

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the analysis of the implementation of authentic assessment used for the writing skill of the 8th grade at SMP N 1 Surakarta to get the answers of the problem statements in chapter I. Firstly, the researcher presents the ways to assess the authentic assessment which is implemented for writing skill in SMP N 1 Surakarta. Secondly, the researcher presents the techniques that teacher used to assess student's writing. The writer discusses and describes the finding by O'Malley's theory about authentic assessment and Brown's theory about scoring of writing.

A. Research Finding

In this research, there are two problem statements. This part is intended to answer those 2 problem statements. They are, the ways the authentic assessment is implemented for writing skill and the techniques the teacher used to score students' writing.

1. The Ways the Authentic Assessment is Implemented for Writing Skill

Based on the observation and interview, the writer finds that there are some ways used by the teacher in implementing authentic assessment. The ways the teacher assesses the student ability in writing are by the following techniques: classroom tasks, homework tasks, and written test. Portfolio is not used by the teacher yet.

In teaching-learning process, the teacher mainly uses writing task to assess students' writing ability. The tasks are taken from the student worksheet (LKS) as the exercise book and teacher instruction. The students do the exercises which are provided in their worksheet book published by *Intan Pariwara*. The consideration of the teacher chooses that book is because the student worksheet covers the materials demanded by curriculum. The student worksheet is included into the implementation of the syllabus. This book emphasizes on the discussion of generic structure of the text, language feature, and social function of all types of texts. It is practical for both the teacher and students to understand the subject. The variation of tasks covers four skills: reading, speaking, listening, and writing. This book is appropriate for the student's level that is the level of 8th grade. Then, the teacher gives the instruction for the student to write a text.

The student worksheet contains part of the subject that is covered four skills separately. Commonly, writing task is found in the last activity after listening, speaking, and reading part. In the sections of the student worksheet, it is found that the sequences of competencies are arranged from reading, speaking, listening, and writing. The students should write a text which is suitable with the generic structure, language feature and social function that have been discussed. In writing task, the students are given a topic which is suitable with the types of text. Then, the students try to develop the topic to be a good text.

The teacher confirms the syllabus with the student worksheet, and he chooses the exercises in the worksheet are match with the syllabus. The teacher develops the syllabus based on the content standard released by the Institution of National Standard of Education of Indonesia (BSNP). It is found in the syllabus that for writing skill, the competencies that have to be achieved by the students are: ability to express meaning in the written functional text and simple short essay of narrative, recount, and exposition to communicate with surrounding environment and in the context of academic. The basic competencies are, firstly, the students express the information in the simple short written functional text. The simple short written functional texts are: email, announcement and letter. Secondly, the students express the meaning in form of simple short essay text such as: narrative, recount, and exposition.

a. Short Functional Text

Short functional texts are kinds of texts used to help the readers to get the information quickly. For the first semester of 8th grade, the student learns simple short functional texts, such as: announcement and congratulating cards.

1) Announcement

An announcement is a statement which is addressed to public. It is used to provide information about something has happened or is going to happen.

The teacher assesses the students' ability in writing announcement by giving classroom task and homework task.

a) Classroom Task

In this assessment process, the teacher asks the students to write an announcement text. The text should be written by the student spontaneously in the classroom, at the same time when the instruction is given. According to the teacher, it is meant to guarantee the aspect of authenticity.

Data 01/SFT/An/CT/Sw-17/B1

- (01) B. Create announcement based on the following situations.
1. You lost your English notebook yesterday. You probably forget to put it in your schoolbag. Ask anyone who finds it to return it to you.

Analysis

In the data above, the students are asked to write an announcement based on the scenario. In the data number **01/SFT/An/CT/Sw-17/B1** above the students are asked to directly develop the announcement. There is no direction or guiding questions that can be used by the student as the guide to develop the text. It seems that it is difficult for the students to create an announcement, without guiding question and direction. But, actually the format of writing announcement has been explained in the previous skills, *i.e.* listening, speaking, and reading. The class has ever discussed the example of announcement. However, it will be helpful for

the students, if in doing the task, the students are guided by such kind of following examples of guiding instruction:

- (a) Write the title of announcement
- (b) Write the address to which the announcement is directed.
- (c) Write the announcement using simple language.
- (d) Write the important things like contact person, place, day or date, *etc.*
- (e) Write the announcer.

The following is the example of an announcement made by the student:

Data 01/02/SFT/An/Sw/CT/17/B1

ANNOUNCEMENT

To: All student

I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. Someone who found my notebook please return it to me.

Thank you

Rizky Agung B.P

In data number **01/02/SFT/An/Sw/CT/17/B1** the student's writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario. The announcement text produced by the students has mostly fulfilled all criteria of a good announcement text. Announcement commonly has the following features; the sentences are written concisely, the information is written completely and clearly that the reader understands quickly and easily.

In the announcement text above the student misses one important thing, that is the place where the book can be returned to.

Data 01/04/SFT/An/Sw/CT/17/B1**Announcement**

To: All student

I lost my English notebook yesterday, its cover is brown. If anyone finds it please meet me at library.

In data number **04/SFT/An/Sw/CT/17/B1** the student's writing is not so appropriate with the criteria. The announcement above is understandable since the student uses simple language, but the student misses an important point that is the person who announces the announcement. It is significant because the reader should know to whom the notebook should be returned to.

Data 01/03/SFT/An/Sw/CT/17/B1**ATTENTION**

To : all

I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. If you find it please return it to me. Thank you.

Aflah Nityasa

8C

In data number **01/03/SFT/An/Sw/CT/17/B1** the student's writing is not so appropriate with the criteria. It can be seen that in this announcement the student misses one important point of announcement, which is to whom the announcement is directed to. It is important because the reader should know to whom the notebook should be returned to. Nevertheless, this announcement is understandable because the student uses simple language. Otherwise, the word "ATTENTION" in this announcement signs that the announcer gives the announcement

directly. So it can be concluded that the student writes spoken announcement text.

Data 02/SFT/An/CT/Sw-17/B2

- 02) B. Create announcement based on the following situations
2. You found a grey wallet under a bench in the school canteen. You say what it contains. Ask anyone who owns it to meet you in your classroom after school.

Analysis

In the data number **02/SFT/An/CT/Sw-17/B2** above, the students are asked to directly develop the announcement. There is no direction or guiding questions that can be used by the students as the guide to develop the text. It seems that it is difficult for the students to create an announcement, but actually the format of writing announcement has been explained in the previous skills, listening, speaking, and reading. The text has ever been discussed the example of announcement. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction:

- (1) Write the title.
- (2) Write the addressee: to whom the announcement is addressed.
- (3) Write the features of the wallet.
- (4) Write the content of the wallet.
- (5) Write your name and where you are able to be met.

The following is the example of an announcement made by the student:

Data 02/17/SFT/An/Sw/CT/17/B2

<p>Announcement</p> <p>To: All students</p> <p>I found a grey wallet under the bench in school canteen. It contains 2 sheets of Rp 20, 00;3 sheets of Rp 5.000, and 3 sheets of Rp 1.000. Whoever loses and owns this wallet, please meet me at class 8C. Thank you.</p> <p style="text-align: right;">Kanindra</p>

In data number **02/17/SFT/An/Sw/CT/17/B2** the student's writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario. Student can fulfill almost all criteria of a good announcement text.

In the announcement text above, the student writes an announcement using simple language. Otherwise, the announcement is understandable. The student also mentions the feature of the wallet so it makes the reader easy to find the information of wallet.

Data 02/12/SFT/An/Sw/CT/17/B2

<p>“ATTENTION”</p> <p>To: all students</p> <p>I have an important information for all of you. I've just found a grey wallet under a bench in the school canteen. It contains Rp 100.000 and without personal identity. Anyone who owns, should me in my classroom VIIC after school soon. For further information please contact me, 081226211784</p> <p style="text-align: right;">Honour, Ghazy Wira Pradipta (as discover)</p>
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In data number **02/12/SFT/An/Sw/CT/17/B2** the student's writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario but the announcement text produced by the student is suitable with the spoken announcement text. It can be seen from the title contained the word "ATTENTION".

In the announcement text above, the student writes an announcement using simple language but the student does not write the announcement text concisely. The sentence "*I have an important information for all of you*" should not be written by the student since by just taking sight of this sentence, the readers have understood the contents of the announcement.

Data 02/06/SFT/An/Sw/CT/17/B2

Announcement

To: All students

I found a grey wallet under a bench in school canteen. If you know anyone who has. Ask anyone who owns it to meet me in my classroom after school.

Salsabila

In data number **02/06/SFT/An/Sw/CT/17/B2** the student's writing is not so appropriate with the criteria. Based on the announcement above, the student does not mention the content of the wallet. It makes the announcement is not really suitable with the scenario. The other weaknesses are: the student does not write contact person, the student does not write where the student's classroom in case there is the wallet's

owner who wants to take his wallet and the last is the sentences of the announcement are not really understandable for the reader.

Data 02/14/SFT/An/Sw/CT/17/B2

Announcement

A grey wallet was found under a bench in the school canteen. To anyone who owns this wallet, please meet me in my classroom after school.

In data number **02/14/SFT/An/Sw/CT/17/B2** the student's writing is not so appropriate with the criteria. The announcement above is understandable because the student uses simple language, but the student misses some important points, which are: to whom the announcement is addressed, the person who writes the announcement, the place where the wallet must be returned. These points are important for the reader who wants to take the wallet back. The student should add the information about contact person so that the reader can contact the founder of wallet easily.

Data 04/SFT/An/CT/Sw-19/A1

- (04)A. Write announcements based on the following situations.
1. Suppose you are an OSIS chairperson. You remind the OSIS staff members about the monthly meeting. The agenda is reviewing the OSIS activities which were held in the last Independence Day Celebration. The meeting will be held on August 29, after school, in the OSIS room.

Analysis

In data number **04/SFT/An/CT/Sw-19/A1** above, the students are asked to write an announcement based on the scenario. In the data, there

is no format or guiding questions that can be used by the students as the guide to develop the text. It seems that it is difficult for the students to create announcement, but actually the format of writing announcement has been explained in the previous skills, *i.e.* listening, speaking, and reading. The class has ever discussed the example of announcement. However, it will help the students to create the announcement if in doing task; the students are guided by such like the following example of guiding instruction:

- (1) Write the title.
- (2) Write the address to whom the announcement is addressed.
- (3) Write the time of meeting.
- (4) Write the place of the agenda that will be held.
- (5) Write the name of announcer.

The following is the example of an announcement made by the student:

Data 04/17/SFT/An/Sw/CT/19/A1

Announcement
<p>To: All OSIS members</p> <p>There will be a meeting on August 29, 2013. After school/around 1.30 p.m. We will review the OSIS activities which were held in last Independent Day celebration. All members may not be late, because it's really important. Thank you.</p> <p style="text-align: right;">Kanindra</p>

In data number **04/17/SFT/An/Sw/CT/19/A1** the student's writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario. The announcement text produced

by the student that almost fulfills all criteria of a good announcement text.

Announcement commonly has the following features: the sentences are written concisely, the information is written completely and clearly so that the reader understands quickly and easily. It contains types of event, date and time, place, and contact person or address.

The student writes an announcement which is suitable with the criteria because the student uses simple language, the sentences are written concisely and the sentence is understandable for the reader to get the information.

Data 04/24/SFT/An/Sw/CT/19/A1

Attention

To: All OSIS Staff member

There will be a monthly meeting on August 29, after school.
The agenda is reviewing the OSIS activities which were held in the last Independent Day Celebration.

Tomi
OSIS Chairperson

In data number 04/24/SFT/An/Sw/CT/19/A1 the student's writing is not so appropriate with the criteria. In the announcement above, the student writes it based on the scenario but the announcement text which is produced by the student is suitable for the spoken announcement text. It can be seen from the title "ATTENTION". The student misses an important point, that is: the exact time of the meeting which will be held and where the meeting will be held. Those points are important because it

will be easy for the reader to get the information when the time and the place of meeting are written.

Data 04/14/SFT/An/Sw/CT/19/ A1

Announcement

To all OSIS Staff member, this announcement for remind the OSIS staff member about the monthly meeting. The agenda is reviewing the OSIS activities which were held on August 29, after school, in the OSIS room.

OSIS Chairperson

In data number **04/14/SFT/An/Sw/CT/19/A1** the student's writing is not so appropriate with the criteria. The announcement above is understandable since the student uses simple language, but the student misses important points, they are; the time of meeting that will be held and the name of OSIS Chairperson. It is significant because the reader should know the time of event that will be held and the name of the writer of the announcement. Then, to whom the announcement refers to, it should be change in separately paragraph.

Data 05/SFT/An/CT/Sw-19/A2

- (05) A. Write announcement based on the following situations.
1. The students are person responsible for the scout activities. There will be camping activity next month. Tell about members to prepare and come to the scout activities on Fridays.

Analysis

In the data number **05/SFT/An/CT/Sw-19/A2** above, the students are asked to write an announcement based on the scenario. In this data, the students are asked directly to develop the announcement. There is no

format or guiding questions that can be used by the students as a guide to develop the text. It seems that it is difficult for the students to create an announcement, but actually the format of writing announcement has been explained in the previous skills, *i.e.* listening, speaking, and reading. The class has ever discussed the example of announcement. Yet, it will facilitate the students more if in doing the task, the students are guided by such like the following example of guiding instruction:

- (1) Write the title
- (2) Write the address to whom the announcement is directed.
- (3) Write the activity of scout.
- (4) Write the place of camping that will be held.
- (5) Write the time of camping.
- (6) Write the name of the announcer.

In this instruction, there is no date, time, and place of the camping that will be held. It is difficult for the students to write the announcement which is suitable with the instruction.

The following is the example of an announcement made by the student:

Data 05/16/SFT/An/Sw/CT/19/A2

Attention

To: all scout members

Based on the meeting last week, the camping activity will be held next month. So, all scout members are recommended to prepare it and come to the scout activities on Friday. For more information, please contact April, commander or lia, person responsible.

Lia

In data number **05/16/SFT/An/Sw/CT/19/A2** the student's writing is appropriate with the criteria. In the announcement above, the student writes announcement based on the scenario but the announcement text produced by the student is suitable for the spoken announcement text. It can be seen from the title "ATTENTION". The sentences in this announcement actually are written concisely, the information is written completely and clearly so the reader understands quickly and easily. The student adds contact person of the person who is responsible for it. It is easy for the readers to get the information.

Data 05/03/SFT/An/Sw/19/A2

ANNOUNCEMENT

To: All scout members

There will be a camping activity next month. For all scout members. Please prepare and come to the scout activities on Friday.

Af

In the data number **05/03/SFT/An/Sw/19/A2** the student's writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario. This announcement above is understandable since the student uses simple language, but the student misses one important point, that is the name of the announcer. It uses initial name. It should be changed into complete name because it will be confusing for the readers in getting the information.

Data 05/02/SFT/An/Sw/CT/19/A2

SCOUT
To: All scout members There will be a camping activity next month. To all members must to the scout activities on Fridays.
<u>Avik</u> Scout leader

In data number **05/02/SFT/An/Sw/CT/19/A2** the student's writing is not so appropriate with the criteria. The announcement above is not understandable since the student uses incomplete sentence and the sentences are written incoherently. The student does not ask for the member of scout to prepare the camping activity. It is difficult for the readers to get the information clearly.

b) Homework Task

In this assessment process, the teacher also asks the students to write an announcement text, but the students develop the text at home. Homework is done by the students out of the classroom session. According to the teacher, it is meant as an enrichment of knowledge for the student.

Data 03/SFT/An/HT/Sw-17/C

(03) Create an announcement. You are free to choose your own topic.
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Analysis

The student is only given an instruction to write an announcement. However, the students are free to choose the topic they favor.

The following is the example of an announcement made by the student:

Data 03/06/SFT/An/Sw/HT/17/C

Announcement

To : all students SMP Harapan Bangsa

This school will make English contest on April 21, 2013 in SMP Harapan Bangsa. Each class should register at least are student with one of these following topics. The difficulties of learning English and spelling, if you will ask any information can call risa.

CP: Risa (082887612392)

In data number **03/06/SFT/An/Sw/HT/17/C** above, the student's writing is appropriate. It is a free topic. The student writes an announcement based on their own her ideas. Although some mistakes still occur, however, the student's announcement is understandable. Almost all criteria are fulfilled, but there is one odd thing, that is:

“The students can choose at least one of the following topics”.In fact, the topic provides only one, that is the difficulties of learning English and spelling.

Data 03/19/SFT/An/HTSw/17

ONE DAY PROMO

To : All shoppers

Only today! Buy 2 get 1 free for a minimum purchase Rp 200.000 at the blue marked section. Only today!

Departement Store Director

In data number **03/19/SFT/An/Sw/HT/17/C** above, the student's writing is appropriate. It is a free topic. The student writes an announcement based on his own ideas. The announcer makes an

announcement that is applied only for that day. The sentences which are used by the student are simple and easy for the readers to get the information clearly.

Data 03/15/SFT/An/ HT/Sw-17/C

Attention, ladies and gentleman

We've found a four-year-old girl at the airport. She has curly long hair. She has fair and white skin with slanted eyes. She is wearing a pink T-shirt and black purple skirts. An now, in the manager's office. If anyone knows her, please come to meet her.

Thank you

In data number **03/15/SFT/An/ HT/Sw-17/C** above, the student's writing is not appropriate with the criteria. In the announcement above, the student writes announcement based on the scenario but the announcement text which is produced by the student is suitable for the spoken announcement text. It can be seen from the title "ATTENTION". The student misses an important point, which is; to whom the announcement is referred, the announcer does not mention the name of the girl and the address she lived.

Data 03/20/SFT/An/ HT /Sw-17/C

ATTENTION!

Let's we meet to celebrate our graduation at 80's night party. Please wear dresscode like in 80's era will be holding at university's auditorium. Saturday, 24 august 2013 at 7p.m

Lets back to 80's! Let's have some fun!

In data number **03/20/SFT/An/ HT /Sw-17/C** the student's writing is not so appropriate. It is a free topic. In the announcement above, the

student writes announcement based on the scenario but the announcement text which is produced by the student is suitable for the spoken announcement text. It can be seen from the title “ATTENTION”. Actually, this announcement gives the information completely, but the student misses an important point, that is; to whom the announcement is referred.

2) Congratulation card

Congratulation card is a card used to express happiness to the others because of a good moment or achievement. The teacher assesses the student ability in writing congratulation card by giving classroom task and homework task.

a) Classroom Task

In this assessment process, the teacher asks the students to write congratulation card. The text should be written by the student spontaneously in the classroom at the same time when the instruction is given.

As classroom task, the students do the exercise in student worksheet. The exercises provided are only completing the sentences and arranging the words to form meaningful congratulation card.

b) Homework Task

In this assessment process, the teacher asks the students to write congratulation card, but the students develop the text at home.

Homework task is done by the students off the classroom session. According to the teacher, it is meant as an enrichment of knowledge and an exercise for the student.

Data 06/SFT/Cc/HT/Sw-89/B1

(05) B. Create congratulation cards for the following topics.
1. Your friend/sibling's graduation

Analysis

In data number **06/SFT/Cc/HT/Sw-89/B1**, the students are given an instruction to write congratulation card based on the certain situation.

The following is the example of an announcement made by the student;

Data 06/17/SFT/Cc/HT/Sw-89/B1

Dear Frizzo,

Congratulation on your Friz.

Leave your past behind you
Start your life tomorrow
Success has been waiting you

Regards,

Kanindra

In data number **06/17/SFT/Cc/HT/Sw-89/B1** the student's writing is appropriate with the instruction above. In this data, the student writes congratulation card based on the certain situation. The congratulation card produced by the students has almost fulfilled all criteria of a good congratulation card.

Congratulation card commonly has the following features: there is addresser and addressee, the content is happiness expression, it shows the wish of the writer. By completing the features, the reader can understand quickly and easily.

In the congratulation card above, the student writes it in simple language. Yet, it is still appropriate with the criteria and understandable for the readers.

Data 06/08/ SFT/Cc/HT/Sw-89/B1

Dear, Sasa Congratulation on your graduation sis! Hope your dreams come true! Love, Oya

In data number **06/08/SFT/Cc/HT/Sw-89/B1**, the student's writing is appropriate with the instruction above. In this data, the student writes congratulation card based on the certain situation. The congratulation card produced by the students fulfills almost all criteria of a good congratulation card.

In the congratulation card above, the student writes congratulation card in simple language, the wish of the student to her sister is not specific. However, it is still appropriate with the criteria and understandable for the readers.

Data 06/22/SFT/Cc/HT/Sw-89/B1

Dear Aroya,
Congratulation on your graduation!
Whatever your dreams may be, may each become a reality!!
Your best friend,
Sasa

In data number **06/22/SFT/Cc/HT/Sw-89/B1** the student's writing is not so appropriate with the criteria. The congratulation card above is understandable since the student uses simple language, but the student writes it exactly the same as the example of congratulation card in student worksheet.

Data 06/01/SFT/Cc/HT/Sw-89/B1

Dear Diatri,
Congratulations on your graduation!

In data number **06/01/SFT/Cc/HT/Sw-89/B1** the student's writing is not so appropriate with the criteria. The congratulation card above is understandable since the student uses simple language, but the student misses important point, that is: the writer's wish for the addressee and the name of the sender. It is significant because the reader should know the name of the sender of congratulation card.

Data 06/14/SFT/Cc/HT/Sw-89/B1

Dear _____

Whatever your dreams may be,
 May each become a reality.
 HAPPY Graduation!!

Your sister

In data number **06/14/SFT/Cc/HT/Sw-89/B1** the student's writing is not so appropriate with the following situation. The congratulation card above is understandable since the student uses simple language, but the student misses important point, that is to whom the congratulation card is given and the person's name who writes the congratulation card. It is significant because the reader should know to whom the congratulation is given and the name of the sender of the congratulation card.

Data 07/SFT/Cc/HT/Sw-89/B2

(07) B. Create congratulation cards for the following topics.
 2. Your friend/relative's achievement

Analysis

In data number **07/SFT/Cc/HT/Sw-89/B2**, the student is given an instruction to write congratulation card based on the certain situation.

The following is the example of an announcement made by the student;

Data 07/17/SFT/Cc/HT/Sw-89/B2

To: my pal, Mark
CONGRATULATIONS!
 You've been working hard so long.
 Seems like fatigued has been your only friend.

But you paid all off
 All achievement you stole
 Especially science
CONGRATS!
 May God Bless You!

Kanindra

In data number **17/SFT/Cc/HT/Sw-89/B2** the student's writing is appropriate with the instruction above. In this data, the student writes congratulation card based on the scenario. The congratulation card produced by the students fulfills almost all criteria of a good congratulation card.

Congratulation card commonly has the following features: there is addresser and addressee, the content tells happiness expression and wish. By fulfilling the criteria, the readers can understand quickly and easily.

In the congratulation card above, the student writes congratulation card in simple language. It is appropriate with the criteria and understandable for the readers.

Data 07/24/SFT/Cc/HT/Sw-89/B2

Dear Ina,
 Congratulation on your race!
 You are amazing! You are the best!
 I wish you make some shocking achievement again!
 Love you!
 Your best
 Lisa

In data number **07/24/SFT/Cc/HT/Sw-89/B2** the student's writing is appropriate with the instruction above. In this data, the student writes congratulation card based on the certain situation. The congratulation card produced by the students fulfills almost all criteria of a good congratulation card.

In the congratulation card above, the student uses simple language in writing the congratulation card. It is appropriate with the criteria and understandable for the reader. However, the closing word employed by the student is not complete. The word "Your best" should be changed into "your best friend".

Data 07/22/SFT/Cc/HT/Sw-89/B2

<p>Dear Brigitta, Congratulation on your achievement! Keep reach for the stars and dreaming! Your best friend, Sasa</p>

In data number **07/22/SFT/Cc/HT/Sw-89/B2**, the student's writing is not so appropriate with the criteria. The congratulation card above is understandable since the student uses simple language, but the student writes the congratulation card exactly the same as the example in the student worksheet.

Data 07/08/SFT/Cc/HT/Sw-89/B2

<p>Dear Diatri, Congratulation on your achievement</p>
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In data number **07/08/SFT/Cc/HT/Sw-89/B2** the student's writing is not so appropriate with the criteria. The congratulation card above is understandable since the student uses simple language, but the student misses important point, that is the wish of the sender as well as the sender's name. It is significant because the reader should know the name of the sender of the card.

Data 07/14/SFT/Cc/HT/Sw-89/B2

Dear, _____ Congratulation on your achievement Your best friend _____
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In data number **07/14/SFT/Cc/HT/Sw-89/B2** the student's writing is not so appropriate with the criteria. The congratulation card above is understandable since the student uses simple language, but the student misses important point, that is the wish of the student who writes congratulation card and the name of the person who writes the congratulation card. It is significant because the reader should know the name of the sender of the card.

b. Long Functional Text

Long functional text is also called genre text. It is rarely used in communication. For 8th grade in first semester the student learns long functional text are: descriptive text and recount text.

1) Descriptive text

Descriptive text is used to describe the image of a certain thing from which a writer wants to transfer it to readers. It depicts a descriptive text in a certain person, animal, things, and location or place.

The teacher assesses the student ability in writing announcement by giving classroom task and homework task.

a) Classroom Task

In this assessment process, the teacher asks the students to write a descriptive text. The text should be written by the student spontaneously in classroom at the same time when the direction is given. According to the teacher, it is to maintain the aspect of authenticity.

Data 08/LFT/Dt/CT/TI

(08) Write a description text about your classmate
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Analysis

In data number **08/LFT/Dt/CT/TI** above, the student are asked to directly develop the descriptive text. There is no format or guiding questions that can be used by the student as guide to develop the text. It seems that it is difficult for the student to create descriptive text, but actually the format of writing descriptive text has been explained in the previous skills *e.i.*, listening, speaking,

and reading. The class has ever discussed the example of descriptive text. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction:

Identification : (1) What is the title?

(2) Who is your friend name?

(3) What is your relation with your friend?

(4) Where does she/he live?

Description : (5) What is her/his the physical appearance?

(6) What is her/his hobby?

The following is the example of description text made by the student:

Data 08/24/LFT/Dt/CT/TI

My friend

I have a friend. Her name is Hanin Amalia Putri. Her nickname is Hanin. She was born on 31st october 2000. She lives at baron, Surakarta. She has one sister and one brother. Her sister name is dini and her brother's name is tito.

She has beautiful face. She has slamed eyes. She has pointed nose. She wears veil. She has perfect body. She is tall. She is 162 cm. She is 39 kg. She is very kindly. She is humorous person. Her hobby is singing, and dancing. She loves korean so much. She loves korean artist. She loves dramakorea. Her favorite food is fried rice. Her favorite drink is orange juice and her favorite colors are black, white and grey.

In data number **08/24/LFT/Dt/CT/TI** the student's writing is appropriate with the teacher's instruction. The descriptive text is produced by the student fulfill almost all criteria of a good descriptive text.

Descriptive text commonly has the following generic structure; the student does the identification of his friend through answer who, what where. Then, for description the student describes his friend. The student mentions the physical appearance and hobby.

In the descriptive text above, the student writes first paragraph in identification is simple. The student develops the idea of the title.

Data 08/12/LFT/Dt/CT/TI

“Damian”

Damian is one of my close friend. He is my classmate in 8C. He was born in Surakarta on november 19, 1999. His father is an Indonesian while his mother is the same as his father. He has one sister and brother. He is medium eyes color are black. He wears glasses. He is shy and polite enough. His hobby is playing game, almost every single day, he always plays game at home or even at school. Personally he is such as a good friend.

In data number **08/12/LFT/Dt/CT/TI** the student’s writing is appropriate with the teacher’s instruction. The descriptive text is produced by the student fulfill almost all criteria of a good descriptive text.

In descriptive text, the student does the identification of his friend through answer who, what where. Then, for description the student describes his friend. The student mentions the physical appearance and attitude.

In the descriptive text above, the student writes first paragraph in identification is simple. The student does not develop the idea of the sentence identification to become one paragraph.

Data 08/01/LFT/Dt/CT/TI**My friend**

Ittaqi sylva is my friend, her nickname is sylva. She was born at 5 april 2000.

She has black and curly hair. She has loudly voice. She often go to school by bike.

In data number **08/01/LFT/Dt/CT/TI** the student's writing is not so appropriate with the teacher's instruction. The descriptive text above is understandable since the student uses simple language, but the student misses two important point that is; the student develops the identification of her friend is simple. The student does not develop the paragraph identification to become a good paragraph. Then, for description the student describes her friend using sentences are interconnected and form a unified idea. The student only describes physical appearance. The student writes the descriptive text which is not suitable with the teacher's instruction. The student does not develop the each item of generic structure of the text. It is significant because the reader should know identification and description of the title coherently.

b) Homework Task

In this assessment process, the teacher asks the students to write a descriptive text. Homework is done by the students in outside the classroom session. The teacher gives guided the homework task is suitable with the generic structure of descriptive text. They are;

identification and description. According to the teacher, it is used to enrich the students' knowledge and exercise

Data 09/LFT/Dt/HT/TI

(09) Create a descriptive text about things in the classroom

Analysis

In data number **09/LFT/Dt/HT/TI** above, the student writes descriptive text. The instruction is not give clearly for the student understand what should be written.

The following is the example of a description text made by the student:

Data 09/24/LFT/Dt/HT/TI

My Pencilcase

I love my pencil case so much. I have my pencil case when I was 6th grade. My mother gave it to me.

My pencil case colours are brown, white, black, yellow. My pencil case size is big than other. There is picture of monkey at my pencil case. The picture is funny. There are some sentences at my pencil. There are "capucino banana sentences. I don't know what the meaning of "capucino banana". My pencil case save my pen, pencils money, etc. My pencil case save my pen, pencils, money, etc. I love it so much.

In data number **09/24/LFT/Dt/HT/TI** the student's writing is appropriate with the teacher's instruction. The descriptive text is produced by the student fulfill almost all criteria of a good descriptive text.

In descriptive text, the student have done identification of his thing through answer the question when the pencil is given. Then, for

description the student describes his thing. The student mentions the color and from whom the pencilcase from.

The student uses language feature is suitable with the certain noun, simple present tense, various adjective. In the descriptive text above, the student writes is simple identification. The student does not develop the identification.

Data 09/22/LFT/Dt/HT/TI

My phone

Phone is one of communication tools. It can help us, example for communication take photo or video browsing internet.

My phone was white color with pink case. I usually use it for browsing, take photo/video, playing game and communication with many people of course my phone is one of many favorite things.

I always bring my phone whatever I go except school. Because my school is prohibited to bring a phone. Yes, I love my phone.

In the data number **09/22/LFT/Dt/HT/TI** the student's writing is appropriate with the teacher's instruction. In descriptive text above, the student writes identification is simple. The student writes identification is simple. The student should develop the identification such like; mobile phone should be useful and needed for the many people. The student writes description physical appearance, but the student does not mention the feature mobile phone specifically.

Data 09/17/LFT/Dt/HT/TI**Bag of Mine**

My bag is so special to me, because it's a present from my parents last year. Its brand is "Reebok".

Its primary color is black, and the secondary color is green. It has a pocket, the front one, the rear one, and 2 side pockets.

The front one, it consists blank papers, wallet, and school hat. Inside the rear/big one, there are books, pencil case, ruler, and laptop (if it's necessary). The 2 sides pockets, one of them a place for my drink.

In data number **09/17/LFT/Dt/HT/TI** the student's writing is appropriate with the teacher's instruction. The descriptive text is produced by the student fulfill almost all criteria of a good descriptive text. In first paragraph, the student explains the identification is simple. In second the student explains description of the features and third paragraph the student explains the contains of his bag.

Data 09/06/LFT/Dt/HT/TI**My pencil case**

My pencil case is present from my parents. Its color is yellow. I put my pencil, pen, eraser, spidol, ruler, and stabilo in my pencil case. Its brand is "KIKY"

It has emoticon picture. I like it because it is my best pencilcase.

In data number **09/06/LFT/Dt/HT/TI** the student's writing is not so appropriate with the teacher's instruction. The descriptive text above is understandable since the student uses simple language, but the student misses two important point that is; the student does not develop the identification which is suitable with the criteria. In first identification paragraph, the student explains the feature of pencil case. In second

description paragraph, the student develops the description of the thing in a simple way and the sentences are interconnected and form a unified idea. The student only describes physical appearance of pencil case. The student writes the descriptive text is not suitable with the teacher instruction. The student does not develop the each item of generic structure of the text. It is significant because the reader should know identification and description of the title coherently.

Data 09/08/LFT/Dt/HT/TI

<p style="text-align: center;">My notebook</p> <p>I have notebook. The motif is polkadot. The function is for writing the information or something. It has 40 pages.</p>
--

In data number **09/08/LFT/Dt/HT/TI** the student's writing is not so appropriate with the teacher's instruction. The descriptive text above is understandable since the student uses simple language, but the student misses two important points that is; the student develops the identification and description of the thing is simple. The student does not develop the paragraph identification to become a good paragraph. In second paragraph, the student does not describe notebook.

The student only describes physical appearance notebook become one paragraph incoherently. The student writes descriptive text which is not suitable with the teacher instruction and criteria. The student does not develop the each item of generic structure of the text. It is significant because the reader should know identification and description of the title coherently.

2) Recount Text

A recount text tells a sequence events which happen in past. The purpose of the text is entertains the reader. The generic structure of recount text, they are; orientation, events and re-orientation.

The teacher assesses the student ability in writing recount text by giving classroom task and homework task.

a) Classroom Task

In this assessment process, the teacher asks the students the students to write a descriptive text. The text should be written by the student spontaneously in classroom at the same time when the direction is given. According to the teacher, it is to maintain the aspect of authenticity.

The task is chosen by the teacher which task is written based on the teacher instruction as follows;

Data 10/LFT/Rt/CT/TI

(10) Write a recount text with the topic of travelling
--

Analysis

In the data number **10/LFT/Rt/CT/TI** above, the student are asked to directly develop the recount text. There is no format or guiding questions that can be used by the student as guide to develop the text. It seems that it is difficult for the student to create descriptive text, but

actually the format of writing recount text has been explained in the previous skills *e.i.*, listening, speaking, and reading. The class has ever discussed the example of recount text. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction:

Orientation : (1) What is the title?

(2) Where do you travelling?

(3) When do you travelling?

(4) With whom do you travelling?

Events : (5) What are you doing in there?

(6) How long do you travelling?

(7) What is happen in travelling?

Re-Orientation : (8) What are you feeling after travelling?

The following is the example of recount text made by the student:

Data 10/17/LFT/Rt/CT/TI

Travelling Jogja

Some interesting place there.

At 6.00 am. I woke up, then I took a bath at 7.00 am. We started to go to Yogyakarta. First location was depok beach.

It took us around one and half hours. When we arrived, the parking lot was so crowded. Then, we decided to get down from the car. I ran to the beach. May people are swimming, riding ATP, flying kites were their activities after running for so many minutes, I drank coconut. We ate fish, shimp, and crabs. We went to malioboro.

We arrived at malioboro at 2 pm. We explored many stores. My mom bought some bracelets, while my father bough a black watch. my 2sisters bought hats. I did not buy anything. At 6 pm, we went home.

We were so happy and satisfied because I could swim at the beach.

In data number **10/17/LFT/Rt/CT/TI** the student's writing is appropriate with the teacher's instruction. The recount text is produced by the student fulfill almost all criteria of a good recount text.

Recount text commonly has the following generic structure of that is consists of three, they are: firstly, orientation provides the setting and introduces participants. It provides details of who, what, when, where or why. Secondly, events mean sequence of the events which happened. And thirdly, closing means conclusion of the events. It contains of the writer feeling.

The language features in recount texts include the following: Nouns and pronouns, action verbs, past tense, conjunctions, adverbs and adverb phrases then adjective. In recount text above, the student writes recount text which is suitable with the criteria. They are; orientation, event and reorientation.

Data 10/13/LFT/Rt/CT/TI

My Holiday

Last year, I went to Bandung with my family. It took 11 hours by train from Solo Balapan. My family and I arrived in Bandung at 6 o'clock. My uncle **pick up** me at train station and we went to my uncle's house.

Next day, I went around Bandung and we stuck on traffic. So, we went my cousin's house. In the evening, we went to restaurant to got dinner. And the second day, I went to family's event called DBS.

Last day, we went to Trans studio Bandung. I tried all ride in there. I got afraid when I entered "Haunted Ghost" in TSB. And i took photo with traditional people in **hape**. And I went back to Solo at 8 o'clock by train. We arrived solo at 6 o'clock in the morning. It's an unforgettable moment.

In data number **10/13/LFT/Rt/CT/TI** the student's writing is appropriate with the teacher's instruction. The recount text is produced by the student fulfill criteria. In orientation, the student misses one important point that is grammatically incorrect, "*My uncle **pick up** me at train station*" it should be changed into *my uncle picked us up at the train station because her uncle picked up her family*. The student uses simple language, but the student does not tells the sequence of the events which happened. The student tells the last event his holiday. The student does not make summary of the events. It is only continued the sequence of the events.

Data 10/23/LFT/Rt/CT/TI

My Holiday

2 years ago, I with my family holiday to Bali. I went to Bali by bus. I went to Bali at 9 a.m. at 6 a.m my bus across Sunda straits. I arrived on Bali at 7 a.m.

In Bali, I spend the night in hotel. Next day, I went to Tanah lot in there. I saw some shrine and then, i visited bedugul in there. I saw nice scenery, I took some picture with my family. I had lunch together. At 3 p.m, we went back to hotel. At night, I with my family around Bali. I holiday at Bali during 4 days. I visited some places have nice scenery, among others dreamland, tanjung benoa, bedugul and tanah lot.

That is my nice holiday, when I 11 years olds.

In data number **10/23/LFT/Rt/CT/TI** above, the student's writing is not so appropriate with the criteria. The recount text above is understandable since the student uses simple language, but the student writes the orientation, event and reorientation in coherently in each items. The student missess one important point that event is not sequence which

should be written coherently in chronological order. For closing, the student uses simple language which tells the summary of the event. The student does not develop the idea in last paragraph about the feeling after holiday.

Data 10/06/LFT/Rt/CT/TI

Travelling Batu

Last year, I went to Malang with my family. We visited Prigen Safari Park. We saw many animals at there. After we were satisfied looking animals, we went to Batu and looked for hotels. After we found at hotel, we rested for a night.

In the morning, we went to Batu secret zoo. After we arrived at there, the zoo was still closed. Because that, we looked for a breakfast. After we had breakfast, the zoo was opened. My mother bought the ticket, and we waited at there. At there, we bought many clothes. After my mom got the ticket, we entered the zoo. The zoo was very large. I was very exhausted. After we just the zoo, we visited the museum near there.

In the evening, we went to BNS. We played some games at there. We were very happy.

In data number **10/06/LFT/Rt/CT/TI** above, the student's writing is not so appropriate with the criteria. The recount text above is understandable since the student uses simple language. The student writes orientation and event which become one paragraph. It becomes difficulty for the reader get the information in coherently each item. In last paragraph about reorientation, the student does not develop the summary of the events and uses simple sentence to express his feeling after travelling. But the student continues of the event.

b) Homework Task

In this assessment process, the teacher asks the students to write an recount text. But, recount text as the homework task for the student

presents a recount text in outside classroom session through orally in next meeting. The teacher determines the topic is unforgettable experience.

In meeting of teaching learning process, the student presents his task by orally in front of the class. In scoring subject, the teacher assesses the student appearance, fluency, pronounciation,

c. Written Test

Written test is test done by the teacher to measure the student capability in one period. The data is taken from mid semester of the student 8th grade in SMP N 1 Surakarta.

In the other hand, written test is located in the last question of the test after multiple choices test. The student should write answer the question that is available. The form of test in mid semester, they are: multiple choice and composition test.

In question in point A, there are 45 questions multiple choices test. The students ask to choose the answer of the question which is available. There are four chooses answer which the student should choose only one correct answer.

In the question in point B, there are 5 questions essay writing. Composition test is a test which the student writes down the answer with question in essay. On the subject that is examined in mid semester, that is: invitation card.

In this written test, the teacher asks the students to write an invitation. The text should be written by the student spontaneously in the classroom, at the same time when the instruction is given. According to the teacher, it is meant to guarantee the aspect of authenticity.

An invitation is a type of letter which is written to invite a guest to a particular event or celebration. The student writes a invitation card that is suitable with the topic. The following data is taken from short functional text in written test is invitation card.

Data 11/SFT/Wt/Mid-Test

50. SMP Negeri Awan will celebrate School Anniversary. To celebrate in the student organization will held bazaar. To discuss about it, you as the chairman and sekar as the secretary will have an meeting to discuss about the final preparation. Please make an invitation letter to all of the class leaders to attend the meeting, that will be held on Thursday, 19th September, after school, in class 9-A.

Analysis

In data number **11/SFT/Wt/Mid-Test** above the student are asked to directly develop the invitation card. There is no format or guiding questions that can be used by the student as the guide to develop the text. It seems that it is difficult for the student to create invitationcard, but actually the format of writing invitationcard has been explained in the previous skills *e.i.*, listening, speaking, and reading. The class has ever discussed the example of descriptive text in the class when teaching-learning process. But, it will facilitate the students. If in doing the task,

the students are guided by such like the following example of guiding instruction: (1) Who is organize the event?

(2) When is meeting will be held?

(3) Who is invited the meeting?

(4) What is the agenda?

(5) Where is the meeting take place?

The following is the example of invitation card made by the student:

Data 11/17/SFT/Wt/Mid-Test

INVITATION	
To : All of the class leaders	
SMP Negeri awan will celebrate the school anniversary. To celebrate it, bazar will be held by student organization. To discuss about the final preparation, we'll invite you to come in a meeting it will be held:	
-on Thursday, 19 th September 2014	
-after school	
-in class 9A	
Please come on time. Thank you	
The chairman,	The secretary
Kanindra	sekar

In data number **11/17/SFT/Wt/Mid-Test** the student's composition test is appropriate with the instruction above. The student writes invitation which is suitable with good criteria. The format form to written invitation there is the name of invitee, the purpose of the invitation is made, the content of the message there is date, time, venue and the event is available. The student adds information to come the meeting on time.

Data 11/12/SFT/Wt/Mid-Test

<p>SMP NEGERI AWAN Diponegoro street 5 Surakarta</p>	
<p>To : all of the class leaders</p>	
<p>In order our school will celebrate school anniversary that will be held on next week, so to celebrate it. The student organization will held bazar. To discuss about the final preparation. We invite all of you to come to our meeting that will be held:</p>	
<p>-on Thursday, 19th September 2014</p>	
<p>-after school</p>	
<p>-in the class 9A</p>	
<p>Since this meeting will be important for us. So come on time. We are looking forward for all your coming.</p>	
<p>Sekar (secretary)</p>	<p>Honour, Ghazy wira pradipta (as chairman)</p>

In data number **11/12/SFT/Wt/Mid-Test** the student's writing composition test is appropriate with the instruction above. The invitation is made by the student is suitable with the criteria that is; the name of invitee, the purpose, the content of the message that is; date, time, venue and the event is available. The content of the invitation it's same with the announcement. There is a sentence that is "*In order our school will celebrate school anniversary that will be held bazaar*". This sentences should be changed we invite you to celebrate school anniversary. To celebrate it, bazaar will be held by student organization. The student chooses the sentence is not concise.

Data 11/01/SFT/Ic/Wt/Mid-Test

Students' Organization	
SMP N 1 Surakarta Jl. MT.Haryono no.4	
To : All the leaders of the class	
We invite you to attend our meeting.	
It will be held	
-Thursday, 19 th September 2014	
-after school	
-in the class 9A	
Agenda : Bazar to celebrate school anniversary.	
Please come on time	
See you there	
Sekar	adelia
Secretary	chairperson

In data number **11/01/SFT/Ic/Wt/Mid-Test** the student's writing composition test is appropriate with the instruction above. The invitation cardis produced by the student fulfill almost all criteria of a good invitation text.

The student uses simple language to invite all the leader of classroom. The format form to write invitation that is; the name of invitee, the content of the message there is date, time, venue and the event is available. But, the name of the school is not appropriate with the instruction. In student's data, the student writes "SMP N 1 Surakarta." It should be changed into SMP Negeri Awan.

2. The Techniques the Teacher Used to Score Students' writing

The techniques the teacher used to assess the student writing skill are; classroom task, homework task and written test. Based on the theory,

to score the students writing tasks, a teacher should used rubric score. An ideal rubric score should cover the aspects, criteria, and the score.

Based on the data, the researcher finds that the teacher implements some rubric score that is different rubric score for different type of texts. In assessing the student writing task, there are three ways to assess; classroom task, homework task, and written test. In classroom task and homework task the teacher gives the student task through student worksheet or teacher's instruction which the student does the task based on instruction.

- a. Rubric score that is used by the teacher to score the student's writing task

Rubric score contains the criteria to score the student's writing. Commonly, classroom task, homework task and written test have rubric score to assess the student's writing task.

1) Short Functional Text

- a) Announcement

To score the students writing announcement, the teacher implement such scoring criteria for student's writing skill in announcement.

Aspect	Criteria	Range Score
Content	The development idea appropriate with topic	16-20
	The content is appropriate with the topic. But there is no develop idea	12-15
	the development idea is not appropriate with the generic structure	9-12
	Developing idea is not appropriate with teacher instruction	5-8
	The development idea is not appropriate with generic structure nad instruction.	1-4

Form	Describing the announcement form is appropriate with the language feature	13-15
	Describing the announcement form, but there is part of mistake in language feature	10-12
	Describing the announcement form, but there are part of mistakes in language feature	7-9
	Describing the announcement but there is incomplete in language feature	4-6
	Describing the form announcement is inappropriate with the language feature	1-3
Grammar	Using suitable and grammatically correct concord (verb agreement) in each word in a sentence	21 – 25
	Using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message	16 – 20
	Using suitable concord, but there are some incorrect grammar and most errors	11- 15
	Using suitable concord, but having grammatical errors which disturb the clarity of message	6 -10
	Almost all the sentences are grammatically incorrect and can not be understood.	1-5
Wording	Using the word is appropriate and correct in the sentence	21 - 25
	Using the word is appropriate and correct but have little bit of spelling errors.	16 - 20
	Using the word is appropriate and correct word, but have more spelling errors.	11- 15
	Using correct and appropriate word and the message can not be understood.	6 – 10
	Almost of the words and spelling used are false and incomprehensible.	1-5
Coherent	Using correct spellings, and punctuation in the sentences	13-15
	Using correct spellings and have little bit mistake in punctuation	10-12
	Using incorrect spellings and correct punctuation in sentences	7-9
	Using correct spellings and incorrect punctuation in sentences	4-6
	Almost the spellings and punctuation in the sentences are incorrect	1-3

Scoring criteria of announcement arranged by the teacher is actually appropriate with the scoring of writing introduced by Brown. They are; content, form, wording, grammar and coherent. The aspects of scoring are similar with the theory of Brown although Brown uses

different terms, they are: content, form, style, grammar, mechanic. The rubric developed by the teacher is based on the three main components of texts, that are: generic structure, language feature and social function of the text.

(1) Classroom Task

The teacher applies announcement text as the classroom task. He uses rubric score to score the student writing. The teacher scores the student writing in classroom together with the students at that time when the student did the writing task. The following is the example of the scoring student writing task and the score:

Data 01/02/SFT/An/Sw/CT/17/B1

ANNOUNCEMENT	
To: All student	
I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. Someone who found my notebook please return it to me. Thank you	
	Rizky Agung B.P
Content : 18	
Form : 12	
wording : 20	
Grammar : 21	
Coherent : <u>12</u>	
83	

In data number **02/SFT/An/Sw/CT/17/B1** the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 83, which means that the student can get better achievement.

For the content, He gets 18, because the development of the idea is appropriate with topic. For the form, the student gets 12, because the student misses some part, that is describing the announcement form but there is part of mistake in language feature. For grammar, student got 21 because of using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For wording, the student got 20. Because the task is appropriate and correct word but have little bit of spelling errors. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 01/04/SFT/An/Sw/CT/17/B1

Announcement	
To: All student	
	I lost my English notebook yesterday, its cover is brown. If anyone finds it please meet me at library.
Content	: 18
Form	: 10
wording	: 20
Grammar	: 18
Coherent	: <u>10</u>
	76

In data number **01/04/SFT/An/Sw/CT/17/B1** the student's score which is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 76, which means that the student is not suitable with the achievement.

For the content, He gets 18, because the development of the idea is appropriate with topic. For form, the student gets 10, because

describing the announcement form but there is part of mistake in language feature. For wording, the student gets 20 because using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 18 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 10 because using correct spellings and have little bit mistake in punctuation.

Data 01/03/SFT/An/Sw/CT/17/B1

ATTENTION	
To : all	
I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. If you find it please return it to me. Thank you.	
	<u>Aflah Nityasa</u>
	8C
Content : 12	
Form : 12	
wording : 18	
Grammar : 18	
Coherent : <u>10</u>	
	70

In data number **01/03/SFT/An/Sw/CT/17/B1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 70, which means that the student is not suitable with the achievement.

For the content, She gets 12, because the development idea is not appropriate with the criteria. For form, the student gets 12, because describing the announcement form but there is part of mistake in

language feature. For wording, the student gets 18 because using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 18 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 10 because using correct spellings and have little bit mistake in punctuation.

Data 02/17/SFT/An/Sw/CT/17/B2

Announcement	
To: All students	
	I found a grey wallet under the bench in school canteen. It contains 2 sheets of Rp 20,00;3 sheets of Rp 5.000, and 3 sheets of Rp 1.000. whoever loses and owns this wallet, please meet me at class 8C. Thank you.
	Kanindra
Content : 20	
Form : 15	
Wording : 20	
Grammar : 22	
Coherent : <u>13</u>	
90	

In data number **02/17/SFT/An/Sw/CT/17/B2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 90, which means that the student can get better achievement.

The content gets 20, because the development of the idea is appropriate with topic. For form, the student gets 15, because the student describing the announcement form is appropriate with the language feature. For wording, the student gets 20 because using appropriate and correct word but have little bit of spelling errors. For

grammar, student gets 22 because using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For coherent, the student gets score 13 because using correct spellings, and punctuation in the sentences.

Data 02/12/SFT/An/Sw/CT/17/B2

“ATTENTION”	
To: all students	
I have an important information for all of you. I’ve just found a grey wallet under a bench in the school canteen. It contains Rp 100.000 and without personal identity. Anyone who owns, should me in my classroom VIIIIC after school soon. For further information please contact me, 081226211784	
	Honour,
	Ghazy Wira Pradipta (as discover)
Content	: 20
Form	: 15
Wording	: 20
Grammar	: 20
Coherent	: <u>10</u>
	85

In data number **02/12/SFT/An/Sw/CT/17/B2** the student’s score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 85, which means that the student can get better achievement.

The student gets 85 which is suitable with the criteria of announcement. But it should be used to spoken announcement text. The content gets 20, because the development of the idea is appropriate with topic. For form, the student gets 15, because the student can describe the announcement form appropriately based the

language feature. For wording, the student gets 20 because using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 20 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 10 because using correct spellings and have little bit mistake in punctuation.

Data 02/06/SFT/An/Sw/CT/17/B2

Announcement

To: All students

I found a grey wallet under a bench in school canteen. If you know anyone who has. Ask anyone who owns it to meet me in my classroom after school.

Salsabila

Content : 15

Form : 12

Wording : 20

Grammar : 20

Coherent : 10

77

In data number **02/06/SFT/An/Sw/CT/17/B2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 77, which means that the student does the task is not suitable with the instruction and the criteria.

The content gets 15, because the content is appropriate with the topic. But there is no develop idea. For form, the student gets 12, because describing the announcement form, but there is part of mistake in language feature. For wording, the student gets 20 because it use

appropriate and correct word but has little bit of spelling errors. For grammar, student gets 20 because it uses suitable concord, but there is little bit grammatical mistakes. For coherent, the student gets score 10 because of correct spellings and have little bit mistake in punctuation.

Data 02/14/SFT/An/Sw/CT/17/B2

Announcement	
A grey wallet was found under a bench in the school canteen. To anyone who owns this wallet, please meet me in my classroom after school.	
Content	: 4
Form	: 10
Wording	: 20
Grammar	: 20
Coherent	: <u>10</u>
64	

In data number **02/14/SFT/An/Sw/CT/17/B2** the student score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 64, which means that the student does the task is not suitable with the instruction and the criteria.

The content gets 4, because the student develops idea which is not appropriate with criteria and instruction. For form, the student gets 10, because when he described the announcement form there is still a little mistake in language feature. For wording, the student gets 20 because the student uses appropriate and correct word but it has little bit of spelling errors. For grammar, student gets 20 because of using suitable concord, but there is little bit grammatical mistakes. For coherent, the

student gets score 10 because using correct spellings and have little bit mistake in punctuation.

Data 04/17/SFT/An/Sw/CT/19/A1

Announcement	
To:	All OSIS members
	There will be a meeting on August 29, 2013. After school/around 1.30 p.m. We will review the OSIS activities which were held in last Independent Day celebration. All members may not be late, because it's really important. Thank you.
	Kanindra
Content	:20
Form	:13
Wording	:25
Grammar	:25
Coherent	: <u>12</u>
	95

In data number **04/17/SFT/An/Sw/CT/19/A1** the student score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 95, which means that the student can get better achievement.

The content gets 20, because the development of the idea which is appropriate with topic coherently. For form, the student gets 13, because the description of the announcement form is appropriate with the language feature. For wording, the student gets 25 because of using appropriate and correct word in the sentence. For grammar, student gets 25 because it is suitable and grammatically correct concord (verb agreement) in each word in a sentence. For coherent, the student gets

score 10 because it is using correct spellings and having little bit mistake in punctuation.

Data 04/24/SFT/An/Sw/CT/19/A1

Attention	
To: All OSIS Staff member	
<p>There will be a monthly meeting on August 29, after school. The agenda is reviewing the OSIS activities which were held in the last Independent Day Celebration.</p>	
<p><u>Tomi</u> OSIS Chairperson</p>	
Content	:15
Form	:13
Wording	:15
Grammar	:18
Coherent	: <u>12</u>
73	

In data number **04/24/SFT/An/Sw/CT/19/A1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 73, which means that the student writing is not appropriate with the criteria.

The content gets 15, because the content is appropriate with the topic. But there is no develop idea. For form, the student gets 13, because the description of the announcement form is appropriate with the language feature. For wording, the student gets 15 using appropriate and correct word, but have more spelling errors. For grammar, student gets 18 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of

the message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 04/14/SFT/An/Sw/CT/19/ A1

Announcement	
To all OSIS Staff member, this announcement for remind the OSIS staff member about the monthly meeting. The agenda is reviewing the OSIS activities which were held on August 29, after school, in the OSIS room.	
<u>OSIS Chairperson</u>	
Content	:12
Form	:13
Wording	:15
Grammar	:15
Coherent	: <u>12</u>
67	

In data number **04/14/SFT/An/Sw/CT/19/A1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 67, which means that the student's writing is not appropriate with the criteria.

The content gets 12, because the content is appropriate with the topic. But there is no develop idea. For form, the student gets 13 because describing the announcement form is appropriate with the language feature. For wording, the student gets 15 because using appropriate and correct word, but have more spelling errors.. For grammar, student gets 15 because using suitable concord, but there are some incorrect grammar and most errors interfere the clarity of the

message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 05/16/SFT/An/Sw/CT/19/A2

Attention	
To: all scout members	
Based on the meeting last week, the camping activity will be held next month. So, all scout members are recommended to prepare it and come to the scout activities on Friday. For more information, please contact April, commander or lia, person responsible.	
	Lia
Content	:20
Form	:12
Wording	:25
Grammar	:22
Coherent	: <u>12</u>
91	

In data number **05/16/SFT/An/Sw/CT/19/A2** the student's score is appropriate with the rubric score that is made by the teacher and suitable with the spoken announcement text. It can be seen the title "ATTENTION". The student score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 91, which means that the student can get better achievement.

The content gets 12, because the student develops the idea which is appropriate with topic coherently. For form, the student gets 13 because describing the announcement form is appropriate with the language feature. For wording, the student gets 25 because using appropriate and correct word in the sentence. For grammar, student gets 22 because using suitable and grammatically correct concord

(verb agreement) in each word in a sentence. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 05/03/SFT/An/Sw/19/A2

ANNOUNCEMENT	
To: All scout members	
There will be a camping activity next month. For all scout members. Please prepare and come to the scout activities on Friday.	<u>Af</u>
Content :15	
Form :13	
Wording :15	
Grammar :18	
Coherent : <u>12</u>	
	73

In data number **05/03/SFT/An/Sw/19/A2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 73, which means that the student's writing is not appropriate with the criteria.

The content gets 15, because the content is appropriate with the topic. But there is no develop idea. For form, the student gets 13 because describing the announcement form is appropriate with the language feature. For wording, the student gets 15 because describing the announcement form is appropriate with the language feature. For grammar, student gets 18 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of

the message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 05/02/SFT/An/Sw/CT/19/A2

SCOUT	
To: All scout members	
There will be a camping activity next month. To all members must to the scout activities on Fridays.	
	<u>Avik</u> Scout leader
Content	:12
Form	:13
Wording	:15
Grammar	:15
Coherent	: <u>12</u>
	67

In data number **05/02/SFT/An/Sw/CT/19/A2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 67, which means that the student's writing is not appropriate with the criteria.

The content gets 12, because the content is appropriate with the topic. But there is no develop idea. For form, the student gets 13 because the announcement form is appropriate with the language feature. For wording, the student gets 15 because the describing use appropriate and correct word, but have more spelling errors. For grammar, student gets 15 because uses suitable concord, but there are some incorrect grammar and most errors interfere the clarity of the

message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

(2) Homework Task

The teacher applies announcement text as the homework task using rubric score that is made by the teacher to score the student writing. The teacher scores the student writing in outside of the classroom session. The following is the example of an score announcement made by the student:

Data 03/06/SFT/An/Sw/HT/17/C

Announcement	
To :	all students SMP Harapan Bangsa
<p>This school will make English contest on April 21, 2013 in SMP Harapan Bangsa. Each class should register at least are student with one of these following topics. The difficulties of learning English and spelling, if you will ask any information can call risa.</p>	
CP:	Risa (082887612392)
Content	:20
Form	:15
Wording	:18
Grammar	:20
Coherent	: <u>12</u>
	85

In data number **03/06/SFT/An/Sw/HT/17/C** above, the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 85, which means that the student can get better achievement.

The content gets 20, because the student develops the idea which is appropriate with topic. For form, the student gets 15 because describing the announcement form is appropriate with the language feature. For wording, the student gets 18 because using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 20 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 03/19/SFT/An/HT/Sw/17

ONE DAY PROMO	
To : All shoppers	
Only today! Buy 2 get 1 free for a minimum purchase Rp 200.000 at the blue marked section. Only today!	
Departement Store Director	
Content	:20
Form	:12
Wording	:20
Grammar	:20
Coherent	: <u>12</u>
84	

In data number **03/19/SFT/An/Sw/HT/17/C** above, the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 84, which means that the student can get better achievement.

The content gets 20, because the student develops the idea which is appropriate with topic coherently. For form, the student gets 12

because the task in announcement form is appropriate with the language feature. For wording, the student gets 20 because it using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 20 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 12 because the sentences using correct spellings and have little bit mistake in punctuation.

Data 03/15/SFT/An/ HT/Sw-17/C

Attention, ladies and gentleman

We've found a four-year-old girl at the airport. She has curly long hair. She has fair and white skin with slanted eyes. She is wearing a pink T-shirt and black purple skirts. An now, in the manager's office. If anyone knows her, please come to meet her.

Thank you

Content :20

Form :12

Wording :20

Grammar :22

Coherent :12

82

In data number **03/15/SFT/An/ HT/Sw-17/C** above, the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 82, which means that the student can get better achievement.

The content gets 20, because the student develops the idea which is appropriate with topic coherently. For form, the student gets 12 because describing the announcement form is appropriate with the

language feature. For wording, the student gets 18 because using appropriate and correct word but have little bit of spelling errors. For grammar, student gets 22 because using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

Data 03/20/SFT/An/ HT /Sw-17/C

ATTENTION!

Let's we meet to celebrate our graduation at 80's night party. Please wear dresscode like in 80's era will be holding at university's auditorium. Saturday, 24 august 2013 at 7p.m

Lets back to 80's! Let's have some fun!

Content :18

Form :10

Wording :18

Grammar :15

Coherent :10

71

In data number **03/20/SFT/An/ HT /Sw-17/C** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 71, which means that the student does the task is not suitable with the instruction and the criteria.

The content gets 18, because the student develops the idea which is appropriate with topic coherently. For form, the student gets 10 because describing the announcement form is appropriate with the language feature. For wording, the student gets 18 because using appropriate and correct word but have little bit of spelling errors. For

grammar, student gets 15 because using suitable concord, but there are some incorrect grammar and most errors interfere the clarity of the message. For coherent, the student gets score 10 because using correct spellings and have little bit mistake in punctuation.

b) Congratulation card

To score the students writing congratulation, the teacher implement such kind of scoring criteria student's writing skill in congratulation card.

(1) Classroom Task

In classroom task, the student does not make congratulation card. The student is only do the task "fill in the blank" in the student worksheet.

(2) Homework Task

Aspect	Range Score
Content	30
Form	40
Grammar	30
Jumlah	100

The rubric score of congratulation card is suitable with language features of congratulation card. They are; content covers the addressee to whom the congratulation refers to, the body of text that is; the people give congratulate, hope and the sender.

Data 06/17/SFT/Cc/HT/Sw-89/B1

Dear Frizzo,

Congratulation on your Friz.

Leave your past behind you
 Start your life tomorrow
 Success has been waiting you

Regards,

Kanindra

Content : 30

Form :30

Grammar :23

83

In data number **06/17/SFT/Cc/HT/Sw-89/B1** the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 83, which means that the student can get better achievement.

For the content gets 30, because the student's writing congratulation card is suitable with the criteria. For the form got 30 which is suitable with the criteria but the student misses type of congratulation card. The student does not mention the congratulation specifically. For grammar, the student gets 23 because the task using correct grammatical.

Data 06/08/SFT/Cc/HT/Sw-89/B1

Dear, Sasa
Congratulation on your graduation sis!
Hope your dreams come true!
Love,

Oya

Content : 25
Form : 30
Grammar : 20
75

In data number **06/08/SFT/Cc/HT/Sw-89/B1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 75, which means that the student does the task, is not suitable with the instruction and the criteria.

For the content gets 25, because the student's writing congratulation card is simple. The student does not develop the content. The student gets form 30 which is suitable with the criteria but the student does not mention wish of congratulation specifically. For grammar, the student gets 20 because the task using sentences is understandable for the reader.

Data 06/22/SFT/Cc/HT/Sw-89/B1

Dear Aroya,

Congratulation on your graduation!

Whatever your dreams may be, may each become a reality!!

Your best friend,

Sasa

Content : 15

Form : 30

Grammar : 20

65

In data number **06/22/SFT/Cc/HT/Sw-89/B1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 65, which means that the student does the task is not suitable with the instruction and the criteria.

The content gets 15, because the student's writing congratulation card is the same as the example of congratulation card in student worksheet book and using simple language. The student does not develop the content. The student gets form 30 which is suitable with the criteria but the student does not develop the congratulation card specifically. For grammar, the student gets 20 because the task using sentences is understandable for the reader.

Data 06/01/SFT/Cc/HT/Sw-89/B1

Dear Diatri,

Congratulations on your graduation!

Content : 10

Form : 10

Grammar : 10

30

In data number **06/01/SFT/Cc/HT/Sw-89/B1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 30, which means that the student does the task is not suitable with the instruction and the criteria..

The content gets 10, because the student's writing congratulation card misses the sender of congratulation card and the wish for her friend. The student does not develop the content. The student gets form 10 which is not suitable with the criteria and the student does not develop the congratulation card specifically. For grammar, the student gets 10 because the task using sentences in coherently in each paragraph.

Data 06/14/SFT/Cc/HT/Sw-89/B1

Dear _____

Whatever your dreams may be,
 May each become a reality.
 HAPPY Graduation!!

Your sister

Content : 10

Form : 8

Grammar : 8

26

In data number **06/14/SFT/Cc/HT/Sw-89/B1** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. Then, the student gets 65 which the student does the task is not suitable with the instruction and the criteria..

The content gets 10, because the student's writing congratulation card misses important point that is; the body of text consists of give congratulation and expectation. The student does not develop the content. The student gets form 8 because it is not suitable with the criteria but the student does not develop the congratulation and there is to who the addressee refers to card specifically. For grammar, the student gets 8 because using sentences in coherently each paragraph.

Data 07/17/SFT/Cc/HT/Sw-89/B2

To: my pal, Mark CONGRATULATIONS! You've been working hard so long. Seems like fatigued has been your only friend. But you paid all off All achievement you stole Especially science CONGRATS! May God Bless You!	
Kanindra	
Content	: 30
Form	:35
Grammar	: <u>22</u>
	87

In data number **07/24/SFT/Cc/HT/Sw-89/B2** the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 80, which means that the student can get better achievement.

The student gets 28, because the student's writing congratulation card is suitable with the criteria. But the student misses important point to mention the specific congratulation. The student gets form 32 which is suitable with the criteria. For grammar, the student gets 22 because using correct grammatical but there is little bit mistake in writing the phrase "you best". It should be changed become "*Your best friend*".

Data 07/22/SFT/Cc/HT/Sw-89/B2

Dear Brigitta, Congratulation on your achievement! Keep reach for the stars and dreaming! Your best friend, Sasa	
Content	: 25
Form	: 30
Grammar	: <u>20</u>
	75

In data number **07/22/SFT/Cc/HT/Sw-89**/the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 80, which means that the student can get better achievement.

The student gets 28, because the student's writing congratulation card is suitable with the criteria. But the student misses important point to mention the specific congratulation. The student gets form 30 which is suitable with the criteria. For grammar, the student gets 20 because using correct grammatical but there is little bit mistake in writing the phrase "you best". It should be changed become "*Your best friend*".

Data 07/08/SFT/Cc/HT/Sw-89/B2

Dear Diatri,
 Congratulation on your achievement
 Content : 10
 Form : 10
 Grammar : 10
 30

In data number **07/08/SFT/Cc/HT/Sw-89/B2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 30, which means that the student's writing is not suitable with the criteria.

The student gets content 10 because the student's writing congratulation card is not suitable with the criteria. For the content, he gets 10, because it is not suitable with the criteria. For grammar, the student gets 10 because he using incorrect grammatical.

Data 07/14/SFT/Cc/HT/Sw-89/B2

Dear, _____
 Congratulation on your achievement
 Your best friend,

Content : 5
 Form : 8
 Grammar : 10
 23

In data number **07/14/SFT/Cc/HT/Sw-89/B2** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 23, which means that the student's writing is not suitable with the criteria.

The student gets content 5 because the student's writing congratulation card is not suitable with the criteria. For the form, the student gets form 8, because the task is not suitable with the criteria. For grammar, the student gets 10. Because he using incorrect grammatical.

2) Long Functional Text

To score the student's writing in descriptive text, the teacher does not make criteria as specific criteria.

a) Descriptive Text

In classroom task and homework task have same ways to score the student's writing skill in descriptive text. The teacher applies the aspect to score student' writing covers: content, form, grammar, vocabulary and punctuation.

(1) Classroom Task

In classroom task, the teacher assesses the student's writing skill in classroom.

The following of rubric score in descriptive text:

Aspect	Range Score
Content	20
Form	20
Grammar	20
Vocab	20
Punctuation	20

The following example of the scoring student writing task:

Data 08/24/LFT/Dt/CT/TI

My friend	
<p>I have a friend. Her name is Hanin Amalia Putri. Her nickname is hanin. She was born on 31st october 2000. She lives at baron, surakarta. She has one sister and one brother. Her sister name is dini and her brother's name is tito.</p> <p>She has beautiful face. She has slamed eyes. She has pointed nose. She wears veil. She has perfect body. She is tall. She is 162 cm. She is 39 kg. She is very kindly. She is humorous person. Her hobby is singing, and dancing. She loves korean so much. She loves korean artist. She loves korean drama. Her favorite food is fried rice. Her favorite drink is orange juice and her favorite colors are black, white and grey.</p>	
Content	:18
Form	:18
Grammar	:20
Vocab	: 20
Punctuation	: <u>18</u>
94	

In data number **08/24/LFT/Dt/CT/TI** the student score is appropriate with the rubric score. The minimal achievement standard

(KKM) determined by that school is 80. That student achieves 94, which means that the student can get better achievement.

The student content gets 18, because the student develops the generic structure of descriptive text clearly. For form, the student gets 18, because the student tells the part of language feature of descriptive text. They are: identification and description. For grammar, the student gets 20 because the student's writing has grammatically correct sentences. For vocab, she gets 20 because the student develops her vocabulary. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

Data 08/12/LFT/Dt/CT/TI

<p>“Damian”</p> <p>Damian is one of my close friend. He is my classroommate in 8C. He was born in Surakarta on november 19, 1999. His father is an Indonesian while his mother is the same as his father. He has one sister and brother. He is medium eyes color are black. He wears glasses. He is shy and polite enough. His hobby is playing game, almost every single day, he always plays game at home or even at school. Personally he is such as a good friend.</p> <p>Content : 18 Form : 15 Grammar : 18 Vocab : 15 Mechanic : <u>18</u></p> <p style="text-align: center;">84</p>
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In data number **08/12/LFT/Dt/CT/TI** the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 84, which means that the student can get better achievement.

The student content gets 18, because the student develops the generic structure of descriptive text clearly. For form, the student gets 15, because the student misses the part of language feature of descriptive text. That is: identification. The student does not develop the idea of identification. For grammar, he gets 18, because the student's writing has grammatically correct sentences. For vocab, the student gets 15, because the student has less vocabulary. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

Data 08/01/LFT/Dt/CT/TI

My friend	
Ittaqi sylva is my friend, her nickname is sylva. She was born at 5 april 2000.	
She has black and curly hair. She has loudly voice. She often go to school by bike.	
Content	: 10
Form	: 10
Grammar	: 12
Vocab	: 12
Mechanic	: <u>12</u>
58	

In data number **08/01/LFT/Dt/CT/TI** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 58 which the student's writing is not suitable with criteria.

The student content gets 10, because the student does not develop the generic structure in each item of descriptive text clearly. For form, the student gets 10, because the student does not develops the part of

language feature of descriptive text. They are: identification and description. For grammar, the student gets 12 because the student writing has grammatically correct sentences but the student does not develop the language feature. For vocab, the student gets 12, because the student is not developing the vocabulary. For punctuation, she gets 12, because the student writes descriptive text which is not coherent, cohesion and tidy in each paragraph.

(2) Homework Task

Data 09/24/LFT/Dt/HT/TI

My Pencilcase

I love my pencil case so much. I have my pencil case when I was 6th grade. My mother gave it to me.

My pencil case colours are brown, white, black, yellow. My pencil case size is big than other. There is picture of monkey at my pencil case. The picture is funny. There are some sentences at my pencil. There are “capucino banana sentences. I don’t know what the meaning of “capucino banana”. My pencil case save my pen, pencils money, etc. I love it so much.

Content : 18

Form : 18

Grammar : 15

Vocab : 17

Mechanic : 18

87

In data number **09/24/LFT/Dt/HT/TI** the student’s score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 87, which means that the student can get better achievement.

For content, the student gets 18 because the content which is suitable with the language feature of descriptive text that is identification and description. Despite the identification of descriptive text does not explain detail. For form, the student gets 18 because developing the descriptive text but the student does not develop the identification. The student writes simple identification. For grammar, the student gets 15 because there is little bit mistake in sentence “My pencil case save my pen, pencils, money, etc.” It should be changed become “my pencil case keeps my pen, pencils, money, etc. For vocab, the student gets 17 because the student chooses the simple word. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

Data 09/22/LFT/Dt/ HT/TI

My phone	
Phone is one of communication tools. It can help us, example for communication take photo or video browsing internet.	
My phone was white color with pink case. I usually use it for browsing, take photo/video, playing game and communication with many people of course my phone is one of many favorite things.	
I always bring my phone whatever I go except school. Because my school is prohibited to bring a phone. Yes, I love my phone.	
Content	: 15
Form	: 15
Grammar	: 18
Vocab	: 15
Mechanic	: <u>18</u>
81	

In the data number **09/22/LFT/Dt/HT/TI** the student’s score is appropriate with the rubric score. The minimal achievement standard

(KKM) determined by that school is 80. That student achieves 81, which means that the student can get better achievement.

For content, the student gets 15 because the content which is suitable with the language feature of descriptive text that is identification and description. The student writes identification and description are simple. For form, the student gets 15 because developing the descriptive text but the student writes identification is simple. For grammar, the student gets 18 because student writing has grammatically correct sentences. For vocab, the student gets 17 because the student chooses word is simple. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

Data 09/17/LFT/Dt/HT/TI

Bag of Mine	
My bag is so special to me, because it's a present from my parents last year. Its brand is "Reebok".	
Its primary color is black, and the secondary color is green. It has a pocket, the front one, the rear one, and 2 side pockets.	
The front one, it consists blank papers, wallet, and school hat. Inside the rear/big one, there are books, pencil case, ruler, and laptop (if it's necessary). The 2 sides pockets, one of them a place for my drink.	
Content	: 15
Form	: 18
Grammar	: 18
Vocab	: 16
Mechanic	: <u>18</u>
85	

In data number **09/17/LFT/Dt/HT/TI** the student's score is appropriate with the rubric score. The minimal achievement standard

(KKM) determined by that school is 80. That student achieves 85, which means that the student can get better achievement.

For content, the student gets 15 because the content which is suitable with the language feature of descriptive text that is identification and description. The student writes identification and description are simple. For form, the student gets 18 because developing the descriptive text but the student writes identification and description is simple. The student does not develop in each item. For grammar, the student gets 18 because student writing has grammatically correct sentences. For vocab, the student gets 16 because the student repeats same word. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

Data 09/06/LFT/Dt/HT/TI

My pencil case	
My pencil case is present from my parents. Its color is yellow. I put my pencil, pen, eraser, spidol, ruler, and stabilo in my pencil case. Its brand is "KIKY"	
It has emoticon picture. I like it because it is my best pencilcase.	
Content	: 10
Form	: 10
Grammar	: 15
Vocab	: 12
Mechanic	: <u>12</u>
59	

In data number **09/06/LFT/Dt/HT/TI** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 83, which means that the student's writing is not suitable with the criteria.

For the content, he gets 10, because the student does not develop the generic structure in each item of descriptive text clearly. For form, the student gets 10, because the student does not develop the part of language feature of descriptive text. They are: identification and description. For grammar, the student gets 12 because the student writing has grammatically correct sentences but the student does not develop the language feature. For vocab, the student gets 12 because the task is not developing his vocabulary. For punctuation, he gets 12, because the student writes descriptive text which is not coherent, cohesion and tidy in each paragraph.

Data 09/08/LFT/Dt/HT/TI

My notebook	
I have notebook. The motif is polkadot. The function is for writing the information or something. It has 40 pages.	
Content	: 5
Form	: 5
Grammar	: 10
Vocab	: 10
Mechanic	: <u>5</u>
35	

In data number **09/08/LFT/Dt/HT/TI** the student's score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 35, which means that the student's writing is not suitable with the criteria.

For content, the student gets 5, because the student misses description in second paragraph and does not develop the generic structure in each items of descriptive text clearly. For form, the student

gets 10, because she does not develop the part of language feature of descriptive text. They are: identification and description. For grammar, the student gets 10 because the student's writing has grammatically correct sentences but the student does not develop the language feature. For vocab, the student gets 10 because he is not developing her vocabulary. For punctuation, he gets 5, because the student writes descriptive text which is not coherent, cohesion and tidy.

b) Recount Text

To score the student's writing in recount text, the teacher makes scoring criteria to score the student's writing.

(1) Classroom Task

In classroom task the student's writing skill in recount text. The teacher applies the aspect to score student' writing covers: content, form, grammar, diction and mechanic. The following scoring criteria of recount text

Aspect	Criteria	Range Score
Content	Describing the main idea and developing of supporting idea of the topic sentence coherently	17 – 20
	Describing the main idea and developing the idea of the topic sentence relevantly. Almost of the sentences are interconnected and form a unified idea	13 – 16
	Describing the main idea and developing of supporting idea of the topic sentence relevantly. But still, there is title	9 – 12
	Not describing the main idea and not supporting idea are not relevantly.	5 – 8
	Describing almost of the content are not relevant and incoherently. Each sentence stand-alone.	1-4
Form	Organizing the generic structure appropriate with the content	17 – 20

	Organizing the generic structure and is appropriate with the content, but have a mistake	13 – 16
	Organizing the generic structure and is appropriate with the content, but have some mistakes	9 – 12
	Organizing the generic structure but is not relevant and inappropriate with the content	5 – 8
	All the sentences are not relevant to organize the generic structure and inappropriate with the content	1- 4
Grammar	Using suitable and grammatically correct concord (verb agreement) in each word in a sentence	21 – 25
	Using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message	16 – 20
	Using suitable concord, but there are some incorrect grammar and most errors interfere the clarity of the message.	11- 15
	Using suitable concord, but having grammatical errors which disturb the clarity of message	6 -10
	Almost all the sentences are grammatically incorrect and can not be understood.	1-5
Diction	Using appropriate and correct word in the sentence	21 - 25
	Using appropriate and correct word but have little bit of spelling errors.	16 - 20
	Using appropriate and correct word, but have more spelling errors.	11- 15
	Using correct and appropriate word and the message can not be understood.	6 – 10
	Almost of the words and spelling used are false and incomprehensible.	1-5
Mechanic	Using correct spellings, and punctuation in the sentences	9-10
	Using correct spellings and have little bit mistake in punctuation	7-8
	Using incorrect spellings and correct punctuation in sentences	5-6
	Using correct spellings and incorrect punctuation in sentences	3-4
	Almost the spellings and punctuation in the sentences are incorrect	1-2

In principle of scoring in writing skill, the rubric score of recount text is appropriate with the theory. It is only different name, in the

theory the aspect of scoring in writing with analytic score are: content, form, style, grammar, mechanic. The rubric score is made by the teacher consists of: content, form, diction, grammar and coherent.

In the other hand, the teacher assesses the teaching learning process in student worksheet book and also teacher instruction. The teacher makes rubric score announcement based on the language feature, and generic structure of the text that was discussed.

Data 10/17/LFT/Rt/CT/TI

Travelling Jogja	
Some interesting place there.	
At 6.00 am. I woke up, then I took a bath at 7.00 am. We started to go to Yogyakarta. First location was depok beach.	
It took us around one and half hours. When we arrived, the parking lot was so crowded. Then, we decided to get down from the car. I ran to the beach. May people are swimming, riding ATP, flying kites were their activities after running for so many minutes, I drank coconut. We ate fish, shimp, and crabs. We went to malioboro.	
We arrived at malioboro at 2 pm. We explored many stores. My mom bought some bracelets, while my father bough a black watch. my 2sisters bought hats. I did not buy anything. At 6 pm, we went home.	
We were so happy and satisfied because I could swim at the beach.	
Content	: 20
Form	: 16
Grammar	: 20
Diction	: 23
Mechanic	: <u>10</u>
90	

In data number **17/LFT/Rt/CT/TI** the student's score is appropriate with the rubric score. The minimal achievement standard

(KKM) determined by that school is 80. That student achieves 90, which means that the student can get better achievement.

For content, the student gets 20 because the content which is suitable with describing the main idea and developing of supporting idea of the topic sentence coherently. For form, the student gets 16 because organizing the generic structure and is appropriate with the content, but have a mistake. For grammar, the student gets 23 because using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For diction, the student gets 23 because the task using appropriate and correct word in the sentence. For mechanic, the student gets 10 because the student's writing using correct spellings and punctuation in the sentences.

Data 10/13/LFT/Rt/CT/TI

My Holiday

Last year, I went to Bandung with my family. It took 11 hours by train from Solo Balapan. My family and I arrived in Bandung at 6 o'clock. My uncle **pick up** me at train station and we went to my uncle's house.

Next day, I went around Bandung and we stuck on traffic. So, we went my cousin's house. In the evening, we went to restaurant to got dinner. And the second day, I went to family's event called DBS.

Last day, we went to Trans studio Bandung. I tried all ride in there. I got afraid when I entered "Haunted Ghost" in TSB. And i took photo with traditional people in **hape**. And I went back to Solo at 8 o'clock by train. We arrived solo at 6 o'clock in the morning. It's an unforgettable moment.

Content : 20
 Form : 18
 Grammar : 20
 Diction : 22
 Mechanic : 8

In data number **10/13/LFT/Rt/CT/TI** the student's score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 88, which means that the student can get better achievement.

For content, the student gets 20 because the content which is suitable with describing the main idea and developing of supporting idea of the topic sentence coherently. For form, the student gets 18 because the arrangement of the generic structure is appropriate with the content. For grammar, the student gets 20 because he using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For diction, the student gets 22 because the student's writing using appropriate and correct word in the sentence. For mechanic, the student gets 8 because using correct spellings and have little bit mistake in punctuation.

Data 10/23/LFT/Rt/CT/TI

My Holiday

2 years ago, I with my family holiday to Bali. I went to Bali by bus. I went to Bali at 9 a.m. at 6 a.m my bus across Sunda straits. I arrived on Bali at 7 a.m.

In Bali, I spend the night in hotel. Next day, I went to Tanah lot in there. I saw some shrine and then, i visited bedugul in there. I saw nice scenery, I took some picture with my family. I had lunch together. At 3 p.m, we went back to hotel. At night, I with my family around Bali. I holiday at Bali during 4 days. I visited some places have nice scenery, among others dreamland, tanjung benoa, bedugul and tanah lot.

That is my nice holiday, when I 11 years olds.

Content :18

Form :16

Grammar :20

Diction :15

Mechanic : 6

In data number **10/23/LFT/Rt/CT/II** the student score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 75, which means that the student is not suitable with the criteria.

For content, the student gets 18 because the content is suitable by describing the main idea and developing of supporting idea of the topic sentence coherently. For form, the student gets 16 because the organization of the generic structure which is appropriate with the content, but have a mistake. For grammar, he gets 20 because the student's writing using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For diction, he gets 15 because the student's writing which is appropriate and correct word, but have more spelling errors. For mechanic, he gets 6 because the organization of the generic structure which is not appropriate and is not relevant with the content.

Data 10/06/LFT/Rt/CT/TT

Travelling Batu

Last year, I went to Malang with my family. We visited Prigen Safari Park. We saw many animals at there. After we were satisfied looking animals, we went to Batu and looked for hotels. After we found at hotel, we rested for a night.

In the morning, we went to Batu secret zoo. After we arrived at there, the zoo was still closed. Because that, we looked for a breakfast. After we had breakfast, the zoo was opened. My mother bought the ticket, and we waited at there. At there, we bought many clothes. After my mom got the ticket, we entered the zoo. The zoo was very large. I was very exhausted. After we just the zoo, we visited the museum near there.

In the evening, we went to BNS. We played some games at there. We were very happy.

Content : 20
 Form : 15
 Grammar : 15
 Diction : 18
 Mechanic : 8

76

In data number **10/06/LFT/Rt/CT/TT** the student score is not appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 76, which means that the student's writing is not suitable with the criteria.

For content, the student gets 20 because the content which is suitable with describing the main idea and developing of supporting idea of the topic sentence coherently. For form, the student gets 15 because the task organizing the generic structure and is appropriate with the content, but have a mistake. For grammar, the student gets 15 because he using suitable concord, but there are some incorrect grammar and most errors interfere the clarity of the message. For diction, the student gets 18 because using appropriate and correct word

but have little bit of spelling errors. For mechanic, the student gets 8 because using correct spellings and have little bit mistake in punctuation.

(2) Homework Task

In homework task, the student does not give task about recount text.

3. Written test

The teacher assesses the student's writing essay in mid semester test. There are 5 questions in essay writing. One of them is invitation card. To score the student's writing, the teacher determines the scoring criteria based on content, form, and grammar. But, the teacher does not make rubric score to score the student's writing.

Data 11/17/SFT/Wt/Mid-Test

INVITATION	
To : All of the class leaders	
SMP Negeri awan will celebrate the school anniversary. To celebrate it, bazar will be held by student organization. To discuss about the final preparation, we'll invite you to come in a meeting it will be held:	
-on Thursday, 19 th September 2014	
-after school	
-in class 9A	
Please come on time. Thank you	
The chairman, Kanindra	The secretary sekar

In data number **11/7/SFT/Wt/Mid-Test** the student's gets 3 point because the test is appropriate with the instruction and criteria of invitation card. For the content, the student does the test is appropriate with the instruction. The student tells the instruction to invite all of the

class leaders to come meeting to discuss about final preparation. For form, the invitation card contains such as; to whom the invitation refers to place, date and the sender of invitation card. For grammar, the student uses simple language, it makes the reader easily to get the information. The student uses title INVITATION. It includes invitation card. As chairman who representative student organization. The invitation is used to informal invitation. It word should be changed use cop letter as the name of intitution that is student organization.

Data 12/SFT/Wt/Mid-Test

<p>SMP NEGERI AWAN Diponegoro street 5 Surakarta</p>	
<p>To : all of the class leaders</p>	
<p>In order our school will celebrate school anniversary that will be held on next week, so to celebrate it. The student organization will held bazar. To discuss about the final preparation. We invite all of you to come to our meeting that will be held:</p>	
<ul style="list-style-type: none"> -on Thursday, 19th September 2014 -after school -in the class 9A 	
<p>Since this meeting will be important for us. So come on time. We are looking forward for all your coming.</p>	
<p>Sekar (secretary)</p>	<p>Honour, Ghazy wira pradipta (as chairman)</p>

In data number **12/SFT/Ic/Wt/Mid-Test** the student's gets 3 point because the task is appropriate with the instruction and criteria of invitation card.

For the content, the student does the test is appropriate with the instruction. The student tells the instruction to invite all of the class

leaders to come meeting to discuss about final preparation. For form, the

Invitation card contains such as; to whom the invitation refers to place, date and the sender of invitation card. For grammar, the student uses simple language, it makes the reader easily to get the information. There is a sentence that is *"In order our school will celebrate school anniversary that will be held bazaar"*. This sentences should be changed into we invite you to celebrate school anniversary. To celebrate it, bazaar will be held by student organization. The student chooses the sentences is not concisely.

Data 01/SFT/Ic/Wt/Mid-Test

Students' Organization	
SMP N 1 Surakarta Jl. MT.Haryono no.4	
To : All the leaders of the class	
We invite you to attend our meeting.	
It will be held	
-Thursday, 19 th September 2014	
-after school	
-in the class 9A	
Agenda : Bazar to celebrate school anniversary.	
Please come on time	
See you there	
Sekar	adelia
Secretary	chairperson

In data number **01/SFT/Ic/Wt/Mid-Test** the student gets 3 point because the task is appropriate with the instruction and criteria of invitation card.

For the content, the student does the test is appropriate with the instruction. The student tells the instruction to invite all of the class leaders to come meeting to discuss about final preparation. For form, the invitation card contains such as; to whom the invitation refers to place, date and the sender of invitation card. For grammar, the student uses simple language, it makes the reader easily to get the information. The address is referred to SMP N 1 Surakarta. It should be changed become SMP N Awan. Because the address student writes invitation is suitable with the instruction. This invitation is used to formal invitation. The student uses cop letter as the name of institution that is student organization. The student missess one important point to mentioon the purpose of the meeting that is the discussion of the final preparation.

B. Discussion

In principle, the authentic assessment is applied the in 2013 curriculum. Based on the observation in SMP N 1 Surakarta, the writer finds that the 2013 curriculum is applied only in 7th grade. The writer also observes in 8th grade which is not applied the 2013 curriculum yet. The students in 8th grade still use the 2007 curriculum (*KTSP*).

The consideration of the writer chooses the 8th grade as the subject of the study because the writer is really sure authentic assessment is not only applied in the 2013 curriculum but also in the 2007 curriculum too.

On the other hand, authentic assessment is applied in assessing of writing composition and speaking skill. Assessing writing and speaking skills need criteria made by the teacher to assess competency of the student's achievement. It is appropriate with the principle of authentic assessment of writing skill. The students write by using impromptu spontaneously. It is used to guarantee the originality of the student's writing.

The data are analyzed based on the problem statements of the research. They are the ways the teachers assess of writing skill and the techniques used to score student's writing skill. Based on the analysis, the writer obtains some findings. They are follows:

1. The Ways the Teacher Assesses Writing Skill

In the analysis of the ways the teacher assesses writing skill, the writer uses the theory of authentic assessment. The writer finds three kinds of the ways the teacher assesses writing skill in authentic assessment through; classroom task, homework task, and written test by student worksheet and teacher instruction. In classroom task the student writes spontaneously in the classroom, at the same time when the instruction is given. According to the teacher, it is meant to guarantee the aspect of authenticity. In homework task, the students write the task in out of the classroom session. According to the teacher, it is not an aspect of authenticity. In written test, the writer takes the data from the result of mid semester test, which commonly, written test is the same as

classroom task. The student writes the task spontaneously in the classroom at the same time when the instruction is given.

The first way, the students do the task in classroom task through short functional text and long functional text. In short functional text, the teacher explains announcement and congratulation card. The students do the announcement in student worksheet. Then, the students write the congratulation card by using student worksheet through rearrange the words to forms meaningful congratulation card and complete the sentences. For long functional text, the teacher assesses the student's writing in descriptive text and recount text. In descriptive text and recount text, the students do task by using teacher instruction. For short functional text and long functional text, there are no guiding questions that can be used by the student as guide to develop the text. It seems that it is difficult for the student to create announcement, descriptive text and recount text.

The second way, the students do the task as homework task through short functional text and long functional text. In short functional text, the teacher asks to the students to write announcement and congratulation card. The students write the announcement by using the student worksheet. The instruction is the students write announcement text by own topic. There is no format or guiding questions that can be used by the student as guide to develop the text. Then, the students write the congratulation card by using student

worksheet. In long functional text, the teacher assesses the student's writing in descriptive text and recount text. In descriptive text the students do the task by using teacher instruction. There is no format or guiding questions that can be used by the student as guide to develop the text. In Then, for recount text, the students do the task at home as oral task.

The third way, the students do the composition test as written test in mid semester. It is a composition test. It includes short functional text that is invitation card. In this written test, the teacher asks the students to write an invitation. The text should be written by the student spontaneously in the classroom, at the same time when the instruction is given. According to the teacher, it is meant to guarantee the aspect of authenticity. The following strength and weakness of the ways the teacher assesses writing skill

No	The ways the teacher assesses writing skill	Strength	Weakness
1	Classroom Task	1. The students do the task at that time, contains authenticity, and have more validity.	1. There is no guiding questions to develop the topic to be a good paragraph.
2	Homework Task	1. The students do the task at home.	1. There is no guiding questions to write a text which is own topic. 2. The result of the

			students' writing have less validity.
3	Written Test	1. The students do the test at that time, contains authenticity and have more validity.	1. There is no guiding questions to develop the topic to be a good paragraph.

The ways the teacher assesses writing skill are by using aspects of authenticity. They are classroom task and written test. They cover the aspect of the authenticity because the students do the task spontaneously at that time when the instruction is given. Then, homework task is not included the aspect of authenticity. Because the students do the task in out of the classroom session. It is used to an enrichment of knowledge and an exercise for the student.

2. The Techniques Used to Score Student's Writing Skill

In this analysis, the writer uses the theory of scoring writing skill of Brown. He introduced three types of scoring techniques that can be implemented. They are holistic, primary trait, and analytic score. The teacher prefers to score the student's writing skill by using analytic score. The consideration the teacher chooses analytic score is because the assessment of the student's writing task match with the component of analytic score. They are content, form, grammar, vocab (styles) and punctuation (mechanic). Then, analytic score has validity and less washback. To score the students writing tasks, a teacher should use

rubric score. An ideal rubric score should cover the aspects, criteria, and the score.

The teacher scores the student's writing based on the student worksheet and teacher's instruction. The students do the student's worksheets confirm based on the syllabus. In syllabus, the students do the student's writing for short functional text. The teacher asks the students to do short functional text that is announcement, and congratulation card. For long functional text, the teacher asks the students to write long functional text that is descriptive text and recount text. In scoring the students' writing there are two criteria. The student's writing is appropriate with the minimal achievement standard (*KKM*) determined by that school that is 80 and some others student's writing are not appropriate with it.

In writing skill, to measure the student's ability, the teacher gives classroom task and homework task. The teacher applies scoring criteria in classroom task and homework task. Scoring criteria of announcement is appropriate with the scoring of writing introduced by Brown. They are content, form, wording, grammar and coherent. The aspects of scoring are similar with the theory of Brown although Brown uses different terms; they are content, form, style, grammar, and mechanic. The rubric developed by the teacher is based on the three main components of text that are generic structure, language feature and social function of the text.

In congratulation card, the teacher applies scoring criteria in homework task. Criteria of scoring in congratulation card which has appropriate with the rubric score. It is used to as representative by Brown's Theory. They are content, form, and grammar. The rubric score of congratulation card is suitable with language features of congratulation card. They are content covers the addressee to whom the congratulation refers to, the body of text are; congratulating, hope and the sender.

In descriptive text, the teacher applies scoring criteria in classroom task and homework task. Scoring criteria of descriptive text is appropriate with writing score. It is used to as representative by Brown's Theory. They are content, form, grammar, vocabulary and punctuation. Range score of the scoring writing descriptive text has same score that is 20.

In recount text, the teacher applies scoring criteria in classroom task. Scoring criteria of descriptive text is appropriate with writing score. It is used to as representative by Brown's Theory. They are content, form, grammar, vocabulary, and punctuation. Range score of the scoring writing recount text has different score.