TEACHERS' COLLABORATIVE WRITING ASSESSMENT ON THE STUDENTS' WORK OF PROCEDURAL TEXTS

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd) in Teaching English

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ABSTRACT

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In recent years, collaborative assessment has gained increasing attention in English language teaching, particularly in writing instructions. This may occur as writing is a complex skill that involves planning, organizing, and revising involving students to actively engage in the assessment process. This study aims to identify teachers' implementation of collaborative writing assessment on the students' work of procedural text and the criteria that the teachers use for applying collaborative assessment. This study used a qualitative method by interviewing three teachers and reviewing their assessment rubrics. The data were analyzed through several steps, including organizing and preparing the data, reading all the data, coding the data, describing the data into themes, presenting the findings in narrative form, and interpreting the data to answer the research questions.The findings indicated that teachers used six steps in doing collaborative assessment, namely designing the rubric, explaining the process, writing the procedural text, asking the students to give feedback on their friends' work, giving students opportunity to revise the texts, and assessing their work. Interestingly, even though all the three teachers used similar steps, there is one more step that two teachers used that is reflection. Thus, reflection is part of the steps in the implementation of collaborative assessment. For the rubric criteria, this study identified five main criteria that the teachers used in doing collaborative assessment, such as text structure, clarity of instruction, coherence, creativity, and collaboration. The findings of this study can be used as a reference on how collaborative assessment is implemented effectively as long as the criteria for the assessment is agreed and understandable by the parties. Another thing that should be considered is the clearness of criteria that will be used as rubric for assessing students' work.

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ABSTRAK

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Keywords: Guru, Penilaian Kolaboratif, Penilaian Penulisan, Teks Prosedur

Dalam beberapa tahun terakhir, penilaian kolaboratif telah mendapatkan perhatian yang semakin meningkat dalam pengajaran bahasa Inggris, terutama dalam instruksi menulis. Hal ini dapat terjadi karena menulis adalah keterampilan kompleks yang melibatkan perencanaan, pengorganisasian, dan revisi yang melibatkan siswa untuk terlibat aktif dalam proses penilaian. Penelitian ini bertujuan untuk mengidentifikasi implementasi penilaian penulisan kolaboratif guru terhadap karya teks prosedur siswa dan kriteria yang digunakan guru untuk penilaian kolaboratif. Penelitian ini menggunakan metode kualitatif dengan wawancara tiga guru dan meninjau rubrik penilaian mereka. Temuan menunjukkan bahwa guru menggunakan enam langkah dalam melakukan penilaian kolaboratif, yaitu merancang rubrik, menjelaskan proses, menulis teks prosedur, meminta siswa untuk memberikan umpan balik atas pekerjaan teman-teman mereka, memberikan kesempatan kepada siswa untuk merevisi teks, dan menilai pekerjaan mereka. Menariknya, meskipun ketiga guru tersebut menggunakan langkah yang sama, ada satu langkah lagi yang digunakan dua guru yaitu refleksi. Dengan demikian, refleksi merupakan bagian dari langkah-langkah dalam pelaksanaan penilaian kolaboratif. Untuk kriteria rubrik, penelitian ini mengidentifikasi lima kriteria utama yang digunakan guru dalam melakukan penilaian kolaboratif, seperti struktur teks, kejelasan instruksi, koherensi, kreativitas, dan kolaborasi. Temuan penelitian ini dapat dijadikan acuan bagaimana penilaian kolaboratif dilaksanakan secara efektif sepanjang kriteria penilaian disepakati dan dapat dipahami oleh para pihak. Hal lain yang harus diperhatikan adalah kejelasan kriteria yang akan dijadikan rubrik untuk menilai karya siswa

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