

**WRITING PERFORMANCE USED BY TEACHERS IN ASSESSING  
STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE X SENIOR HIGH  
SCHOOL OF LINGGA KEPULAUAN RIAU**

**THESIS**



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## ABSTRACT

**Rakhmayani Kh, Fitra. (2023). Writing Performance Used by Teachers in Assessing Students' Writing Descriptive Text at Grade X Senior High School of Lingga Kepulauan Riau. Thesis. Postgraduate Program, Universitas Negeri Padang.**

The purpose of this study is to find out the types of writing performance used by teachers, the problem faced by teachers, and the causes of teachers' problem in assessing writing performance of students' writing descriptive text at grade X senior high school of Lingga, Kepulauan Riau. This study used descriptive qualitative method. Furthermore, the data are collected by observation checklist and interview. The respondents of this study are three English teachers at grade X of senior high school in Lingga Kepulauan Riau; SMAN 1 Lingga, SMAN 2 Lingga, and SMAN 1 Lingga Utara. There are four types of writing performance, namely imitative, intensive, responsive, and extensive. The results of this study show that: First, the English teacher in SMAN 1 Lingga used intensive and extensive types in assessing students' writing descriptive text. In the intensive type, the teacher used grammatical transformation task, vocabulary assessment task, short answer and sentence completion tasks as the assessment tasks, and the teachers also used paragraph construction task which belong to extensive types. Then, English teacher in SMAN 2 Lingga used intensive type which is short answer and completion task, and paragraph construction task as extensive type. While teacher in SMAN 1 Lingga Utara only used extensive type which is paragraph construction task in assessing students' writing descriptive text. Second, in assessing writing performance, the teachers also get the problem in scoring and grading students' task. Third, the cause of the problem faced by teachers come from external factors which are teachers' training, crowded classroom, time consuming, students' low skill level, students' low motivation, and lack of school facilities. Based on the result research obtained, this study can be concluded that the teachers used some types of writing performance. Besides that, teachers also faced difficulties in identifying, placement, monitoring as the problem. And, it is caused by external factors.

**Keywords:** Writing Performance, Assessment, Descriptive Text

## ABSTRAK

**Rakhmayani Kh, Fitra. (2023). Writing Performance Used by Teachers in Assessing Students' Writing Descriptive Text at Grade X Senior High School of Lingga Kepulauan Riau. Thesis. Program Pascasarjana, Universitas Negeri Padang.**


Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis dari kinerja tulisan yang digunakan oleh guru-guru, masalah yang dihadapi oleh guru-guru, dan penyebab dari masalah guru-guru dalam pelaksanaan penilaian kinerja tulisan untuk keterampilan menulis teks deskriptif siswa kelas X Sekolah Menengah Atas di Lingga Kepulauan Riau. Penelitian ini menggunakan metode deskriptif kualitatif. Selanjutnya, data yang diperoleh melalui observasi ceklis dan wawancara. Responden dari penelitian ini adalah tiga guru Bahasa Inggris kelas X Sekolah Menengah Atas di Lingga Kepulauan Riau; SMAN 1 Lingga, SMAN 2 Lingga, dan SMAN 1 Lingga Utara. Ada empat jenis kinerja penulisan, yaitu *imitative*, *intensive*, *responsive*, dan *extensive*. Hasil dari penelitian ini menunjukkan bahwa: Pertama, guru Bahasa Inggris SMAN 1 Lingga menggunakan jenis *intensive* dan *extensive* dalam menilai keterampilan menulis teks deskriptif siswa. Pada jenis *intensive*, guru menggunakan *grammatical transformation task*, *vocabulary assessment task*, *short answer and sentence completion tasks*, guru juga menggunakan jenis *extensive* yang mana melibatkan *paragraph construction tasks*. Sedangkan guru di SMAN 2 Lingga menggunakan jenis *intensive* yaitu *short answer and completion task*, dan *paragraph construction task* sebagai jenis *extensive*. Sementara guru di SMAN 1 Lingga Utara hanya menggunakan jenis *extensive* yaitu *paragraph construction task*. Kedua, dalam penggunaan penilaian kinerja penulisan, guru juga menemukan masalah dalam memberikan skor dan angka pada tugas siswa. Ketiga, penyebab dari masalah guru berasal dari factor eksternal. Dari faktor eksternal berupa kelas yang ramai, alokasi waktu, tingkat kemampuan siswa yang rendah, motivasi siswa yang rendah, dan kurangnya fasilitas sekolah. Berdasarkan hasil dari penelitian tersebut, penelitian ini dapat disimpulkan bahwa guru-guru telah mengimplementasikan penilaian kinerja penulisan pada kemampuan menulis siswa. Disamping itu, guru juga menghadapi kesulitan dalam mengidentifikasi, penempatan, monitoring sebagai masalah. Dan, itu disebabkan oleh factor eksternal.

**Kata Kunci:** Kinerja Penulisan, Penilaian, Teks Deskriptif



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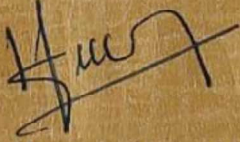
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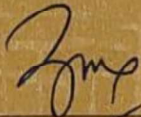
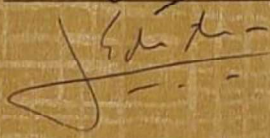
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Dengan ini saya menyatakan bahwa:

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Padang, Januari 2023  
Saya yang menyatakan



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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Writing is one of productive skill which produces words and sentences in written form. It is to deliver the ideas, feelings, or thoughts to others in understanding the message. In line with Karlina & Hidayanto Pancoro (2018) writing is a productive skill that demands students to generate outputs that are logically consistent and coherent. These outputs can take the form of sentences, messages, papers, reports, projects, publications, and others. It assists the readers to conceive the ideas of the writer in written form. It is also supported by Celce-Murcia (1991) which is a significant accomplishment to be able to convey one's thoughts in written form in a second or foreign language while maintaining a level of acceptable precision and consistency in one's writing. Thus, someone's writing is an achievement that contains the message delivered by the writer to the readers.

The complex and difficult skill is writing in which exists the other components to support someone in writing. It means the result of writing can be understood by the readers and the messages can be conveyed precisely. Writing is more difficult than speaking which is more complicated and intuitive in form (Langan, 1987). It is required to process the information before producing the sentences in a paper due to writing is not about write in a blank paper instead development the ideas become coherent to

generate an understanding sentences. Gunning (1998) mentioned that writing can be difficult due to the supporting components that should be master. They are related to the writing readiness and grammatical form as supporting the written text. It indicates the process of writing is not easy which means someone needs to be deliver the thought effectively by using proper grammatical form and the other supporting components to produce written text accurately.

Furthermore, someone who performs the result of writing and the readers can understand and also interpret the writing is called writing performance. Writing performance is the manifestation of the concrete result of writing which contains the information or ideas. It is also mentioned by Brown (2001) performance indicates the realization of the capability in doing activity of writing. Writing performance consists of three aspects which helps the students to enhance them (Skehan, 1996). Those aspects are accuracy, complexity, and fluency which assist the students in writing and perform students' capability in delivering their thoughts. Writing is a process that requires a number of skills and conventions, such as organization in the development of ideas and information; a high degree of accuracy in choosing the right words so that there is no ambiguity of meaning; and also, the correct use of specific grammar equipment to reflect and highlight thoughts. This practice is very demanding, and it requires a number of these skills and conventions. In addition, writing requires the author to have a careful choice of terminology, comprehend grammatical structures,

and be able to create sentence structures that are relevant to the particular topic being discussed.

Students' performance in writing can be seen by the output of writing that they create. It implies students' capability in writing in which considers the other aspects of writing. According to Hedge (1990) exposure to a variety of texts and engaging in substantial literature both contribute to the development of strong writing performance. He also argued that writing performance can be developed when the students obtain huge ideas or thought from text. It supports their writing and constructs a new idea in writing. In addition, Students who read frequently are better equipped to form their own thoughts and ideas and record them on paper because they have a wider range of linguistic tools at their disposal. Students perform their writing through some stages, namely planning, generating, and organizing (Karlina & Hidayanto Pancoro, 2018). Therefore, the students need to collect their thought or ideas from the literature or experiences to create the better writing which considers grammatical structure, word choices, and coherent of the writing.

Writing performance is carried out by the teacher in assessing students' writing in varied types of text. One of them is descriptive text. Descriptive text is a text that describes a particular object in detail. Writing performance assessment in descriptive text requires learners to demonstrate what they have learned about how to write describing something. The students describe a thing and elaborate to explore their ideas in writing that things coherently. Theoretically, there are some writing performance types that teacher used in assessing students' writing. These types can help the teachers

to evaluate how good students in writing. One type is credible to judge students good or bad in writing. Therefore, the teacher needs to consider used varied writing performance types in assessing students' writing.

However, the teachers in the classroom are not familiar with varied writing performance types in assessing students' writing. They tend to use one or two kinds of writing performance in assessing students' writing. It happened when the teachers assess students' writing which provides instruction the students to write one topic. It did not demonstrate the detail and precious instruction for each of types of writing performance. It impacted to the result of students' writing which the students wrote the text perfunctorily. They did not obtain clear instruction and clear demonstrate which affected their assessment at the end of the class. Therefore, the teachers need to consider which writing performance types which suitable for the students and enhance students to understand not only to the material of the text but also how to construct the writing properly.

Moreover, the preliminary study was conducted to investigate the prior problems faced by the teachers in Senior High School of Lingga Kepulauan Riau briefly. The teachers faced several problems in assessing writing performance. The teachers have the tendency to grade the students subjectively. It emphasizes that the teachers provide grading to the students non-objective. The grading of the students depends on the students' attitudes or other aspects that teachers grade to increase the cognitive grading. The teacher also provided a grade to the students who have a good attitude and politeness even the writing performance of the students obtain average

grade. It is to show the appreciation of the teachers to the students in performing their writing as good as they can. This statement is supported by Suyanto and Jihad (2013) which the teachers grading are not adequately precious with the actual competence of the students. It is the evidence that sometimes the teachers input their subjective point in grading the students.

The problem that teachers faced in assessing students' writing performance is caused various factors. These factors trigger the problems coming out in assessing writing performance in which the teachers need to face them. The factor can be classified into external factors which cause of the problem faced by the teachers in assessing writing performance. According to external factors imply something that come from outside of the individual. External factor is described by the situation or environment surrounding the teachers which are students and the school. The base cause is utilizing the technology (Wirawan, 2009). In sophisticated era, the teachers need to operate technology due to the system of educational turning to computer-based. Therefore, the teachers also use technology in writing performance especially in assessing the students writing. In fact, there are lot teachers who do not understand how to operate the technology particularly senior teachers. It becomes challenge for the teachers to utilize the technology well.

Research on writing performance has been carried out by several researchers (Nik et al., 2010; Javed and Nazli, 2013; Ludovikus, 2014; Suprihatin, 2018; Karlina



& Hidayanto Pancoro, 2018; Fu et al., 2019; Naim et al., 2020; Yamac et al., 2020; Raudatus, 2020; Yossy, 2020; Hasyimsyah, 2021; Wen and Wilters, 2022; Oh, 2022). In the writing performance, Nik et al. (2010) conducted the research to investigate a comparative study on the undergraduates' writing performance and the problems that hinder students' perception of good writing skills. Evidence shows that these undergraduates have mastered the writing skills and become proficient writers. The following study was about a study of students' assessment in writing skills of the English Language. This study was conducted by Javed and Nazli (2013), They evaluate and assess the students' competency in writing skills at Secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and hand writing. The overall performance of all the students was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar and handwriting.

The following study was about students' performance in writing descriptive text of grade eleventh at SMKN 1 Kasihan Bantul, Yogyakarta, it was conducted by Ludovikus (2014). He found that some students preferred to write the texts spontaneously. Almost all the students said that they did not make the outline and draft before writing. They stated that they made the revision, topic sentence, arrangement of words and some of them did not develop the idea. Next, Suprihatin (2018) conducted the research on self-concept writing performance in the students' journal in the English

department. She found that the students described their self-concept of writing performance in three aspects, namely academic, social, and personal. These aspects contained positive and negative concepts that affect their writing performance, particularly in the journal of the English department.

The following research was conducted by (Karlina & Hidayanto Pancoro, 2018). They discussed how students' writing anxiety affects their writing performance, which investigated both crucial parts to explore the connection between writing anxiety and writing performance in EFL students. The result of this research was that anxiety became one of the psychological aspects that affect students' writing performance. Next study was conducted by Fu et al. (2019). investigated the effects of a mind mapping-based contextual gaming approach on students' writing performance, learning perceptions, and generative uses in an English course. The result of this study revealed that the experimental group students who used the proposed learning strategy exhibited superior writing performance and elaboration than the control group students, with a minor impact size. Most students liked the game and thought the mind-mapping method was good.

Then, Naim et al. (2020) conducted the research about the effect of think-write-pair-share on university students' writing performance. Students could benefit from using the strategy not only in the classroom but also in group projects and other collaborative endeavors that they participate in outside of school. The following

research was about writing performance and digital learning by Yamac et al. (2020). The qualitative findings described that the students shared their writing on blogs, utilized digital tools to show their writing performance, and had a chance to interact online to enrich their writing and obtain varied literacies.

Furthermore, Wen and Walters (2022) analyzed how the students' writing performance was impacted by the technology. The findings highlighted the importance of technology and writing genres in influencing students' writing performances. The new findings showed how they improve classroom writing performances worldwide by raising stakeholders' understanding of primary school writing's relevance and generating goals for curriculum and instruction at the class, institution, and both levels of use.

The next study was conducted by Raudatus (2020), she found that students have difficulties in writing, word choices, arranged words to be a good sentence, arranged sentences to be a good paragraph, and developing the idea. The following study was about assessment in writing and implement writing assessment. It was conducted by Yossy et al. (2020). This study shows that writing assessments are in the form of planning, implementation, and assessment which are obstacles for teachers in learning. In this study, the teacher's strategies in assessing students' abilities in writing skills were found, namely; Constructive and Contextual methods; rubrics; Simple Text; Essays; Case Studies; Problem Based Learning. Next study was about an analysis of students' error in writing ability through descriptive text of grade VII SMPN 4

Takengon. It was conducted by Hasyimsyah et al. (2021), they found that the students' error in writing adjective, conjunction, present tense, and wrong word.

To summarize, previous research examined writing performance in conjunction with other variables such as anxiety and self-concept. These researchers analyzed the connection between students' anxiety or self-concept and their writing performance. In addition, the previous researcher examined the impact of some methods on writing performance, which can be seen in the mind-mapping method, the gaming approach, and think-write-pair-share. Then, the previous researcher also conducted research through technology to improve students' writing performance. The previous researcher, on the other hand, was rarely to assess students' writing performance. The research design of the previous study was commonly an experimental design, and the participants were university students. As a result, the recent study discovered that the study's gap could be filled by investigating writing performance in assessing students' writing descriptive text in high school. It was conducted in senior high school in Lingga Kepulauan Riau, particularly in the tenth grade.

## **B. Identification of the problem**

There are several identifications of the problem related to this research. The teachers used writing performance in assessing students' writing descriptive text. While assessing the students, the teachers did not use various types of writing performance to support the students in enhancing their writing. They tend to use one

or two kinds of writing performance in assessing students in writing. In assessing students' writing, the teachers did not demonstrate detail and precious instruction for each of types of writing performance. It impacted to the result of students' writing which the students wrote the text perfunctorily. Thus, it was not optimal to assess students' writing.

The teachers have the tendency to grade the students subjectively. It emphasizes that the teachers provide grading to the students non-objective. The teacher also provided a grade to the students who have a good attitude and politeness even the writing performance of the students obtain average grade. The problem that teachers faced in assessing students' writing performance is caused various factors. It can be internal and external factors.

### **C. Limitation of the Research**

Based on the problem above, the researcher focused investigating and analyzing the types of writing performance used by the teachers. The researcher conducted this research in certain genre of the text which was descriptive text. Then, the researcher described the problems that teachers faced and the causes of the teachers' problems in assessing writing performance. The participant of this research was limited in senior high school in Lingga Kepulauan Riau, especially in SMA N 1 Lingga, SMA N 2 Lingga, and SMA N 1 Lingga Utara.

#### **D. Formulation of the Problems**

This research is formulated into “What is writing performance used by the teachers in assessing students’ writing descriptive text at grade x senior high school of Lingga Kepulauan Riau?”

#### **E. Research Question**

There are several research questions that must be answered in this research as follow:

1. What types of writing performance are used by the teachers in assessing students’ writing descriptive text at grade X senior high school of Lingga Kepulauan Riau?
2. What problems are faced by the teachers in assessing writing performance of students’ writing descriptive text at grade X senior high school of Lingga Kepulauan Riau?
3. What are the causes of the teachers’ problem in assessing writing performance of students’ writing descriptive text at grade X senior high school of Lingga Kepulauan Riau?

#### **F. Purpose of the study**

The purposes of this study are:

1. To find out the types of writing performance used by the teachers in assessing students' writing descriptive text at grade X senior high school of Lingga Kepulauan Riau
2. To find out the problems faced by the teachers in assessing writing performance of students' writing descriptive text at grade X senior high school of Lingga Kepulauan Riau
3. To find out the causes of the teachers' problem in asses in assessing writing performance of students' writing descriptive text at grade X senior high school of Lingga Kepulauan Riau

#### **G. Significance of the study**

The result of this study is expected to provide significant contribution to the several aspects; theoretically, the results of the research are expected to provide the theoretical enrichment and research about writing performance in assessing students' writing descriptive text at grade X senior high school of Lingga, Kepulauan Riau. Practically, the results of this research are expected to provide consideration of the teachers to use various types of writing performance and they are be able to manage and handle the problem faced in assessing students' writing descriptive text at grade X senior high school of Lingga, Kepulauan Riau.

## **H. Definition of the Key Terms**

The researcher defines some important terms used in this research in order to help the reader to be easier in understanding the key words. They can be:

1. Assessment is the collection of relevance information to determine student competence progress
2. Writing is the way to convey, express feelings and share the author's experience to the reader by using written language