

**THE ASSESSMENT USED IN TEACHING WRITING TO THE  
THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH  
SURAKARTA IN 2020/2021 ACADEMIC YEAR**



**Submitted as a Partial Fulfilment of the Requirements for Getting Magister  
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UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

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**Abstrak**

Tujuan penelitian ini adalah: (a) untuk menggambarkan jenis penilaian yang digunakan dalam kelas menulis pada mahasiswa semester tiga di Universitas Muhammadiyah Surakarta tahun akademik 2020/2021, (b) untuk menggambarkan keaslian penilaian yang digunakan oleh dosen di kelas menulis, (c) untuk menggambarkan masalah yang dihadapi oleh para dosen dalam menerapkan penilaian otentik dalam kelas menulis pada mahasiswa semester tiga di Universitas Muhammadiyah Surakarta tahun akademik 2020/2021. Jenis penelitian ini adalah penelitian kualitatif deskriptif. Objek penelitian ini adalah penilaian otentik yang digunakan dalam kelas menulis, sedangkan, subjek penelitian ini adalah dua dosen menulis pada semester tiga. Dan penelitian ini diselenggarakan di Departemen Pendidikan Bahasa Inggris pada tahun akademik 2020/2021 di Universitas Muhammadiyah Surakarta. Data adalah transkrip wawancara berdasarkan pertanyaan penelitian dan dokumen, dokumen tersebut merupakan contoh tugas mahasiswa, rencana pembelajaran semester, dan nilai rubrik, sedangkan sumber data penelitian ini adalah informan. Teknik mengumpulkan data adalah dokumen dan wawancara. Teknik analisis data menggunakan data kualitatif deskriptif eksploratif, dan kegiatan dalam teknik ini, yaitu: pengurangan data, tampilan data, dan penarikan / verifikasi kesimpulan. Teknik validitas data adalah triangulasi dan pemeriksaan anggota. Temuan penelitian ini menunjukkan bahwa yang pertama, jenis penilaian yang digunakan dalam kelas menulis pada siswa ketiga di Universitas Muhammadiyah Surakarta adalah penilaian formatif dan sumatif. Dalam penilaian formatif, dosen menggunakan Portofolio untuk mengetahui kemajuan siswa mereka dari waktu ke waktu. Dalam penilaian sumatif, para dosen menggunakan proyek / pameran untuk mengevaluasi proyek akhir siswa di akhir pelajaran. Temuan kedua adalah penilaian yang diterapkan dikelas menulis oleh dosen dapat digolongkan kepada penilaian otentik; seperti pada tes formatif dan sumatif dalam kelas menulis memiliki tingkat penilaian yang tinggi, Ketiga, permasalahan yang dihadapi dosen dalam menerapkan penilaian otentik dikelas menulis, seperti (1) Bagaimana dosen memahami maksud dari essay yang dibuat mahasiswa karena adanya grammatical eror. (2) Dosen harus bisa membedakan apakah tugas mahasiswa tersebut termasuk plagiarism atau tidak. Yaitu dengan cara dosen sebaiknya mengetahui lebih banyak referensi atau contoh essay yang ada di internet. Berdasarkan kasus diatas, dosen mengalami kesulitan dalam menyusun rubrik penilaian yang sesuai dalam penilaian authentic, sehingga, inilah alasan mengapa para dosen khawatir tentang memberikan penilaian otentik.

**Kata kunci:** penelitian kualitatif deskriptif, keaslian penilaian, jenis penilaian, masalah

## **Abstract**

The objectives of this research are: (a) to describe the types of assessment used in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year, (b) to describe the authenticity of assessment used by the lecturer in writing class, (c) to describe the problems faced by the lecturers in applying authentic assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year. The type of this research is descriptive qualitative research. The object of this research is the authentic assessment used in writing class, while, the subject of this research is two lecturers of writing in the third semester. And the research was held in the Department of English Education in 2020/2021 academic year in Universitas Muhammadiyah Surakarta. The data were interview transcripts based on the research questions and document, the document was the sample of students' task, the learning plans of semester, and rubric score, while the data source of this research were informants. The techniques of collecting data were documentation and interview. The techniques of analysis data used explorative descriptive qualitative data, and the activities in these techniques, namely: reduction of the data, display of the data, and conclusion drawing/ verification. The data validity techniques were triangulation and member check. The findings of this research show that the first, the types of assessment used in writing class at the third students in Universitas Muhammadiyah Surakarta were formative and summative assessments. In the formative assessment, the lecturer used Portfolio to know the progress of their students over time. In the summative assessment, the lecturers used project/exhibition to evaluate students' final project at the end of the lesson. The second finding is the assessment applied in the writing class by lecturers can be classified to authentic assessments; as in formative and summative tests in writing class have a high level of assessment, The third, the problems faced by lecturers in applying authentic assessment in writing class, (1) How the lecturer understands the intention of the essay made by students because of grammatical errors. (2) Lecturers must be able to distinguish whether the student's assignment includes plagiarism or not, namely by way lecturers should know more references or examples of essays on the internet. Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.

**Keywords:** descriptive qualitative research, the authenticity of assessment, types of assessment, problems.

## **1. INTRODUCTION**

Writing is considered as an active creation of text that involves on the one hand- lower order transcription skills such as handwriting, punctuation, and spelling. And on the other hand, higher-order self-regulated thinking processes such as planning, sequencing, and expressing the content (*Berninger at al, 2002*). Learning to write

is a long process. Students have to improve their grammar, choice of words, and use the right vocabularies which are difficult for them. The learners can be stuck and cannot elaborate their idea in the writing process.

There are many problems in the writing class. First, it is caused by the students having limited vocabulary. It will make them difficult to write English during writing class, they will trap in the writing process. Second, the student also hard to find the content of the writing. It makes the students hard to express what is in their minds and change it into paragraphs. Third, the students have no or less motivation to learn since the students have limited opportunity to express their idea because the writing lesson is only learned in English and Indonesian language. Because of these problems, the student's writing skills and writing score are low (Hastin, 2008: 23).

There are the genres of the writing assessment, such as: academic writing, job-related writing, and personal writing. (Brown, 2004) each of the genres in writing has different kinds of examples. Genre academic writing included paper and general subject reports, essays, composition, academically focused journal, short-answer test responses, technical reports, thesis, and dissertation. Genre job-related writing consist of some activities that are related to job-related writing are messages, letter/emails, memos, reports, schedules, advertisement, announcement, and manuals. And genre personal writing consists of the activities related to personal writing are letters, e-mails, greeting cards, invitations, messages, notes, diaries, calenders entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, and fiction.

It can be concluded that writing is a crucial skill to communicate each other. So that, writing should be correct spelling, grammatically correct, and logical development of the main idea. It can be said that writing is not a simple writing skill for the teacher to assess. This condition has led to the researcher's concern about finding out the authenticity assessment of the writing skill.

Assessment is central to teaching and learning (Bordoh et al, 2015) in Zain and Refnaldi (2016). It is a process to get information about students' learning process. The information is needed to make decisions related to students' abilities

for getting their achievements. And through the assessment, the teachers determine their students' success in learning, besides, the assessment can be a reflection of teachers' success in teaching their students. So that, the assessment is an important thing that should be paid attention in the teaching and learning process since can be a measurement to see the success of the teaching and learning process.

Nowadays, the authentic assessment used in the teaching and learning process becomes popular, since there is a need for more holistic approaches for evaluating students. The authentic assessment occurs within the context of an authentic activity with complex challenges and centers on an active learner that produces refined results or products and is associated with multiple learning indicators (Herrington and Herrington, 2006) in Zaim and Refnaldi (2016). The authentic assessment is the way of a teacher to evaluate students' knowledge that is realistic, relevant, and applicable for them in real-life experience (Zaim and Refnaldi (2016).

There are some types of authentic assessment. Based on O'Malley and Pierce (1996) and Brown (2004) mention some types of Authentic assessment. They are performance assessment, portfolio assessment, self-assessment, Journal, conference and interview, and teacher observation.

In Indonesia, authentic assessment is the requirement of the curriculum. Curriculum 2013 requires teachers to use authentic assessment. An assessment should reflect students' real-life and not only measure what students know but also measure what students can do or perform (Kemendikbud, 2013) in Fauzan Islami Idham, Nadrun, Darmawan (2015). The curriculum explains about the importance of authentic assessment.

The researcher reviewed the authentic assessment that used by the lecturers and the problem faced by the lecturers in applying authentic assessment in writing class. Then, analyze the lecturers' problems that faced in the writing class, and also analyze the authentic assessment that used by the lecturers. This paper is expected to show the assessment and the problems faced by the lecturers in writing class and it is expected that the finding in this paper provides good views for teaching and learning of writing comprehension for another lecturer especially at Universitas



Muhammadiyah Surakarta due to the research will be held at Universitas Muhammadiyah Surakarta.

Universitas Muhammadiyah Surakarta is one of the best university in Surakarta. Universitas Muhammadiyah Surakarta has a lot of achievements in the country or abroad. This university has many faculties, one of them being the faculty of teacher training and education. And in this faculty, there are several majors. The majors that have obtained accreditation "A" is the Department of English Education, while in this major, there is a study of writing course, this course is taught in 1 semester until 5 semesters. Each semester teaches the materials that correspond to the stage level learned in " Writing Skill".

In this research, the researcher choose writing skill, because writing skill is quite difficult for students which learned English lessons. The researcher only focuses on essay writing material. While that material is taught in the third semester. Then, the researcher has another reason why choose authenticity of assessment as the research, because based on the researcher, this course has gained an excellent accreditation, and the possibility of lecture who teach such courses should have many kinds of the authenticity of assessment used to provide a concrete assessment to their students. So, the result of this research can produce an accurate result and can be used for guidelines of English teachers, especially that use of authenticity of assessment on writing skill. The subject of this research were two lecturers of writing skill on the third semester; besides, the research was held in Universitas Muhammadiyah Surakarta.

There are several previous studies which are relevant to the practice of the authentic assessment in writing skills based on the grades. For example: M. Noor and Nurahimah (2016), Refnaldi, M. Zaim, and Elva M (2017), Fauzan I, Nadrin, and Darmawan (2015), Kurniatun, D (2017), Elva D N, Asib A, and Kristina D (2018), Gracia L.H. (2015), Efendi Z, Usman B, Muslem A., (2017), Wafa S, (2016), and Tilar S. W (2018).

The difference between this research and the other researches is the subject of the study. This research focus on the third writing lecturer at Universitas Muhammadiyah Surakarta in 2020/2021 academic year. The researcher found many

previous studies about the authenticity of assessment in writing skills, but all of them focused on primary school, junior high school, senior high school, but the researcher never found this research in university grade before. Hence, the researcher is interested in this topic.

Hymes (1991) states that authentic assessment is a term that has been coined to describe alternative assessment methods. These methods should authentically allow a student to demonstrate a student's ability to perform tasks, solve problems, or express knowledge in a way that simulates situations that are found in real life. Gronlund (2003:14) defines assessment as the various methods used to determine the extent to which students are achieving the intended learning outcomes of instruction. That is, unlike tests, the results of assessment do not need to be reported all the time, and furthermore, they are not necessarily reflected in the final grades. Thus, the term assessment is used to incorporate a wide range of methods for evaluating students' performance and attainment, including formal testing. Specific terms (i.e., standardized tests, formal tests, or school-administered tests) are used in cases where the discussion focuses on specific forms of assessment (Lee, 2010). Furthermore, Jamilah (2013) proposed the term assessment from Airasian (2005) stated that assessment as a broad process of collecting, synthesizing, and interpreting information in which testing, measurement, and evaluation play contributing parts.

Authentic assessment can be implemented by giving a variety of tasks. It refers to the procedures for evaluating learner achievement or performance using activities and tasks that represent classroom goals, curricula and instruction, and in real-life situations. It emphasizes the communicative meaningfulness of evaluation and the commitment to measure that which is a valued student in education. It uses diverse forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructional-relevant classroom activities. Authentic assessment corresponds to, and mirrors, good classroom practices; its results can be utilized to improve instruction based on the knowledge gained regarding how learners make progress.

Based on the explanation above, it can be concluded that assessment is authentic if the assessment can measure the students' performance and intellectual through tasks, homework, and test. Hence, authentic assessment conveys the idea that assessments should engage students in applying knowledge and skills in the same way they are used in the world outside of school.

## **2. METHOD**

The type of this research was descriptive qualitative research. The object of this research was the authentic assessment used in writing class, while, the subject of this research were two lecturers of writing at the third semester; male and female. And the research was held in the Department of English Education on 2020/2021 academic year in Universitas Muhammadiyah Surakarta.

The data were interview transcripts based on the research questions and document. The document was the sample of students' task, the learning plans of semester, and rubric score, while the data source of this research were informants. The techniques of collecting data were document and interview. The techniques of analysis data used explorative descriptive qualitative data, and the activities in these techniques, namely: reduction of the data, display of the data, and conclusion drawing/ verification. The data validity techniques were triangulation and member check. And the techniques of analysis data were four steps based on Mile and Huberman (1984), such as: data reduction, data display, and conclusion.

## **3. RESULT AND DISCUSSION**

Based on the interview using in-depth interview and document, the findings of assessment used in a teaching writing class in the third semester at Universitas Muhammadiyah Surakarta are as follow:

### **3.1 Finding Of Research**

#### **3.1.1 The Types of Writing Skill Assessment and the Most Frequently Used Assessment in Writing Class**

Based on the interview with the informant, the researcher found two types of assessment used by the lecturers, such as: formative and summative assessment. In

formative assessment, there was the type of assessment used by the lecturers, namely Portfolio. While the summative assessment used was project/exhibition. And both of them are frequently used by lecturers.

### 3.1.2 The Authenticity Assessment Used by Lecturers in Writing Class

The second finding is about the authenticity assessment used by the lecturer in writing class. In the first section mentions that the types of assessment in writing class used the formative and summative assessment, namely portfolio and Project/ Exhibitions. The formative and summative assessment in writing class used by the lecturers shows that the level of the authenticity was high that can be seen in table 2.

Tabel 1. The Authenticity Assessment Used by Lecture in Writing Class

Types of Assessment	Types of tests used by the lecturers	Authenticity
Formative	Portfolio (Essay Test)	High level
Summative	Project / Exhibitions (Written Project/Essay) (Final Project)	High level

The following extract help explain this problem:

*“Jika dalam setiap pelajaran, saya selalu menggunakan kedua penilaian tersebut, karena penilaian diperoleh berdasarkan kemajuan nyata siswa, maka penilaian tersebut meliputi penilaian tingkat tinggi atau penilaian yang valid berdasarkan pendapat saya”*

*"If in every lesson, I always use both assessments, because the assessment is obtained based on the real progress of students, so, the assessment includes the high-level assessment or valid assessment based on my opinion*

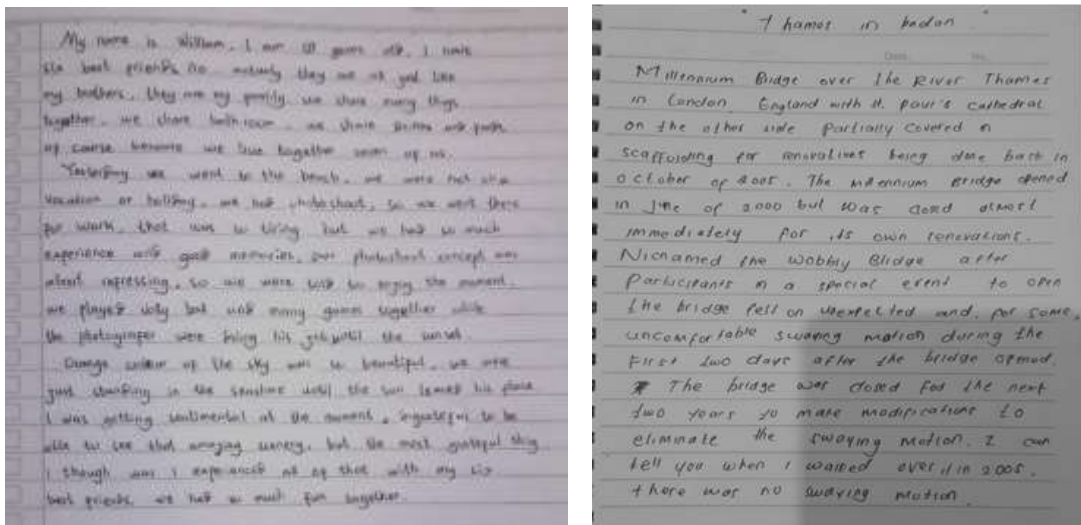


Figure 1. The Examples of Student's Task

Based on examples from the 3rd semester writing student assignments, it can be concluded that students are required to write a story (essay) and assessment methods using portfolios and also projects/exhibitions. In the assessment using the portfolio, students can hone their writing skills, while lecturers can easily see their progress over time so that the purpose of authentic assessment can be achieved because the nature of the lecturer assessment is an assessment that describes the student's ability as a whole. Based on examples from the third semester writing student assignments, it can be concluded that students are required to write a story (essay) and assessment methods using portfolios and also projects/exhibitions. In the assessment using the portfolio, students can hone their writing skills, while lecturers can easily see their progress over time so that the purpose of authentic assessment can be achieved because the real of the lecturer assessment is an assessment that describes the student's ability as a whole.

In the first section mentions that the types of assessment in writing class used the formative and summative test, namely portfolio and Project/ Exhibitions. The formative and summative assessment in writing class used by the lecturers shows that the level of the authenticity was high based on the several criteria of authentic assessment in Brown (2004:220), such as (1) requires students to perform the attitude, knowledge, and skill, (2) ask the students to perform the task in real situation and have value and give the meaning beyond the classroom, (3) use higher-

order thinking skills, (4) focus on the process as well as the classroom, (5) Provide the information about the strength and the weakness of the students.

### 3.1.3 The problem faced by the lecturer in applying authentic assessment in writing class

Based on the interview with the informants, the researcher found other case was about the problem faced by the lecturer in applying authentic assessment in writing class. The problem faced by the lecturer in applying authentic assessment were (1) How the lecturer understands the intention of the essay made by students because of grammatical errors. (2) Lecturers must be able to distinguish whether the student's assignment includes plagiarism or not, namely by way lecturers should know more references or examples of essays on the internet. Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.

The following extracts help to explain this problem:

*“Masalahnya mungkin ketika awal pelajaran saya, saya selalu memberikan materi tentang teori yang berkaitan dengan penyusunan Essay kepada siswa saya, memang bahasa yang digunakan dalam teori bahasa Inggris yang kompleks, sehingga, banyak siswa yang tidak memahami isi materi dengan baik, maka, saya harus menjelaskan materi tersebut sebelum saya memberikan tugas untuk menyusun esai, dan kedua, kosakata mahasiswa sangat kurang, sehingga ketika saya memberikan tugas untuk menulis esai, mereka mengalami kesulitan, sehingga mereka memilih untuk mengambil esai oleh orang lain dari internet, yang mereka edit, agar tidak tertangkap oleh dosen. Jadi, ini adalah bentuk plagiarisme dan itu membuat saya bingung dalam memberikan penilaian sesuai dengan kemajuan mereka. Dan juga, karena mereka belum menyelesaikan struktur kursus saya pikir, sehingga mereka masih mengalami kesulitan dalam menyusun esai. Demikian pula, dalam menanggapi umpan balik dari setiap revisi yang saya berikan”*

*"The problem is probably when the beginning of my lesson, I always give material about the theory related to the preparation of Essays to my students, indeed the language used in the theory of complex English, so, many students do not understand the content of the material well, then, I have to explain the material before I give the assignment to compose the essay, and secondly, the vocabulary of students is very lacking, so, when I give assignments to compose essays, they have difficulty, so that, they choose to take essays by others from the internet, which they edited, so as not to be caught by lecturers. So, it's a form of plagiarism and that's makes confusing me in giving assessments according to their progress. And also, because they have not completed the course structure I think, so they still have difficulty in composing essays. Similarly, in responding to feedback from every revision I give".*

Based on the interview with the informants, the researcher found other case was about the problem faced by the lecturer in applying authentic assessment in writing class. The problem faced by the lecturer in applying authentic assessment were (1) How the lecturer understands the intention of the essay made by students because of grammatical errors. (2) Lecturers must be able to distinguish whether the student's assignment includes plagiarism or not, namely by way lecturers should know more references or examples of essays on the internet. Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.

Based on the phenomenon from the problems faced by lecturers like that, then the lecturers must be emphatic when giving assessments to students, with considerations, such as: if lecturers find a lot of plagiarism on student assignments, then lecturers were entitled to give poor grades, whereas, if lecturers find grammatical errors in their assignment, then lecturers should give advice so that students further improve their grammar on writing skills because on this problem students trying to write an essay on their own ability. So, the authentic assessment can be achieved in writing class in the third semester.

The informant stated that the problem faced in applying authentic assessment was the lack of understanding of students in how to write essays and text paragraphs properly and correctly according to the structure of writing in English. Before the teaching and learning process begins, the lecturer instructs the students to read the theory that related to how to write an essay well, but most of the students didn't read the theory, because the theory used a complex English structure, so the lecturer must repeat the explanation and give some examples of the form of essays and analysis. In Every week the students submitted 1 paragraph according to the genre. And it's starting from week 4 to week 13. This case is the common problem that faced by the lecturer, because the student had less vocabulary, and the students rarely used the dictionary, then, the students prefer use dictionaries on their mobile phones or used google translate as their solution, so, their essay assignments are arranged not well and the lecturer difficult to understand because the structure of the text sometimes is incorrect. In this case, it is difficult for the lecturer to correct or give a score to the students. Basically, The students have not finished taking the course of structure, in order, they have not mastered how to write or structure their essays well.

Based on the phenomenon above, it can raise a bad habit of students, such as: the frequent occurrence of plagiarism by students in doing essay assignments. In this case, the students often underestimate the dateline of the assignment submitted that has been determined by the lecture, thus causing a lack of time in composing their essay assignment that given by the lecturer, as a result, the students took a shortcut, like copying an essay by others from the internet according to the theme that has been determined by the lecturer, then they modified the work to take the shortcut, hence, that it is not known by the lecture, but, usually, the lecture will know if an essay is not the original work of the students.

Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.



### **3.2 Discussion**

Based on the findings of this research, it is clear that types of authentic assessment used by the lecturers of writing consisting of formative and summative assessment. In the formative assessment, the lecturer used a portfolio to assess their students. While the summative assessment used project/exhibition to evaluate their students' final project at the end of the lesson.

According to Brown (2004:220) the findings of this assessment by the researcher are included in the types of writing performance, namely intensive and extensive type. In intensive type, the lecturers focus on the suitability of producing vocabulary, such as the wordcount is enough (minimum word limit), diction, collocation, punctuation, and also structure / grammatical, so, that lecturer can correct the student's worksheets, so that students can develop their composing essay's skill. While in extensive type, students are trained to achieve a purpose, organizing and developing ideas logically, hence, that students can develop their skill to composing Essay / written report.

From the explanation above, the researcher concluded that the most frequently used assessment types by the lecturers in the writing class of the third semester in Universitas Muhammadiyah Surakarta 2020/2021 academic year is a formative and summative assessment. The Lecturer thought that those two assessments are the simpler types of assessments and also can be easier for the lecturers to see and evaluate the progress of each student.

The second finding of the research question is the authenticity assessment used by the writing's lecturer of the third semester, such as: The formative assessment in writing class used by the lecturers shows that the level of the authenticity was high based on the several criteria of authentic assessment according to Brown (2004:220) in Tilar (2018), namely: (1) requires students to perform the attitude, knowledge, and skill, (2) ask the students to perform the task in real situation and have value and give the meaning beyond the classroom, (3) use higher-order thinking skills, (4) focus on the process as well as the classroom, (5) Provide the information about the strength and the weakness of the students. And, the level of the authenticity of

summative assessment was high level too, because this assessment was evaluated at the end of the task, so the lecturers know the progress of each student.

According to Hymes (1991), authentic assessment is a term that has been coined to describe alternative assessment methods. These methods should authentically allow a student to demonstrate a student's ability to perform tasks, solve problems or express knowledge in a way which simulate situations which are found in real life. O'Malley and Pierce (1996) states that examples of authentic assesment include performance assessment, portfolios, and student self-assessment. Based on some theories, in this case, we concluded that the authentic assessment is the best assessment to assess their students' ability, so the teachers know the authenticity of students' tasks. And in this case, the researchers used the portfolio to know their student's abilities.

The informant stated that the first problem in applying authentic assessment was the lack of understanding of students in how to write essays and text paragraphs properly and correctly according to the structure of writing in English. Before the teaching and learning process begins, the lecturer instructs the students to read the theory that related to how to write an essay well, but most of the students didn't read the theory, because the theory used a complex English structure, so the lecturer must repeat the explanation and give some examples of the form of essays and analysis. Every week the students submitted 1 paragraph according to the genre. And it's starting from week 4 to week 13. This case is the common problem that faced by the lecturer, because the student had less vocabulary, and the students rarely used the dictionary, then, the students prefer use dictionaries on their mobile phones or used google translate as their solution, so, their essay assignments are arranged not well and the lecturer difficult to understand because the structure of the text sometimes is incorrect. In this case, it is difficult for the lecturer to correct or give a score to the students. Basically, the students have not finished taking the course of structure, in order, they have not mastered how to write or structure their essays well.

And another problem faced by the lecturer was the frequent occurrence of plagiarism by students in doing an essay assignment. In this case, the students often

underestimate the dateline of the assignment submitted that has been determined by the lecture, thus causing a lack of time in composing their essay assignment that given by the lecturer, as a result, the students took a shortcut, like copying an essay by others from the internet according to the theme that has been determined by the lecturer, then they modified the work to take the shortcut, hence, that it is not known by the lecture, but, usually, the lecture will know if an essay is not the original work of the students. So that, this is the reason why the lecture worries about giving authentic assessments.

And the last finding of research question is the problem faced by the lecturers in applying authentic assessment in writing class, were: (1) how the lecturer understands the intention of the essay made by students because of grammatical errors. (2) Lecturers must be able to distinguish whether the student's assignment includes plagiarism or not, namely by way lecturers should know more references or examples of essays on the internet. Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.

The difference from this research to previous research, such as: (1) other studies using action research and pre-experimental with one-group pretest and posttest design, and also the research conducted at the high school or junior high. While this study uses descriptive qualitative research, and this research was conducted at the university.

#### **4. CONCLUSION**

Based on the interviews, the conclusion of this research can be divided into three, such as: the first is the results of interview analysis shown that types of writing assessment and the most frequently used assessment in writing class that used by the lecturers is formative and summative assessment. In formative assessment, lecturers used the type of assessment, namely, Portfolio. While, the summative assessment used the type of assessment, namely project / exhibitions. In this test, students completed the project (written a final project (essay)) and the lecturers

were evaluating the student's final project at the end of the lesson. The second conclusion was the writing skills assessment. The types of assessment used in writing class by the lecturers were formative assessment and summative assessment, such as portfolio and project/exhibitions. The formative and summative assessment in writing class used by the lecturers showed that the level of authenticity was high, And the third conclusion is related to the informant's problem faced in applying authenticity assessment. The problem faced by the lecturer in applying authentic assessment were (1) how the lecturer understands the intention of the essay made by students because of grammatical errors. (2) Lecturers must be able to distinguish whether the student's assignment includes plagiarism or not, namely by way lecturers should know more references or examples of essays on the internet. Based on these phenomena, the lecturers have difficulty forming a rubric of assessment that appropriate with authentic assessment, so, this is the reason why the lecturers worry about giving authentic assessments.

From the conclusion above, the researcher suggests that the lecturer should more train the student's writing skills, especially in composing an essay, so, the students can achieve a purpose, organizing and developing ideas logically to achieve their final product. And the significance of the implementation of authentic assessment in the teaching-learning process can allow the lecturer to improve students' competency and optimize students' participation in the learning process.

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