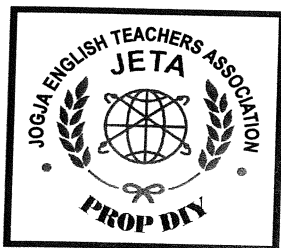


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PROCEEDING

THE 4TH INTERNATIONAL *JETA*
CONFERENCE AND WORKSHOP
(*Jogja* English Teachers Association)

CURRENT TRENDS IN ELT AND EFL TEACHERS DEVELOPMENT



AT
AHMAD DAHLAN UNIVERSITY
YOGYAKARTA, INDONESIA

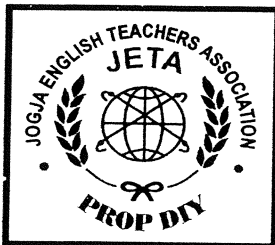
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July 3 - 4, 2007

The Speech of the Chairperson of JETA

Assalamu'alaikum wr.wb

Honorable Guests, Ladies and Gentlemen,

Welcome to the fourth International JETA conference on Current Trends in ELT and EFL Teachers Association conducted by Jogja English Teachers Association in collaboration with Ahmad Dahlan University.

Let us thank God for blessing and granting us with good condition and opportunity to gather in this venue to attend this annual Jeta conference.

First of all, we'd like to extend our gratitude to:

- Drs. Sugito, M.Si, the Head of Dinas Pendidikan Yogyakarta Special Territory, and all the Heads of Dinas Pendidikan of Yogyakarta, Bantul, Sleman, Kulon Progo and Gunungkidul regency,
- Drs. H. Kasiyarno, M. Hum, the Rector of Ahmad Dahlan University of Yogyakarta,
- Drs. H. Jabrohim, the Dean of Faculty of Teacher Training and Education Ahmad Dahlan University,
- Ahmad Dahlan University as a partner of JETA in the fourth International conference,
- The Heads and the Lecturers of English Departement of Ahmad Dahlan University, State University of Yogyakarta, Sanata Dharma University, and Sarjanawiyata Tamansiswa University,
- JETA Supervisors, Dr. B.J. Bismoko and Drs. Samsul Maarif, M.A, P. Kuswandono, M. Ed , Nanik Supriani, Ph.D., Umi Rochyati, M. Hum.
- Our invited speakers : Prof. Suwarsih Madya, Ph.D, (State University of Yogyakarta), Wendy L. Young, Ph.D (University of Wertern Australia – Ahmad Dahlan University), Mr. Cornelia Johanes (Kees) Vermey (Edith Cowen University, Western Australia – Muhammadiyah University Yogyakarta), Wachidah, Ph.D. (State University of Jakarta), Christian Duncumb (British Council) and Michael E. Rudder, Ph. D. (RELO),
- The Chairperson of Fourth International Jeta Conference, Drs. Surono, M. Hum,
- The Presenters of all levels,
- The Committee that has worked hard to prepare this conference,
- All participants who attend this Jeta conference

Distinguished guests, Ladies and gentlemen,

JETA is Association of English Teachers in Yogyakarta which the mission is to be an association that can be a medium for communication and information among English teachers, from Kindergarten to Senior High School, and from community run schools in Yogyakarta Special Province.

The objective of JETA is to provide a tool of communication for English teachers in the province, a tool of improving teachers' competence and professionalism

JETA has done many activities, such as workshop, seminar, student competition, English course, etc. And this conference is JETA annual program which is designed to improve teachers' competence by sharing each other.

Dear conference participants, ladies and gentlemen,

We believe that this kind of activity is really needed by all English teachers moreover the theme and objectives of this conference are very closely related to the tasks and functions of teachers. As teachers, we have a great responsibility, so sharing more often will uplift our self confidence.

Finally we hope that this conference will give benefit to all of us and run successfully. We also hope that all participants are always willing to participate and join to the next Jeta annual conference.

Last but not least, we would apologize for any inconvenience which might possibly occur during this conference. May God bless us and enlighten our visions.
Have a nice conference. Thank you.

Wasalamu'alaikum wr.wb.

Endang Triningsih
Chairperson of JETA

Forward

Through the annual JETA (*Jogja* English Teachers Association) conference, English teachers in Yogyakarta and surrounding areas try to cope with the development of ELT in order to improve their teaching performance. The fourth JETA conference 3-4 July 2007, a collaboration between the JETA Board and Ahmad Dahlan University, is quite different for it is designed as an international JETA conference. Under the theme *Current Trends in ELT and EFL Teachers Development*, sharing of views, opinions and experiences emerges from presenters with various backgrounds – English teachers and researchers from high school and university levels, both from Yogya and outside Yogya.

The proceedings in your hands cover different areas of English Language Teaching. The topics discussed are related to the national examination, curriculum, teaching methods, teaching English for Young Learners, linguistics, class management, IT in ELT, and professional development. Through this sharing of ideas we hope teachers can solve their problems in teaching English to their students as well as improve their professional competencies.

On behalf of the committee, we would like to thank all contributors of the papers in this book. Also, thanks go to the JETA Board, all teachers, colleagues, staff and devoted students of the English Education Study Program, Faculty of Teacher Training and Education, UAD.

Unfortunately, due to the late submission of some papers, we have been unable to include them all. However, we do hope the conference participants with their great ideas have contributed to the development of English Teaching in Indonesia.

We hope you enjoy reading through the proceedings.

Thank you very much.

Editors,
Surono
Bambang Widi Pratolo
Umi Rokhyati
Nur Fatimah
Azwar Abbas
Ani Susanti

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THINGS TO PONDER IN ASSESSING STUDENT'S WRITING IN THIS GENRE-BASED TEACHING ERA

Ani Susanti
Ahmad Dahlan University

Abstract

KTSP (Kurikulum Tingkat Satuan Pendidikan) suggests that students write texts in genres, such as narrative, descriptive, exposition, and news items. Therefore, classroom learning should help students meet the goal of being able to write in different genres. One

of the indicators in helping the students master the ability to write in genres is an effective assessment. Considering that writing is a process, the assessment shouldn't be product-centered; rather, the assessment should focus on the process by continually monitoring the students' progress.

When conducting a process-centered assessment, there are things to ponder before and after the students' writing activity. Before the students write, the teacher should give clear writing instructions. First, we must select prompts that are appropriate for the students. Second, a teacher should select the rubrics or scoring scales and share these with the students, so the students can plan their writing effectively. Third, we should show the students a benchmark writing example.

After the instructions have been clearly explained, the students start writing and the teacher monitors them. The monitoring activities can be done in two ways. First, the teacher offers consultation where the students meet the teacher and discuss the writing for the purpose of revision or editing. As time available in the classroom is usually limited, and assisting all students in one big class at a time is time consuming, a strategy is offered. This is to give written feedback where the students submit their work and the teacher gives them written notes for revision or for editing purposes.

It is important to remember that discipline and responsibility in this tasks both for the students in doing the writing tasks and for the teacher in instructing and giving on-going feedback. This presentation encourages the English teacher to be fair in assessing writing process. Attached in this paper is a sample assessment sheet. It is hoped that teachers can adapt this sheet or at least be inspired by it.

Key words: writing, assessment, genre

BACKGROUND

English is a means of communication both oral and written. Therefore, the subject English is taught at school to enable the students communicate using English at the time they are working (when they get a job after leaving school). However, the outcome of English learning at school is not yet satisfactory as many students fails to write communicatively. This problem may be caused by major weaknesses in the learning process (Alwasilah, 2003: 16) as shown by four indicators: students get no feedback from instructors, students do not realize the importance of writing, instructors are not competent in teaching writing, and students are taught more theory than practice.

Students are often instructed to write about various topics but never know how good their writing is. Most teachers judge students' writing by giving a single score without diagnostic assessment from which students know their strengths and weaknesses. Students do not get feedback for improvement, as they write following impromptu instructions, as opposed to process instructions. They do not have a chance to revise their work before their work is marked. One effect of this is that, students make various endeavors, like cheating and plagiarism, to get the best result. Writing becomes a threatening activity so that the students do not enjoy nor realize the importance of writing practice. Worse, some teachers are not competent as writing instructors. They cannot encourage students to write as they give only theory. What students need are clear instructions and models.

In *Kurikulum Tingkat Satuan Pendidikan*, being competent in writing is the objective of writing in English courses. Students are expected to be able to write in various genres. The teaching of writing has to be taken seriously. One of the important indicators in guiding students to master writing skills is by giving a fair and good assessment. The form of assessment should be process-based as the nature of writing has stages. However, to conduct process-based assessment is not easy. Assessing students work is time consuming. Teachers are overloaded and have no time to consider writing assessment. Therefore, some teachers get frustrated and finally just give a score to simplify the assessment process. It seems efficient but not fair. Students have written their ideas and need serious response in the form of feedback, as well as chance to revise their work. Students need appraisal not only in a form of a single score. Teachers should also realize that learning goes beyond assessment.

Strategies to make effective assessment for writing easier are important to use. This paper offers things to ponder in assessing the students' written work effectively.

Nature of Writing

Paul Hobelman and Arunee Wiriyachitra in Kral (1995: 122) write
 "....writing is seen as a *communicative act*. Students are asked to think their audience, the reader, and their *purpose* of writing. Meaning is stressed, rather than form."

Many experts have the same ideas that writing is an activity, process, and skill of communication. The process of writing needs stages involving inventing, planning, drafting, revising, and editing (Calderonello and Edward, 1986: 5; White and Arndt's in Harmer, 2001: 258; Paul Hobelman and Arunee Wiriyachitra in Kral, 1995: 122). It has special conventions related to grammar, vocabulary, letter, words, and text formation that is manifested by handwriting, spelling, punctuation and layout (Harmer, 2001: 255; Paul Hobelman and Arunee Wiriyachitra in Kral, 1995: 123).

In writing classes, there are four types of production (Brown, 2004: 220) :

1. Imitative
 In imitative writing, the learners must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. Form is primary, rather than meaning and context. In relation to ELT at Indonesian schools, this activity is often drilled in elementary school and junior high school. Similarly, when introducing a new form or structure, this activity is also done at senior high school.
2. Intensive (controlled)
 In intensive writing, skills include producing appropriate vocabulary within a context, collocation, and use of idioms, and correct grammatical features up to the length of a sentence. Meaning and context is important in determining correctness and appropriateness, but most assessment is concerned with focus on form. In relation to

ELT at Indonesian schools, this activity is often drilled in high schools, especially when introducing a new form of vocabulary, collocation, idiom, or structure.

3. Responsive

These tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks relate to pedagogical prompts to write varied genres. The writer has mastered the fundamentals of sentence level grammar; context and meaning is strongly emphasized. In relation to ELT at Indonesian high schools, as suggested in the curriculum, this type of writing performance should be conducted.

4. Extensive

Extensive writing implies management, processes and strategies of writing for all purposes; such as writing an essay, a term paper, a research report, and or a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using detail to support ideas, demonstrating syntactic and lexical variety. Focus on grammatical form is limited to the editing and proofreading process.

The Writer

Hillocks (1987) in O'Malley (1996: 136) explains that in writing a text, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge for integrating all the other types of knowledge. As writing is a way of communicating, a writer should consider the purpose of writing and know who the audience is. (Harmer, 2001: 248). In detail, Douglas Brown (2001: 346) elaborates on the characteristics of a good writer; saying they: 1) focus on the goal or main idea of writing; 2) perceptively gauge their audience; 3) spend some time planning to write; 4) easily let their first ideas flow on to paper; 5) follow a general organizational plan as they write; 6) solicit and utilize feedback on their writing; 7) are not wedded to certain surface structure; revise their work willingly and efficiently; 8) patiently make as many revisions as needed.

Genres of Writing In KTSP

There are 12 genres listed in Kurikulum Tingkat Satuan Pendidikan for Senior High schools.

No	Genre	Social Function
1.	Recount	To retell events for the purpose of informing or entertaining
2.	Report	To Describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment
3.	Discussion	To present (at least) two points of view about an issue.
4.	Explanation	To explain the processes involved in the formation or workings of natural or socio cultural phenomena.
5.	Analytical Exposition	To persuade the reader or listener that something is the case
6.	Hortatory Exposition	To persuade the reader or listener that something should or should not be the case
7.	New Item	To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
8.	Anecdote	To share with others an account of an unusual or amusing incident.
9.	Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10.	Procedure	To describe how something is accomplished through a sequence of actions or steps.
11.	Description	To describe a particular person, place or thing
12.	Review	To critique an art work, event for a public audience, such as works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

Based on : Kurikulum Tingkat Satuan Pendidikan Mata Pelajaran Bahasa Inggris

Writing Assessment

Teachers' judgment plays an important role in assessing students' writing. In a topic-based approach, the teacher asks students to write a certain topic and then assess the substantive information, the clarity of the message, and mechanics (spelling, capitalization, and punctuation). Teachers typically define the topic for writing, establish evaluation criteria, and grade the writing. This teacher-centered approach isolates the learning of writing from other literacy activities, such as reading. Most teachers have a tendency to over-emphasize mechanics and grammar in the evaluation, at the expense of content and meaning in writing. As opposed to the topic-based approach, a genre-based approach trains students to write various texts based on the actual and authentic purpose. This places language as a means of communication in a social life.

Brown (2004: 241) states that there are three approaches to assessing writing performance; holistic, primary trait, and analytical. The holistic approach gives a single score to a written product as a representation of reader's general overall assessment. The primary trait approach focuses on how well students can write in achieving the purpose or function of the writing. The analytic approach breaks a test-taker's written text down into a number of subcategories (organization, grammar, etc) and gives a rating for each subcategory. The following are the rubrics.

Holistic Scoring Rubric for Writing Assessment with ELL Students

Level 6	<ul style="list-style-type: none"> • Conveys meaning clearly and effectively • Presents multi paragraph organization, with clear introductions, development of ideas, and conclusion • Shows evidence of smooth transitions • Uses varied, vivid, precise vocabulary consistently • Writes with few grammatical/ mechanical errors
Level 5	<ul style="list-style-type: none"> • Conveys meaning clearly • Presents multi-paragraph organization logically, though some parts may not be fully developed • Shows some evidence of effective transitions • Uses varied and vivid vocabulary appropriate for audience and purpose • Writes with some grammatical/ mechanical errors without affecting meaning
Level 4	<ul style="list-style-type: none"> • Expresses ideas coherently most of the time • Develops a logical paragraph • Writes with a variety of sentence structures with a limited use of transitions • Chooses vocabulary that is (often) adequate to purpose • Writes with grammatical/ mechanical errors that seldom diminish communication

Level 3	<ul style="list-style-type: none"> • Attempts to express ideas coherently • Begins to write a paragraph by organizing ideas • Writes primarily simple sentences • Uses high frequency vocabulary • Writes with grammatical/ mechanical errors that sometimes diminish communication
Level 2	<ul style="list-style-type: none"> • Begins to convey meaning • Writes simple sentences/ phrases • Uses limited or repetitious vocabulary • Spells inventively • Uses little or no mechanics, which often diminishes meaning
Level 1	<ul style="list-style-type: none"> • Draws pictures to convey meaning • Uses single words, phrases • Copies from a model

Developed by ESL teachers, Prince William County Public School. Virginia

Taken from:

Authentic Assessment for English Language Learners: Practical Approach for Teachers.

Written by J. Michael O'Malley and Lorraine Valdez Pierce. 1996. p. 143.

Analytic Scoring Rubric for Writing

Domain Score*	Composing	Style	Sentences Formation	Usage	Mechanics
4	Focuses on central ideas with an organized and elaborated text	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	Standard word order, no enjambment (run-on sentence fragments), standard modifiers and coordinators, and effective transitions	Standard inflections (e.g. plurals, possessives, -ed, -ing with verb, ands-ly with adverbs), subject-verb agreement (we were vs, we was), standard word meaning	Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting)
3	Central idea, but not as evenly elaborated and some digressions	Vocabulary less precise and information chosen less purposeful	Mostly standard word order, some enjambment or sentence fragments	Mostly standard inflections, agreement, and word meaning	Mostly effective use of mechanics; errors do not detract from meaning
2	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	Vocabulary basic and not purpose fully selected; tone flat or inconsistent	Some non-standard word order, enjambment, and word omissions (e.g., verbs)	Some errors with inflections, agreement, and word meaning	Some errors with spelling and punctuation that detract from meaning

1	No clear idea, little or no elaboration, many digressions	Not controlled, tone flat, sentences halted or choppy	Frequent non-standard word order, enjambment, and word omissions	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc.)	Misspells even simple words; little formatting evident
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4 = Consistent control 3 = Reasonable control 2 = Inconsistent control 1 = Little or no control

Taken from:

Authentic Assessment for English Language Learners: Practical Approach for Teachers.
Written by J. Michael O'Malley and Lorraine Valdez Pierce. 1996. 145.

Feez (2001: 55) has different term for assessment; diagnostic assessment and achievement assessment. Diagnostic assessment is used to monitor the learner progress. It is used to:

1. identify the learners' strength and weakness
2. explain why a problem occur
3. teach required part

Diagnostic assessment can be in many forms.

1. teacher observation
2. checklist
3. learning tasks focusing on specific language features, skills or strategies.
4. scaffolded assessment task focusing on whole text
5. analysis of learner's performance

Strategies to conduct diagnostic assessment:

- a. The teacher models techniques for simple text analysis, for example, by showing students' texts to the classroom, and discussing the strength and weaknesses of each text.
- b. The teacher can provide checklists so that students can appraise their own work.
- c. The teacher can provide model texts so students can compare their work with the model given.

The second kind of writing assessment is achievement assessment. This assessment is done when the students are ready, and after the learning process has finished. This assessment can be valid if in the previous learning time students have been supported and get on-going assessments.

In diagnostic assessment, teachers pay serious attention to the students' writing. Brown (2004: 247-248) says that there are two stages in assessing a composition, initial and later. The focus of attention is different in each stage:

Assessment in initial stages of composing:

1. Focus on meaning, main idea, and organization.
2. Comment on the opening part.
3. Make general comments about the clarity of the main ideas and logic or appropriateness of the organization.
4. Ignore minor grammatical and lexical errors.

5. Indicate major errors and allow the writer to make corrections.
6. Comment on the irrelevant ideas

Assessment in later stages of composing:

1. Comment on the specific clarity and strength of all main ideas and supporting ideas.
2. Pay attention to minor grammatical errors and mechanical errors and direct self correction.
3. Comment on awkward word choices and expression.
4. Point out any problems with cohesion.
5. Comment on supporting documentation and closing part.

Harmer (2001: 109) has similar ideas of diagnostic assessment. He believes that in responding to the students' genre writing, to state right or wrong is not enough; rather, communicative feedback is more important. There are two techniques of giving feedback to students' writing: responding and coding.

Feedback is designed not only for assessment but also for teaching and helping students. By using codes and symbols, students can identify their mistakes and are in a position to correct the mistakes. The power of feedback brings positive outcomes as students are likely to consult references to correct their mistakes. They may ask their peers, consult seniors, or look up grammar books and dictionaries.

Steps in Conducting Writing Assessment in KTSP

Writing Instructions

Before the students write, the teacher should present a clear writing instruction. A clear instruction consists of understandable prompts, rubrics, and models. With these three items, students understand what is expected by the teacher. In addition, they will also realize that they are doing something beneficial for their writing practice and they can see their own progress in learning. Below are the steps to be taken in presenting a clear instruction.

1. First, select prompts that are appropriate for the students.
Appropriate prompts invite students to write, engage the type of thinking and problem solving desired, are challenging and accessible to all students. The prompts should be sensitive to the cultural background of the students, produce interesting writing, and be enjoyed by the students. Prompts guide students to invent ideas, plan the writing, organize, draft, and finally revise and edit them.
2. Second, select the rubrics or scoring scale and share it with the students. Negotiate the rubrics with the students while explaining the details. In this way, students can plan their writing effectively to gain the best result. Another important point to share with students is the schedule of the writing process. This includes the dates for having outline, draft, revised draft, and final work submission. The teacher uses this as a monitoring card, this putting up a sign for each step to encourage students to submit work on time. Knowing the schedule, students can manage their working time wisely.
3. Third, show the students a benchmark writing example. Benchmark writing encourages students to write as well as the sample. In showing the benchmark writing, it is a good idea to explain the strong points and the potentially weak points.

Example of writing instructions is as follows.

Prompt for writing DESCRIPTION text:

A. Getting Started: Outline

1. Choose a subject with which you are familiar, either because you have studied about it or you have experience with it. Brainstorm various aspect of this subject by asking 5 W + 1 H.
2. Arrange the information you have found in systematic information.
3. Describe the characteristic of the audience in a separate paper.
4. Write your outline neatly and do not forget to consider the rubrics in your writing planning.
5. Consult the outline to your teacher.

B. Drafting

1. Write the rough draft, consider your teacher's comment.
2. Read the draft and make sure that it matches with the outline you have planned and with the interest of the audience.
3. Consult your rough draft to your teacher.

C. Revising

1. Read the consulted rough draft and start to revise it.
2. Read your revised draft then do self assessment.
3. Make sure that you have good writing as guided in the self-assessment.
4. Consult your revised draft to your teacher.

D. Editing

1. Read the note from the teacher carefully.
2. Edit your writing by correcting some errors on sentences word choice, and mechanics.
3. Read aloud your writing and feel that it has been perfect for you and shown your best effort.
4. Submit your work to the teacher for final mark.

Writing Process Schedules : Descriptive Text

Date	Activity	Signature	Note
1. 1-5 July	Outline Consultation		
2. 6-10 July	Rough Draft Consultation		
3. 11-15 July	Self Assessment		
5. 21-25 July	Revised Draft Consultation		
6. 26-30 July	Final Mark		

Rubrics:

Level 6	<ul style="list-style-type: none"> • Conveys meaning clearly and effectively • Presents multi paragraph organization, with clear introductions, development of ideas, and conclusion • Shows evidence of smooth transitions • Uses varied, vivid, precise vocabulary consistently • Writes with few grammatical/ mechanical errors
Level 5	<ul style="list-style-type: none"> • Conveys meaning clearly • Presents multi-paragraph organization logically, though some parts may not be fully developed

	<ul style="list-style-type: none"> • Shows some evidence of effective transitions • Uses varied and vivid vocabulary appropriate for audience and purpose • Writes with some grammatical/ mechanical errors without affecting meaning
Level 4	<ul style="list-style-type: none"> • Expresses ideas coherently most of the time • Develops a logical paragraph • Writes with a variety of sentence structures with a limited use of transitions • Chooses vocabulary that is (often) adequate to purpose • Writes with grammatical/ mechanical errors that seldom diminish communication
Level 3	<ul style="list-style-type: none"> • Attempts to express ideas coherently • Begins to write a paragraph by organizing ideas • Writes primarily simple sentences • Uses high frequency vocabulary • Writes with grammatical/ mechanical errors that sometimes diminish communication
Level 2	<ul style="list-style-type: none"> • Begins to convey meaning • Writes simple sentences/ phrases • Uses limited or repetitious vocabulary • Spells inventively • Uses little or no mechanics, which often diminishes meaning

Taken from:

Authentic Assessment for English Language Learners: Practical Approach for Teachers.

Written by J. Michael O'Malley and Lorraine Valdez Pierce. 1996. p. 143.

Benchmarked Writing:

My brother and His Job

My brother is a public relations officer of a big company. I think that he is a very interesting man. He is friendly so he has so many friends. It is an apparent fact that he is in an appropriate position. He is one of the important men in the company.

He is very busy because he has many tasks. He must plan, develop and evaluate information and communication strategies that present the organization to the public, clients and other stakeholders.

He also promotes good information within the company. He has to keep an eye on public opinion about the company. He responds to inquiries from the media, arranges the interviews with journalists, prepares and distributes news release and makes statements to the media. Sometimes he writes speeches, prepares visual aids and makes public relations. To do these work, a private computer must be near him.

Taken from: English for a Better Life: English for Science and social Students Grade XI for Senior High School

Monitor students' progress in process writing

Monitoring is needed for teachers to know the students progress. For students, monitoring indicates that teachers are serious in helping them write. In conducting monitoring in writing, a teacher should place himself/herself as a real reader rather than a controller who has a full authority to students' writing. A teacher gives positive comment to encourage student improves their writing quality, and never lets the students feel stupid. Mark "good", "poor", "average" is rewarding for students but it is not enough. They need more elaboration on what's so good with their writing and what so poor with their works. The comment from teachers should also give alternative for revision.

As scheduled, monitoring is done in three steps.

1. Responding to outline

At the early stage of writing, students invent their ideas from the prompts than start doing brainstorming. After that, the students write an outline. Outline shows their way of thinking, and how systematic their writing would be. From the outline teacher can give comment on the idea organization.

2. Responding to rough draft

Rough draft is the development of outline. The way in developing rough draft has many things to do with coherence, cohesive, and unity. Here, teacher can give comment on the content and how it is developed.

3. Responding for revised draft

The rough draft is then developed into a better draft which include better sentence structure and grammatical. Mechanics is important point to comment at this stage.

Problem with time:

There are only four learning hours in a week, and usually it is used to develop four skills. Time for improving writing skills is limited. Providing direct consultation at the classroom is not enough as there are around 40 students in the class. Strategies is needed to assist all the students. One of the way is providing consultation hours outside the classroom. The time is flexible; it can be at the office room at a break time and after school, or anytime at the teacher's home. For sophisticated society, having consultation via internet is efficient. The feedback can be direct or indirect. Direct feedback means a teacher gives an oral comment to the students writing. It can be conducted if the consultation is done face to face. Indirect feedback means a teacher gives written comment to the students work and the students use the feedback for improvement. It is done when there is no time for direct consultation. The combination of direct and indirect consultation can also be conducted if students need clarification to the teachers' written comment and feedback. The students get written feedback from the teacher, and if they do not know what the comments meant and what to do next, direct consultation is conducted.

Self-Assessment :

Self assessment is conducted by the students before the final draft consultation. It helps students to revise and edit their work before it is submitted to the teacher for final monitoring. The form of self-assessment can be various depend on the rubrics dealt by the students and teachers.

Following is an example of self-assessment form.

WRITING SELF-ASSESSMENT			
Writer's Name :	Class / Number:	Date:	
Genre :	Title of Work:	Yes	No
Purpose and Organization			
1. I stated my purpose clearly.			
2. I wrote for authentic purpose			
3. I organized my thoughts			
4. My work has beginning, middle, and end.			
Sentences			
1. I wrote complete sentence (have subject and verb)			
2. I used various form of sentences.			
3. I used correct subject-verb agreement.			
4. I used tenses correctly.			
Mechanics			
1. I spelled words correctly.			
2. I used capital letters correctly.			
3. I used punctuation correctly.			
Writing Format			
1. I wrote neatly in stripes paper.			
2. I used double space.			
3. I set appropriate margin.			
4. I fulfilled the minimum word requirements.			
Others			
1. I did the tasks on time			
2. My work is original			

Closing

Writing is a process therefore the effective approach in conducting assessment should be process-based. It needs strong responsibility and discipline from both students and teachers to be successful in conducting process-based assessment. Time and energy consuming are things to sacrifice for the sake of students' improvement. However, satisfaction of having students who are good at English writing skills is incomparable with the scarification. There is no more teachers' satisfaction than students' learning success.

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