

ABSTRACT

Sonata, Friska Ria. 2020. *The Evaluation System of Teacher's Assessment in Students writing skill at SMP Muhammadiyah 1 Jember based on 2013 Curriculum*. Thesis, English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: 1) Dr. Hanafi, M.Pd. 2) Widya Oktarini, MA

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Evaluation system in learning is one of the most important stages to find out how successful students are in learning. Evaluating students' writing skills is very difficult for teachers, because writing in students' minds is a very difficult skill. In the evaluation system of teacher's assessment, the teacher must choose the evaluation system appropriately. Success in learning to write is not only seen from the results of student learning but also seen from the teacher's ability to choose an evaluation system appropriately and be able to apply it. Therefore, it is important to have a research entitled "The Evaluation System of teacher's Assessment in students Writing Skill."

The problems of this research are "what are the teacher evaluation system used in assessing student's writing skills?" "how does the teacher evaluation system evaluates students' writing skills?" and "what are the obstacles faced by the teacher when evaluate students' writing skills competency?". Those research problems were formulated to find out the most implemented by teachers in evaluation system. This research used a descriptive qualitative method with the respondent was an eight grade English teacher in SMP Muhammadiyah 1 Jember. It was conducted in Jember on June 11th to July 23rd, 2020. The data was collected by an interview and documentation by documenting things related to teacher's assessment in students writing skill, such as student writing that has been assessed by the teacher (portfolio), lesson plan that contain assessment rubrics about student assignments and document designed by the teachers. The data was analyzed by using Miles and Huberman's model analysis; those were data reduction, data display, and conclusion.

The results of the study revealed that English teachers in schools applied the authentic 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. 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 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.