

ANALYZING THE ASSESSMENT TASKS IN WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**ANALYZING THE ASSESSMENT TASKS IN WRITING FOR
JUNIOR HIGH SCHOOL STUDENTS**

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by

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STATEMENT OF AUTHENTICITY

I, the undersigned, Nada Afifi, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, December 12th, 2022

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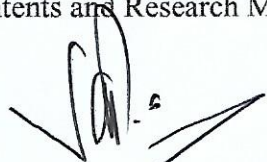
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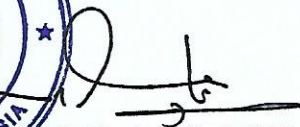
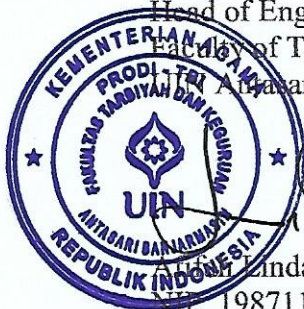
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ABSTRACT

Afifi, Nada. 2022. Analyzing the Assessment Tasks in Writing for Junior High School Students. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. Saadillah, M.Pd, (II) Hidayah Nor, M.Pd.

Keywords: Assessment Tasks, Writing Skill, Junior High School Students

The use of coursebook was found to be a problem since the assessment tasks were provided in the coursebook to assess students' writing skill without considering their learning needs and capabilities in receiving the materials. In fact, there are various types of assessment tasks in writing that teachers can use to assess students' writing skill according to their abilities. Therefore, the present study aims 1) to identify and explain the assessment tasks used by the teachers to assess the writing skill of junior high school students and 2) to investigate students' perception about the assessment tasks in writing given by the teachers.

This study used descriptive qualitative method that described natural phenomenon in a particular research field. MTs Hidayatullah Bahaur, Central Kalimantan, was chosen as the research setting. Two English teachers and ten students of class VIII at MTs Hidayatullah Bahaur were involved in this study. Some different techniques of data collection were used, namely observation, interview, and documentation.

The results can be concluded into two main points as indicated by the research objectives. 1) The English teachers involved in the present study only used two categories of assessment tasks to assess students' writing abilities, namely imitative writing in the form of hand-writing letters, words, and punctuation and spelling tasks and intensive writing in the form of grammatical transformation tasks, picture-cued tasks, vocabulary assessment tasks, ordering tasks, short-answer and sentence-completion tasks. 2) Through the results of interviews with several student representatives, it was found that in general the quality of the assessment tasks given by the teachers was very good. However, the important point they emphasized several times was the teacher's active role in explaining how to complete the assessment task. Therefore, it is important to have well-designed assessment tasks, but it is more important that students could understand what the tasks mean so they could finish the tasks correctly.

ABSTRAK

Afifi, Nada. 2022. *Menganalisis Tugas Penilaian Menulis Siswa SMP*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Drs. Saadillah, M.Pd, (II) Hidayah Nor, M.Pd.

Kata kunci: Tugas Penilaian, Keterampilan Menulis, Siswa SMP

Penggunaan buku ajar dalam proses pengajaran menjadi masalah karena tugas penilaian yang termuat untuk mengukur keterampilan menulis siswa tanpa mempertimbangkan kebutuhan dan kemampuan mereka dalam menerima materi. Sebenarnya, ada berbagai jenis tugas penilaian dalam menulis yang dapat digunakan guru untuk menilai keterampilan menulis siswa sesuai dengan kemampuannya. Oleh karena itu, penelitian ini bertujuan 1) untuk mengidentifikasi dan menjelaskan tugas penilaian yang digunakan guru untuk menilai keterampilan menulis siswa SMP dan 2) untuk mengetahui persepsi siswa terhadap tugas penilaian untuk keterampilan menulis yang diberikan oleh guru.

Penelitian ini menggunakan metode deskriptif kualitatif yang menggambarkan fenomena pada suatu bidang penelitian tertentu. MTs Hidayatullah Bahaur Kalimantan Tengah dipilih sebagai tempat penelitian. Dua guru bahasa Inggris dan sepuluh siswa kelas VIII SMP di MTs Hidayatullah Bahaur terlibat dalam penelitian ini. Beberapa teknik pengumpulan data yang berbeda digunakan, yaitu observasi, wawancara, dan dokumentasi.

Hasilnya dapat disimpulkan menjadi dua poin utama seperti yang ditunjukkan dalam pertanyaan penelitian. 1) Guru bahasa Inggris yang terlibat dalam penelitian ini hanya menggunakan dua kategori tugas penilaian untuk menilai kemampuan menulis siswa, yaitu menulis imitatif dalam bentuk menulis huruf, kata, dan tanda baca menggunakan tulisan tangan dan tugas ejaan dan menulis intensif dalam bentuk tugas perubahan struktur bahasa, tugas dengan isyarat gambar, tugas penilaian kosakata, tugas menyusun kata, dan tugas jawaban singkat dan melengkapi kalimat. 2) Melalui hasil wawancara dengan beberapa perwakilan siswa, diketahui bahwa secara umum kualitas tugas penilaian yang diberikan guru sangat baik. Namun, poin penting yang mereka tekankan beberapa kali adalah peran aktif guru dalam menjelaskan cara menyelesaikan tugas penilaian tersebut. Oleh karena itu, penting untuk memiliki tugas penilaian yang dirancang dengan baik, tetapi yang lebih penting adalah siswa dapat memahami apa arti tugas tersebut sehingga mereka dapat menyelesaikannya dengan benar.

MOTTO

“Without action, you aren’t going anywhere.”

- Mahatma Gandhi

“Do what you want to do, but be responsible.”

DEDICATION

I dedicated this thesis specifically to:

1. My God, Allah Azza Wa Jalla who has given His Grace and Love so that I am given whatever I need and I ask for.
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Awal, 19th, 1444 A.H
December, 12th, 2022 A.D

Writer

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