

Teachers' Assessment to Improve Students' Writing Quality

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ABSTRACT

This study aimed to analyze assessments administered by lecturers in EFL writing classes so that students can achieve the expected writing competence. Specifically, the questions are formulated as follows: 1) What kind of assessment is administered by lecturers to assess students' writing, 2) What aspects are taken into account in the assessment, and 3) What kind of feedback was provided by lecturers in the teaching learning process.

This study belongs to the descriptive study involving 4 lectures (three lecturers from Yogyakarta State University and one lecturer from Ahmad Dahlan University). The data were collected from the lecturers' lesson plan, students' writing products, and the lecturers' feedback on students' writing. The quantitative data were analyzed using the quantitative descriptive analysis while the qualitative data were analyzed following the technique as suggested by Miles, Huberman, and Saldana (2014) covering: data display, data condensation, and conclusion drawing.

The findings showed that the kinds of the assessments administered by the lecturers were formative and summative assessments. The aspects taken into account in the assessment include the general aspects e.g. grammar, content, and mechanics, and specific aspects related to the text types. The feedback provided by lecturers are in the form of general and specific feedbacks.

Kata Kunci: *assessment, aspect, feedback, formative, summative*