

2. The implementation of *empirically derived, binary-choice, boundary-definition scale* was done in twice implementations. The first implementation used to assessing student's writing about part of intention. The second implementation used to assessing student's writing about part of descriptive text. Students varieties score were consistent both first and second implementation. Content was analyzed first by the researcher, then communicative effectiveness, grammatical and vocabulary, and mechanism. The researcher analyzed students writing coherent or not for content aspect. Students writing communicate or not was analyzed by the researcher for communicative effectiveness aspect. Grammatical and vocabulary was analyzed to known tense and verb used. The researcher analyzed students handwriting understandable or not for mechanism aspect. The rubric was constructed with students' performance that has high validity and reliability.

B. Suggestion

After conducting this research and getting the result of the research, there are some suggestions for students, teacher and further researcher to develop EBB scale or other rating scale.

Students need to pay attention in writing, not only the grammatical but also the mechanism. Students also need to read more. When student has habitual reading, the students' writing will automatically well form.

Teacher needs to make the assessment more valid and reliable. The teacher could make rating scale by himself or herself, because when the teacher make

