment at SMA 2 Solok while the others just guided the students in Building Knowledge of the Field and Modeling of Text. According to them it was not important to assess the students' writing during the process because it would disturb their concentration in writing. The duty of teacher during Joint Construction of Text and Independent Construction of Text is only to monitor and facilitate the students to do the task as good as possible. It means that they have not understood well the way to assess the students based on SBC especially in assessing the students' writing. Good teachers should be able to reflect their activities in order to get better result.

3. *Criteria of Assessment Based on SBC*

As we know in 1994 curriculum when the teachers assessed the students' writing, they did not need to consider whether they students know the aim of the text, the schematic structure of the text, and lexica-grammatical of the text in details. In other words there were no social function, generic structure, and language features in assessing the students' writing. The three terms can

only be found in CBC and SBC. The teachers should consider the three criteria in their assessment. Ideally the English teachers should prepare the rubric in the process of assessing but in fact only one teacher at SMA 2 Solok who did it. The others said that actually they also considered the three criteria in assessing the students' writing but according to them the rubric should not be in written form, the criteria are in their mind. They had concept in their mind to guide them in the process of assessment. The most important is they have assessed the students' tasks based on these criteria.

F. CONCLUSION AND SUGGESTION

Based on the data analysis and discussion it can be concluded that the techniques used by the English teachers at SMAN 2 Solok in assessing the students' writing in general can be categorized 'good' even though there were still some weaknesses. In other words the researcher's conclusions are:

1. Most of the teachers have implemented one principle of genre-based assessment; it is portfolio assessment, although they did it in a simple way. They just collected the tasks, then corrected and kept them in the students' folder.
2. Four English teachers have implemented competence-based assessment especially in assessing essay texts.
3. Only two English teachers have assessed the students' during the process as recommended in process-oriented assessment. The others assumed that the most important is the assessment of the students' final result.

4. Most of English teachers have considered the three criteria of each genre (social function, generic structure, and language features) in their assessment. They have rubric in their mind, so in assessing they did not only considered the organization and grammar of the text but also based on the three criteria of writing based on SBC

1. All English teachers should share one another to design the technique of writing assessment based on SBC because there are some differences found in this curriculum.
2. The English teachers should implement port folio as one principle of genre-based assessment to see the students' improvement in writing which assumed can increase the students' ability in writing.
3. The teachers should assess the students' writing in balance between essay text and functional text as two kinds of texts which are recommended in SBC.
4. The English teachers should also implement process-oriented assessment because the result cannot be better if the process is not good yet. In other words in the process the teacher should not only monitor the students in writing but also give assessment.
5. The teachers should discuss to determine the criteria in assessing the students' writing.

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