THE EVALUATION SYSTEM OF TEACHER'S ASSESSMENT IN STUDENTS WRITING SKILL BASED ON 2013 CURRICULUM

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ABSTRACT

Evaluation system in learning is one of the most important stages to find out how successful students are in learning. A study on the Evaluation System of teacher's Assessment in students Writing Skill. This study of the Teacher Assessment Evaluation System for Student Writing Skills is to determine the teacher evaluation system used by in assessing students 'writing skills, the way the teacher uses the evaluation system of assessment that is applied and difficulties faced by teachers when conducting an evaluation system on students' writing skills. This research used a descriptive qualitative method with the respondent was an eight grade English teacher in SMP Muhammadiyah 1 Jember. The data was collected by an interview and documentation. The study revealed that English teachers applied the authethic assessment type but only applied portfolios and performance assessments to evaluate students 'writing skills. The ways the teacher implemented an evaluation system in several ways following the procedures in the 2013 curriculum. Difficulties faced by English teachers in evaluating students' writing abilities are so many such as, when students don't know how to start making a portfolio given by the teacher, students don't know the meaning of what they write because they lack understanding in using the dictionary and difficulty that is very often encountered is the occurrence of miss communication between the teacher and students.

Key Words : Evaluation System, Teacher's Assessment, Writing

Introduction

In carrying out learning, the most important thing that is for the teacher to do is to evaluate. Evaluation needs to be done to find out whether the learning objectives are achieved, provide value to students and improve the learning process. According to Stufflebeam et al (in Daryanto, 2005, p. 2) educational evaluation is a process of describing, obtaining, and presenting information that is useful for assessing alternative decisions. The ability to write students can be seen if the assessment techniques used by educators are also appropriate. However, so far many teachers assume that assessment is the same as or is a synonym of tests or examinations, which are carried out after the completion of the learning process. The purpose is nothing but

to give a grade. From this description, of course, this view is inaccurate and needs to be further explained about the assessment technique evaluation system.

Rukmini (2017), it focused on The Authentic Assessment to Measure Students English Productive Skill Based on 2013 Curriculum. As a result, English teachers have applied authentic assessments to measure students' productive English skills, but they have not been done correctly in designing authentic, implementation authentic assessment and in student assessment products as well as in providing student feedback. Another research was conducted by Zaim, &Refnaldi (2019). "Evaluation of Authentic Assessment for Writing Skill at Junior High Schools in West Sumatera". Based on the results, it can be said it needs some revisions in order to improve the quality of the products of authentic assessment for assessing students' writing skill.

As explained in the results of previous researches that not all teachers understand and know how to implement teacher assessment systems appropriately. the research are to describe the evaluation system of teacher's assessment used by the teacher in assessing students' writing skills, the way the teacher uses the evaluation system of assessment that is applied, difficulties faced by teachers when conducting an evaluation system on students' writing skills.

The results of this research are expected to help teachers apply appropriate assessment techniques in assessing students' writing skills, this research are expected to provide important information and become a reference for future researchers, and the results of this research will be able to provide knowledge, especially in the field of English, and the development of knowledge in the field of student writing skills competency assessment.

Method

The research design used was qualitative descriptive research. Moleong (2012:4) stated that qualitative study is a research procedure which produces descriptive data as words in written or oral from people and their behavior being observed. The researcher described the evaluation system of teacher's assessment in students writing skill done by the teacher of the eight grade students at SMP Muhammadiyah 1 Jember in the 2019/2020 academic year.

The research started with an interview the eighth grade English teacher by asking questions such as the evaluation system of teacher's assessment used by the teacher in assessing students' writing skills, the way the teacher uses the evaluation system of assessment that is applied, difficulties faced by teachers when conducting an evaluation system on students' writing skills. Moreover, researcher also conducted a documentation method by documenting things related to the evaluation system of teacher's assessment in writing skill. After getting the data from those two instruments, researcher analyzed the data by using model analysis from Miles and Huberman those were data collection, data reduction, data display, and conclusion.

Result and Discussion

The answers to the interviews and documentation obtained were reduced to several types of evaluation systems for teacher assessment in students' writing abilities. The results showed that the teacher had implemented an assessment evaluation system based on the 2013 curriculum but only implemented portfolios and performance assessment. It can be seen from interview Based on the findings obtained by the researcher, the evaluation system of teacher's assessment in students writing skill, the teacher uses authentic assessments based on the 2013 curriculum, the type of evaluation system of teacher's assessment used by is performance assessment and portfolio assessment, because it can make students more active and teachers can provide assignments to students based on real life to make students able to directly create skills write according to their real world. According to Mueller (2005), authentic assessment is a form of assessment in which students are asked to perform real-world tasks which demonstrate meaningful application of essential knowledge and skills. According to Permendikbud No.104/2014 the teacher can evaluate students by using performance assessment, portofolio assessment and project assessment. The teacher usually ask students to ask to load a paper based on the material that has been taught to be seen to what extent students understand about the material that has been taught.

The way the teacher uses the evaluation system of assessment that is applied, she implemented an evaluation system in several ways following the procedures in the 2013 curriculum. First, the teacher gave a rubric to students and explained what would be assessed following the rubric. For example there are invitation card materials and according to the rubric students are asked to make invitation cards. The teacher explains what the theme is, what the title is, explains things that will be assessed, such as the grammar used is appropriate or not, and the completeness of the part in making invitation cards. Different idea with O'Malley and Pierce (1996): 1) The following are the steps in assessing student writing using the proposed authentic assessment : Choose the appropriate topic for students, Choose rubrics that students can use, Share rubrics with students, Identify benchmark papers, Review how students write not only what they write, Hold a conference with students the results of their writing. At this point the teacher only implements several ways of evaluating students according to the teacher's understanding.

Difficulties in evaluating students' writing abilities for a teacher are numerous, as experienced by English teachers in SMP Muhammadiyah 1 Jember. Some of the difficulties faced by teachers in evaluating students' writing abilities such as, when students don't know how to start making a portfolio given by the teacher, students don't know the meaning of what they write because they lack understanding in using the dictionary and difficulty that is very often encountered is the occurrence of miss communication between the teacher and students. When the difficulty occurs, the

teacher discusses and solicits opinions from other teachers to be able to overcome all the difficulties and to get suggestions encountered in evaluating students. The same thing happened in a research conducted by Rukmini (2017) difficulties in evaluating students' writing abilities such as difficulties in applying types of assessment, assessment methods which are quite complicated and time-consuming so that the teacher confused and shifted their focus from teaching to most judge, manage class assessment and assessment activities the results of student assignments and giving students feedback is a complicated task to do.

Conclusion

Based on the results and findings data, the researcher concludes that the teacher used authenthic assessment based on the 2013 curriculum to evaluate students writing skill, but only applied the type of portfolio and performance assessment in assessing student writing skill. The ways the teacher implemented an evaluation system in several ways following the procedures in the 2013 curriculum. First, the teacher gave a rubric to students and explained what would be assessed following the rubric. The teacher explains what the theme is, what the title is, explains things that will be assessed, such as the grammar used is appropriate or not, and the completeness of the part. Difficulties faced by English teachers in evaluating students' writing abilities at SMP Muhammadiyah 1 Jember are so many such as, when students don't know how to start making a portfolio given by the teacher, students don't know the

meaning of what they write because they lack understanding in using the dictionary and difficulty that is very often encountered is the occurrence of miss communication between the teacher and students. When the difficulty occurs, the teacher discusses and solicits opinions from other teachers to be able to overcome all the difficulties and to get suggestions encountered in evaluating students.

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