

**DEVELOPING WRITING ASSESSMENT TASK OF ANALYTICAL  
EXPOSITION TEXT BASED ON CURRICULUM 2013 FOR ELEVENTH  
GRADE STUDENTS OF SMK TELKOM MEDAN**

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**ABSTRACT**

This study aims to develop English writing assessment tasks of analytical exposition text for eleventh grade students of multimedia program at SMK Telkom Medan. This study was conducted by research and development (R & D) design through six phases; gathering information and data, analyzing data, designing new writing assessment tasks, validating by experts, revising writing assessment tasks, and final product. The subject of this research was the eleventh grade students of multimedia program at SMK Telkom Medan. The instruments for collecting data were questionnaire and interview. The data were gathered by administering interview to the English teacher and distributing questionnaire to the eleventh grade students of multimedia program to get the students' needs. The evaluators of the developed writing assessments were two experts namely an English lecturer and English teacher. The developed assessment in each task was authentic assessment that consists of three competences, such as, attitude competence, knowledge competence, and skill competence. The writing assessment tasks have been validated by experts. The average score are 3.6 based on the highest interval of numerical scale which was 4.00. In the form percentage, it got 91.3% so it was categorized "Very Good". It means the developing English writing assessments are appropriate for the eleventh grade students of multimedia program at SMK Telkom Medan.

*Keywords: Research and Development (R&D), Writing, Assessment Task, Analytical Exposition Text.*

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**INTRODUCTION**

*Background of the Study*

Students need to learn writing in order to be able to write their information about ideas, imaginations, and experiences in the right sentences. Sadapotto, Asrifan and Natsir (2018: 295) state that writing is also considered to be the most difficult skill to learn. Furthermore, in learning writing students have to deal with various kinds of text. One of the texts that should be learned and mastered by the students, especially the eleventh grade students of vocational school is analytical exposition text.

According to Dirgeyasa (2016: 130), Analytical exposition text is a text that used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

In order to know the students' ability in writing, assessment is needed. According to Amua-Sekyi (2016: 1), Assessment can be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of students' works, one of them is the tasks given during the learning process. The assessment tasks given should provide various activities to make sure that the students' learn well, especially in writing.

Constructing knowledge through engaging in writing tasks, which often requires writing in response to text, has the potential to shape student learning about both the process of writing and about the content they are writing about. Doyle in Escher (2002: 10) state that in addition to shaping student learning, writing tasks provide the structure for student learning; in other words, as students begin to understand what tasks lead them to do they will acquire information and operations that are necessary to accomplish the tasks they encounter.

Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their product which is their writings. It can be assumed that if the students have a good writing ability, their writing also will be good and vice versa. In this case, teacher should know the students' development so that the teacher can make sure whether the students have done the learning process in proper way or not. By assessing, teacher also can get the information about the students' capability in learning English.

However, to assess students' writing product is not a simple thing to do. According to Masrul (2015: 66), in the learning of writing that we found of writing assessment. An important purpose of assessment is to design appropriate learning programs for all students. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do.

Urquhart & McIver (as cited in Ratnaningsih, 2016, p.5) argue that the most time intensive part of teaching writing is assessment. Miller (as cited in Ratnaningsih, 2016, p.5) defines that assessment as gathering information to meet the particular needs of a student. Ratnaningsih (2016: 5) states that the teacher does the assessing by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

Therefore, the study was aimed to develop Writing Assessment Task of analytical exposition text for eleventh grade students of SMK Telkom Medan.

## **REVIEW OF LITERATURE**

### **1. Writing**

Writing is one of the most important skills in learning language besides reading, speaking, and listening. Writing is one of the language skills that has important role in conveying fact, thoughts, ideas, or opinions in written form. According to Nunan, D (2003: 98), writing is a mental work of investing ideas, thinking about how to express them, and organizing them into statements or paragraphs that will be clear to the reader.

Writing as proposed by Brown (2004: 252) is one activity that is conditioned to attend to the sentence as the basic unit of organization. It is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.

Harmer (2004: 4-5) gives four main steps that the writer should pay attention to, there are planning, drafting, editing (reflecting and revising) and final

version. The details of each steps can be described such as, (1) Planning, (2) Drafting, (3) Editing (Reflecting and Revising), (4) Final Version.

## **2. Analytical Exposition Text**

According to Dirgeyasa (2016: 130), Analytical exposition text is a text that used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

The generic structure of analytical exposition text basically consists of three elements, according to Dirgayesa (2016: 131) those are thesis, arguments, and reiteration.

## **3. Assessment**

Masrul (2015: 66) defines assessment as the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes. Assessment serves as a monitor of students' understanding on a given unit or concept, to give valuable feedback to students on what progress has been made and what still needs to be improved. In addition, O'Malley and Pierce in Maisarah (2106: 426), state that assessment information is needed by administrators, teachers, staff, developers, students and parents to assist in determining appropriate program placement and instructional activities as well as in monitoring students' progress.

There are some types of assessment. The assessments are categorized based on the techniques and the time of implementation. Based on the techniques, assessment is divided into formal assessment and informal assessment. While, based on the time of implementation, there are two kinds of assessment: formative assessment and summative assessment. Other than the two categories, there is also assessment named authentic assessment. Kunandar (2014:35-36) state that authentic assessment is an assessment which emphasizes on what should have been assessed, both process and result by using various assessment.

## **4. Task**

Cameron (2001: 29) states that tasks are adopted as a unit that would try to bring to the classroom and real life closer together. The goals and outcome of tasks are to relate to real needs of students. While, Willis (1996: 23) define tasks as the activities where the target language is used by the students for communicative purpose in order to achieve an outcome. Moreover, Nunan (2004) defines tasks as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. It should have a sense of completeness.

## **5. Curriculum 2013**

According to Wojtczak (2002), the curriculum defined as an educational plan that spells out with goals and objectives that should be achieved, which topic should be covered and which methods should be used for learning, teaching, and evaluating. Curriculum is considered as the product of technical process. In the other words, Curriculum is a document prepared by expert, depends on the state of the art of disciplinary and pedagogical knowledge.

According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 60 Tahun 2014*, it is stated that the core competency of curriculum 2013 at SMK/MAK is the ability to achieve the level of Graduate Competency Standards on SMK/MAK students on each grade level. Assessments of learning results include attitudes competencies, knowledge and skills that have to be balanced so it can be used to determine the relative position of student with the standards. Refer to the assessment material, subject competency, competency programs and processes. The formulation of core competencies using the following notation:

- Core Competency 1 for the competencies of spiritual attitude
- Core Competency 2 for the competencies of social attitudes
- Core Competency 3 for the competencies of knowledge, and
- Core Competency 4 for the competencies of skills.

## **6. Scoring**

Another important point which should be provided is the scoring instrument. The assessment is scored by using a rubric, rating scales, and a checklist (Nitko, 1983). A rubric is a scoring guide consisting of specific reestablished performance criteria, used in evaluating student works on assessments (Mertler, 2001). There are two types of rubrics: holistic and analytic. A holistic rubric requires a teacher to score the overall process or product as a whole, without judging the component parts separately. Whereas in an analytic rubric, the teacher scores separate, individual parts of the product or performance first, and then sums the individual scores to obtain a total score (Nitko, 1983).

Writing assessment task was chosen as the developing material related to the previous studies such as (1) Putri (2016) develop a task-based supplementary materials in reading by applied a Research and Development study and completed based on curriculum 2013; (2) Fitriani (2017) conducted a research about the teacher's difficulties included the excessive marking loads, managing valid assessment, monitoring academic dishonesty, and maintaining quality and consistency of marking; (3) Burner (2015). conducted a research about formative assessment of writing in english as a foreign language that indicated contradictions are prevalent amongst teachers' and students' perceptions of formative assessment of writing; (4) Rizavega (2018) conducted a research about the authentic assessment based on curriculum 2013 carried by EFL teacher; and (5) Maisarah (2016) conducted a research about developing reading and writing assessment for seven grade students based on school-based curriculum.

## **7. English for Specific Purposes**

ESP is narrower in focus than general English because it centers on analysis of learners' needs. The need for an international language in the global society was underlain the development of ESP. In accordance to this fact, the application of ESP approach is relevant to the objective of English teaching in vocational school (SMK) which is to equip the students with language skills and proficiencies which are required in the target situation in the future.

ESP is not different in kind from any other forms of language teaching. Hutchinson and Waters (1987:18) argue that ESP is not a language methodology

which teaches specialized varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on learners' needs.

## **RESEARCH METHODOLOGY**

This research was conducted by using educational Research and Development (R & D) by Gall, Gall, and Borg (2003). This study was conducted at SMK Telkom. The data of this research were the questionnaire and interview of needs analysis. The source of data of this research was the English teacher of eleventh grade students at SMK Telkom Medan and also the eleventh grade students as well. The instruments of data collection were gathered by administering interview and distributing questionnaire. The study conducted interview to the English teacher and distributing questionnaire to 21 respondents to get the students' needs. In addition, the qualitative and quantitative research was conducted to analyze the data.

## **RESEARCH FINDING AND DISCUSSION**

### *Research findings*

Writing assessment task was developed based on the basic competence on the syllabus which is demanding the students to be able to differ the social function, text structure, and language features (basic competence 3.4) and to be able to write the text (basic competence 4.4). By considering the core competence and basic competence of curriculum 2013, the researcher design the assessment which assess attitude competence, knowledge competence, and skill competence.

For the development of this writing assessment task, needs analysis was conducted first. After conducting needs analysis, the researcher then develop the writing materials first in order to make the writing authentic assessments are appropriate to the material based on the syllabus and existing assessment. The topic is about analytical exposition text. The developing of the tasks based on

students' needs and in accordance to the curriculum 2013. Therefore, the students could achieve the core competence and basic competencies in syllabus.

In designing the new tasks, the researcher divided various writing activities into 9 tasks. Each task has the different activities from the easy to the difficult ones based on Nunan (2004) to enhance the students' knowledge and skill in writing analytical exposition text. The researcher also designed the layout of the tasks, added some pictures, and added the assessments of each task which assess attitude, knowledge and skill competence.

In the attitude competence of assessment developed should appropriate to the basic competence 1 and 2, which will be observed by the teacher during the learning process. Then, the knowledge competence of assessment should appropriate to the basic competence 3, which will be used by the teacher to assess the result of writing tasks that has been given by the teacher during the learning process. Then, the skill competence of assessment should appropriate to the basic competence 4, which will be used by the teacher to assess the writing skill of the students based on the writing skill tasks that has been given by the teacher.

The writing assessment task in this study had validated by the experts. The result is showed as a table below:

**Table 4.5 English Lecturer's Validation Score**

No.	Criteria	The number of criteria	Maximum score	Score
1.	Accuracy of materials	5	20	18
2.	Linguistic features	3	12	10
3.	Performance	7	28	25
4.	Accuracy of content assessment instrument	9	36	30
5.	Benefits	5	20	18
	<b>Total</b>	29	116	101
<b>Average = <math>\frac{101}{29} = 3.4</math>; Percentage = <math>\frac{101}{116} \times 100\% = 87\%</math></b>				

**Table 4.6 English Teacher's Validation Score**

No.	Criteria	The number of criteria	Maximum score	Score
1.	Accuracy of materials	5	20	19
2.	Linguistic features	3	12	11
3.	Performance	7	28	27
4.	Accuracy of content	9	36	35



	assessment instrument			
5.	Benefits	5	20	19
	<b>Total</b>	29	116	111
<b>Average</b> = $\frac{111}{29} = 3.8$ ; <b>Percentage</b> = $\frac{111}{116} \times 100\% = 95.6\%$				

Based on the table above, the average score of validation was 3.6. Then, the form percentage showed that the writing assessments were 91.3%. It means that the assessment was appropriate and categorized in “Very Good” category based on Sudjana in Plindawati (2016), since the range of percentage is (82-100).

### *Discussion*

Based on the research findings, the result of the target needs is to develop the assessment tasks for writing of analytical exposition text about current issues for the eleventh grade students of multimedia program at SMK Telkom Medan. This provided more various activity of writing than what they have used on their text book before.

After conducting the need analysis, the material was developed first. Based on the material, the first draft of the writing assessment tasks was developed. The assessments format has three competence of assessment, such as, assessment of attitude competence, assessment of knowledge competence, and assessment of skill competence.

After developing the writing assessments, the product was evaluated by the expert judgment. The expert gives some corrections and suggestions on the developed assessments. There are five aspects in the questionnaire, such as, the accuracy of materials, linguistic features, performance, accuracy of content assessment instrument and benefits. Based on the result of the assessments, the average was 3.6 and the percentage was 91.3% that categorized in “Very Good” category. It was calculated by Sanjaya (2013) and categorized from Sudjana in Plindawati (2016). The final product was developed by using the expert judgment revisions and suggestions.

## **CONCLUSIONS AND SUGGESTIONS**

### *Conclusions*

After analyzing the data gotten from interview and questionnaires results of English teacher and students at SMP N 35 Medan, the researcher draws the conclusion that the existing writing assessment tasks of analytical exposition text that used by the teacher did not provide various activity of writing and it is supposed to be developed. Based on the findings, the developed writing assessment tasks of analytical exposition text based on curriculum 2013 is appropriate to be used by the English teacher to provide the students with more varied activities in writing. It has proven by the validation of two experts. The average scores from both experts are 3.6 and 91.3%. It is categorized as “very good” which means that the developed assessment tasks are valid and can be used by the eleventh grade English teachers of multimedia program.

### *Suggestion*

1. For the English teachers, they should try to develop English writing assessment tasks that appropriate to the needs of students and the existing syllabus, especially for writing of analytical exposition text.
2. For the students, it is suggested to keep practicing their writing skill by doing the tasks that already developed. Never be hesitated to ask the teacher’s for guidance and help if they find difficulties while doing the tasks.

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