

## **Chapter II**

### **Pair Checks Model in Teaching Writing**

This chapter presents the theoretical foundation that is used in this study. The foundations are used to support the researcher's arguments. All of the foundations are related to the pair checks model in teaching writing.

#### **2.1 Approach, Method, and Technique in Language Teaching**

Teachers have to know the reasons behind their choices in how they run the teaching process. Teachers cannot just enter the classroom and start teaching without knowing anything about how to make their students learn the subject matter well. Approach, method, and technique will help the teacher to make sure the students reach the learning objective.

Edward Anthony (1963) in Richards and Rodgers (1986), an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in with an approach as well.

Furthermore, according to Brown (2001), the definition of approach, method and technique in language learning as follows:

### **2.1.1 Approach**

Theoretically well-informed position and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Approach can be seen as a starting point of learning process. It has limited theoretical coverage. As an example, approach in language learning has theoretical coverage for learning language only.

### **2.1.2 Method**

A generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. There are almost always thought of as being broadly applicable to a variety of audiences in a variety of context.

It is the operational steps to reach the learning objective. Method in learning is not only as the way to acquire the material, but also a systematically arranged activities in the classroom to achieve the learning objective.

### **2.1.3 Technique**

Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Drilling in teaching language is an

activity which ask student to repeat the same activity that is told by the teacher so the students can do it with ease after several times of repetition.

As conclusion from the explanation above, approach is the theoretical coverage to achieve the objective of leaning. Then, the method is the path to achieve the objective of learning. While the technique is how to realize the objective of learning through certain activities.

## **2.2 The Nature of Writing**

Writing is one of the four language skills. The skills are reading, writing, listening and speaking. Writing and speaking are productive skills, it means they involve in producing rather than receiving. Brown (2000) stated that writing makes the product through thinking, drafting, and revising. As a result, in producing written language, the writer should follow those steps to make the product.

According to Alwasilah (2007), *“menulis adalah kemampuan, kemahiran dan kepiawaian seseorang dalam menyampaikan gagasannya ke dalam sebuah wacana agar dapat diterima oleh pembaca yang heterogen baik secara intelektual dan sosial”*. It means, writing is a skill to tell opinion into a discourse, so the readers can understand it. Tarigan (2008) argued, writing is a productive and expressive activity. In writing activity, we should be skilled in utilizing graphology, grammar and vocabulary. Writing skill will not come by itself, but through a lot of organized practice and training. Therefore, it can be concluded, writing is a skill in communicating ideas, and this skill cannot be acquired easily. Writing is not an easy skill to acquire because it needs a lot of practices and trainings.

### **2.3 Teaching Writing**

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in studying something, providing with knowledge, and causing knowing or understanding. It means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) stated that many years ago, the writing was taught by the teacher only focused on the final product of writing. It can be in the forms of essay, report, and story.

For composition of the writing, Brown also adds his opinion that the writing should meet certain standards of prescribe English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment. Shih (1996) in Brown (2001) stated some processes of approaches of the writing. Those processes are considered as the modern way of writing. They are as follows:

1. Focusing the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied.
2. Helping the students to understand on their own composing process.
3. Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Giving students chance or time to write and rewrite their ideas.
5. Placing central importance aspect of writing on the process of revision.
6. Giving students chance to discover what they want to say as they write.

7. Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intension.
8. Encouraging feedback from the instructor and peers.
9. Including individual discussion between the teacher and the students during the process of composition.

Students need to perform their skills after they shown the techniques of writing and the components of writing itself. In performing the product, there are some types that can be used. Brown (2001) explained some performances in learning writing. These are the types of classroom writing performance:

1. Imitative or writing down

In this type, dictations writing is used; students will write down English letters, words or sentences to learn the conventional of the orthographic codes.

2. Intensive or controlled

The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure.

3. Self-writing

This type will only use the students as the audience, so they write for themselves.

#### 4. Display writing

The shapes of this performance are short answer exercise, essay examination, and research report.

#### 5. Real writing

There are 3 types of real writing: academic, vocational, and personal. Academic gives the opportunity for the students to convey genuine information to each other. Vocational is used for advancement in the students' occupation. And personal is a free form of writing for personal use, such as diary.

So, the student in junior high school is expected to make a personal writing, which is categorized as real writing, based on Brown (2001). There is no limitation for this kind of writing, unlike the other types. This type only focuses on student ability to write whatever they want. Furthermore, Harmer (2004) suggested that process of writing has four main elements, there are: Planning, Drafting, Editing, and Final Version. The four elements are explained below.

##### 1. Planning

When Planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing. Second, the audience they are writing for. Third, the content structure of the piece.

##### 2. Drafting

As the writing process proceeds into editing, a number of drafts maybe produced on the way to the final version.

### 3. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

### 4. Final Version

Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

As conclusion from Brown and Harmer, that writing is not focused on the final result, but rather in the process. The process includes planning, drafting, and editing before going to the final version. For teaching writing, the teacher should guide the student through writing as a process, not only focused on the final result.

## **2.4 Macro and Micro Skills of Writing**

There are two skills in writing, they are: macro and micro. Literally, macro means big and micro means small. In short there are the big part of writing which is macro because of it is wide range of coverage, and the small one which is micro.

### **2.4.1 Macro Skills of Writing**

Brown (2004) stated that macro-skills are pointed to responsive and extensive writing. Described as follows:

1. Using the clear and accurate forms and rules of written discourse;
2. Accomplishing appropriately the communicative functions of various texts according to the form and purpose;
3. Conveying links and connections to organize every item such as topic sentence, supporting sentences, new information, given information, generalization, and exemplification;
4. Differing between literal and implied meanings when composing;
5. Delivering appropriately culturally specific sources in the context of the written text; and
6. Developing and using writing strategies, such as accurately assessing the reader's interpretation, starting pre-writing devices with emphasizing fluency on the first draft, using paraphrases and similar words, requiring peer and teacher feedback, and implementing feedback for revising and editing.

It can be inferred, that macro skill of writing is about how we make a good composition by arranging paragraphs into a good composition, so that each paragraph has coherence between one another. For example, the pyramid form of writing, where the general discussion comes first and then the discussion becomes more specific in the end. Furthermore, extensive and responsive, extensive means reading beyond the text because it has some kind of connection to the world outside



of the writing itself. Responsive gives us the chance to evaluate the writing based on what we know about composing a good writing.

### **2.4.2 Micro Skills of Writing**

Brown (2004) stated that micro-skills refer to specific terms or patterns of writing work. Described as follows:

1. Producing graphemes and orthographic English forms;
2. Producing composing works at an efficient rate of speed to match the goal;
3. Producing an acceptable core of words and use appropriate word order patterns;
4. Using acceptable structural forms (e.g. tense, agreement, pluralization), sentence patterns and rules;
5. Expressing a certain meaning in diverse grammatical patterns; and using cohesive devices in written language.

In macro skill, the focus is in how we make a good sentence, so it will produce a good paragraph which is called cohesion. The cohesion between one sentence and another is important to make a good paragraph, thus this micro skill of writing is important. In conclusion, the difference between macro and micro is in the object, while macro deals with coherence in paragraphs, micro deals with cohesion in sentences. It is actually the same, in matter of arranging or composing a combination to make a writing into a good writing.

## 2.5 The Pair Checks Model in Teaching Writing

Pair checks is a model, according to Istarani (2011), learning model is a whole series of teaching material presentation that includes all aspects before, while and after the learning process is done by the teacher and all related facilities that is used directly or indirectly in the learning process. Kardi and Nur (2000) in Shoimin (2017), The learning model has wider meaning than strategy, method, or procedure. Learning model has four specific characteristics that strategy, method, or procedure does not have. The characteristics are:

1. Logical theoretical rational compiled by the creators or developers.
2. The rational for what and how students learn (learning objectives to be achieved).
3. Teaching behaviour needed so that the model can be implemented successfully
4. Learning environment needed so that learning objectives can be achieved.

Shoimin (2017) stated that the function of learning model is as a guide for teachers and educators in carrying out learning. So, model is a form of learning that is illustrated from the beginning to the end and presented by the teacher. The pair checks model was first introduced by Spencer Kagan in 1990, it is a group learning between two people or pairs.

In teaching writing, the model will make the students learning in a group. The pairs will check each other writing before submitting their works. First, the students will focus on the on process of writing rather than the result, because they have to check their works. Second, it will give students chance to write their ideas

as they write, and their friends will be encouraged by this process. Third, there will be a discussion between students and teacher.

This is called cooperation, where two or more individual work together to get the desired goal. Therefore, pair checks can be categorized as a cooperative learning.

### **2.5.1 Pair Checks Model as Cooperative Learning**

Then there is cooperative learning, Slavin (2010) stated that cooperative learning is a learning strategy, where students learn and work in collaborative small groups which consist of 4-5 members. With heterogeneous group structure. The success of learning from groups depend on the abilities and activities of the group members, both individual and in groups. Therefore, there will be more teamwork in learning, all group members should be active to earn better score.

The pair checks model implements demanding cooperative learning which also trains social responsibility, cooperation, and ability to assess, Huda (2014).

In general, the Pair Checks learning sequence are: working in pairs, division of roles, trainers give questions and partners answer, check answers, exchange roles, conclusions, and confirmations, Taniredja (2013).

Rusman (2013) mentioned that Pair Check learning method is one form of cooperative learning. Where in every learning cooperative students work together to do their academic tasks in a small heterogeneous group.

### **2.5.2 Steps of Cooperative Learning**

In cooperative learning, there are several steps that must be taken according to Rusman (2013). They are as follows:

1. Explanation of material

This stage is the stage for delivering the subject matter of the lesson before students learn in groups. The main purpose of this learning is students' understanding of the subject matter.

2. Group study

This stage is done after the teacher gives an explanation about the material, then students work in groups that have formed before.

3. Assessment

Assessments in cooperative learning can be done through tests or quizzes conducted individually or in groups. Individual tests will provide individual information, while groups will provide value to the ability of the group.

4. Team Recognition

Determination of the team that is most suitable or most suitable for receiving gifts or prizes, allows the teacher to motivate the team to continue to perform better.

### **2.5.3 The Procedures of Implementing Pair Checks Model**

There is a procedure for implementing the Pair Checks model, based on Huda (2014), to implement the Pair Check model, these following procedures can be used:

1. Divide students in your class into groups of 4 people. Each group can be consisted of random student based on teacher's decision, or the student can form a group based on their own will.
2. Share your student groups again into pairs. As a result, there will be partner A and partner B. Make sure that students always remember whether they are partner A or B.
3. Give each pair some questions to do. Decide what task are they going to do, every group should be given then same question to avoid misunderstanding.
4. Next, give partner A the opportunity to work on problem number 1, while partner B observes, gives motivation, guides (if needed) while partner A working on problem number 1. Teacher should supervise the students' activity, because sometimes there are lazy group or a group which does not understand the instruction from the teacher.
5. Then exchanging roles, partner B works on problem number 2, and partner A observes, gives motivation, guides (if needed) while partner B working on problem number 2. Same thing as number four, the teacher should supervise the student.
6. After 2 questions are resolved, the pair checks the results of their work both with another partner who is one group with them. Make sure the student

knows what to check, the teacher also has to supervise the students again to make sure the students do the checking right.

7. Every group that gets an agreement celebrates their success, or the teacher gives an award. The teacher can provide guidance if the two partners in the group find no agreement.
8. Steps number 4, 5, and 6 are repeated again to solve problems number 3 and 4, and so on until all the questions are done by each group.

## **2.6 Descriptive Texts**

According to Wardiman (2008), descriptive text is a part of factual genres. It has social function which is to describe a particular person, place or thing. Descriptive gives sense of impression, as in feel, sound, taste, and look of things through words. Its aim also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing are the focus of descriptive text.

Then, based on Alwaslilah (2013), *“deskripsi adalah gambaran verbal ihlwal manusia, objek, penampilan, pemandangan, atau kejadian. Cara penulisan ini menggambarkan sesuatu sedemikian rupa sehingga pembaca dibuat mampu (seolah merasakannya, melihat, mendengar, atau mengalami) sebagaimana dipersepsi oleh pancaindra”*.

It can be concluded that, descriptive text gives a description of something in particular in order to help the people perceive it through words, and the description text gives a feeling to the readers as if they experience it by themselves (see, feel, or even hear). Descriptive text's object can be anything, such as living things, things around us, places, or even something we cannot see just like feelings and emotions.

### **2.6.1 Generic Structure of Descriptive Text**

Every kind of text has a pattern in writing, it is usually called as generic structure of the text. Hammond (1992), explained the generic structure of descriptive text as follows:

#### **a. Identification**

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

Identification usually answers the following questions:

1. What is the topic of the text?
2. What is the text about?

## b. Description

Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has. Detail information about something to manipulate the readers as they feel or see the thing that the writer is trying to describe. It can be the location, size, colour, etc of the “thing”.

In conclusion, when we read a descriptive text, the first line or the opening is the identification of the object. Then, the follow up which gives the information about details of the object is called description. Identification can be short because it is only state about the object in general. To be more specific, there is description which contains the more detailed information about the object.

### **2.6.2 Language Feature of Descriptive Text**

Language feature helps to understand what the writer is saying. The writer usually uses different language techniques to convey his message. Further, the writers use techniques such as figures of speech, sentence structure, tone, and word choice. Here are some language features of descriptive text:

#### 1. Specific Participant

This text has a certain object as the focus, for example: A wolf, a sword, a person and others. The participant usually occurred as the title of the text, it makes easier for the readers to know who or what is this about actually.

#### 2. The Use of Adjective

To clarify the noun or the participant, to make it more specific. Example: A grey wolf, a blue sword, the beautiful aunt May and others. The way the



writer describes anything can be done by using adjective. Figurative speech can also be used, for example: as white as snow, as dark as night and so on.

### 3. The Use of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions or habitual things that are factual that occur in the present but that are not necessarily happening right now. Thus, the tense is used to state factual information about something. For example, wolves are animal, they eat meat because they are carnivore. Taken from: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

Example of descriptive text:

#### My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to

repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even wanting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

Source: <http://www.scholaradvisor.com/essay-examples/descriptive-essay-my-favorite-teacher>

From the example above, the identification is in the first paragraph because it tells who is the main topic, and that is the history teacher of the writer. The writer describes the teacher in the second paragraph until the third. The writer focuses on the teacher's habit at the classroom, that is how the writer describes the teacher.

Move onto the language feature, the writer focuses on one specific person, that is the history teacher, and there is no other object the writer is trying to describe except the teacher. The writer describes the teacher as a jovial and jolly little man, which stands for the adjective. The writer also describes the teacher's hair with a figurative speech.

The usage of simple present tense is major, because it states the factual or habitual things about the teacher. Therefore, the writer states his opinion with simple present tense because that is what the writer felt about the teacher, and that is a fact according to the writer at that time.

## **2.7 Teaching Equipment**

The learning process will not run smoothly if not supported by components in learning. In teaching, there is also equipment that teachers have to prepare before they go into the classroom and start teaching. Furthermore, an interesting argument in [bchmsg.yolasite.com](http://bchmsg.yolasite.com) about tools for teaching:

Learning is more powerful and dynamic with tools that are already in right in front of you – and it's up to educators to impress this on students in the classroom. When you bring real things and authentic daily-life situations into the classroom, listening becomes discovering, interest becomes wonder, and passive learning becomes active exploration. Lessons come to life with touch, motion, and sound. Teacher resources, insight from fellow educators, and personalized support help you teach every subject, from reading to coding, in ways that kids really get. All of which makes those magical a-ha moments happen much more often. For everyone. The most powerful tools for learning are the ones students love to use.

According to Zuhdan (2011), the learning tools are the tools or equipment to perform the process which will enable educators and learners to perform the learning activities. So, in order to perform the learning activities smoothly, teachers should have grasp on their teaching equipment. Teaching equipment are lesson planning, learning material, worksheet, learning media, and evaluation:

### **2.7.1 Lesson Planning**

In the regulation from the Indonesian ministry of education and culture, number 65 in 2013 stated that lesson plan is a plan of face to face learning activities for one or more than one meeting. Lesson plan is developed from the syllabus to

direct learners' learning activities in achieving the basic competence. Lesson plan is prepared before the teaching learning process so the activity will run according to the expectation. Lesson plan must be developed from the syllabus, because the syllabus is the umbrella or the base for the teaching activity. There are contents that a lesson plan should have, Based on Trianto (2014):

1. School data, subjects, and classes/semesters;
2. Subject matter;
3. Time allocation;
4. Learning objectives,
5. Basic competency and competency achievement indicators;
6. Learning materials;
7. Methods of learning;
8. Media, tools and learning resources;
9. The steps of learning activities;
10. Assessment.

### **2.7.2 Teaching Material**

Teaching material or learning material is one component of learning that is very important and very much needed in teaching and learning activities so that learning objectives can be achieved. In this case, Mukmin (2004) argued that learning material or often referred to as subject matter is the subject matter of learning material that student /students must learn as a means of achieving basic competencies and which will be assessed using assessment instruments prepared based on indicators of competency achievement.

According to Sumarsono et al, in *Students' Needs to Develop English Writing Materials* (2017), good teaching material should be informative (informs the learner about the target language), instructional (guides the learner in practicing the language), experiential (provides the learner with experience of the language in use), eliciting (encourage the learner to use the language), and exploratory (helps the learner to make discoveries about the language). Furthermore, students' need-based material can attract the students' motivation and knowledge, necessities into required knowledge, and wants into subjective needs (Nation & Macalister, 2010).

Students' need in junior high school based on the curriculum is English as communication, there are a lot of examples from dialogue, so students will learn directly from a conversation. In old fashioned way, students will learn English from a story or novel, because the focus then was not about English as communication, but rather as a language in general. More focused dialogue makes the students can relate to their daily life. The dialogue example should be about what really existed in their daily life, such as at school, at home, and other places they can relate. The dialogue should be designed for them at their level of education.

### **2.7.3 Student's Worksheet**

As mentioned by Prastowo (2012), worksheet or student's worksheet is defined as a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for the implementation of learning tasks that must be done by students with reference to the basic competencies that must be achieved. Then, Trianto (2010), student's worksheet is a guide for students in developing cognitive aspects as well as guidelines for the development of all

aspects of learning in a form of instructions for investigation activities or problem-solving activities according to the learning indicators that must be achieved.

In making good worksheet, there are things to consider. Based on *Depdiknas* or the Ministry of National Education in 2008, the worksheet components consisted of:

1. Title
2. Learning instruction
3. Competencies to be achieved
4. Subject matter
5. Supporting information
6. Task and work steps
7. Evaluation

Based on Shobirin (2013), the kind of worksheet needed now is capable in inspiring students to have good ability at speaking English and responsibility as a student. Character education is very important even though it is still only an insertion in learning material, so careful selection of the right material is required, so students can live up to that value, and also the value of character education. In conclusion, worksheet for English teaching, especially in writing, based on the explanation above, worksheet should have the complete component of worksheet. From the title up to evaluation, everything should exist. And there should be character education for the students so that they will be inspired to be a good student.

### **2.7.4 Learning Media**

A learning process will not run optimally if it is not supported by the media as a means to facilitate teachers in interacting with students in teaching and learning activities. Media is a set of tools or tools that are used by teachers or educators to communicate with student or learning participants (Danim, 1995). Rohmat (2010) classified learning media into four groups:

#### **1. Media from Printed Technology**

Media consisted of printed technologies include text, graphics, photos, or photographic representations. Major example from this media is book, whether it is book with images or not. It is still printed anyway.

#### **2. Media from Audio-visual Technology**

Audio-visual technology conveys material with mechanical and electronic machinery characterized by the use of hardware during the learning process, such as movie projector machines, tape recorder, wide visual projector. Example for this media is a projector, which can be used in classroom to play specific material in front of the class. So, students are able to hear and see the material in a theatrical way.

#### **3. Media from Computer-based Technology**

Computer-based technology is a way of generating or conveying material using resources that are based on micro-processors. Mainly using computer as the media, so students operate the computer themselves in learning activities.

#### 4. Media from Combination between Printed and Computer Technology

Combined technology is a way to produce and convey material that combines the use of several forms of computer-controlled media. An advanced form from computer-controlled media means the source will be in form of digital, electronic book is an example of it.

For teaching writing, Tarigan (1996) argued, writing through image as media is a writing teaching technique that is highly recommended by experts. Images that look silent actually say a lot to those who are sensitive and full of imagination. In accordance to that, there are lots of images in students' books to give them picture about the learning materials. Teachers can use the images as good examples to the student if they do not have the proper object.

#### **2.7.5 Evaluation**

The last component in the learning process is evaluation. Evaluation in the opinion of Suryobroto (1986) mentioned, Evaluation is a barometer to measure the achievement of the interaction process, evaluation can control student learning outcomes and control the accuracy of a method used by the teacher so that the achievement of learning objectives can be optimized.

Sudjana (2003) expressed the same opinion as Suryobroto that evaluation aims to see or measure students' learning in terms of mastery of the material that has been studied in accordance with the objectives set.

In evaluating the student's writing quality, a scoring guide for writing is needed. Such as the scoring for grammar, mechanic of writing, originality, creativity and so on. The scoring should be about writing.



In assessing the student's writing, the following scoring rubric can be used, five important aspects to measure writing quality, by Hyland (2003).

Table 2.1  
Scoring Rubric for Writing

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear.
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak.
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak.
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Excellent	Well-organized and perfectly coherent.
	4	Good	Fairly well-organized and generally coherent.
	3	Average	Loosely organized but main ideas clear, logical but

			incomplete sequencing.
	2	Poor	Ideas disconnected, lacks logical sequencing.
	1	Very Poor	No organization, incoherent.
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms.
	4	Good	Effective choice of words and use of idioms and words forms.
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms.
	2	Poor	Limited range, confused use of words, idioms, and word forms.
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5	Excellent	No errors. Full control of complex structure.
	4	Good	Almost no errors, good control of structure.
	3	Average	Some errors, fail control of structure.
	2	Poor	Many errors, poor control of structure.

	1	Very Poor	Dominated by errors, no control of structure.
Mechanics	5	Excellent	Mastery of spelling and punctuation.
	4	Good	Few errors in spelling and punctuation.
	3	Average	Fair number of spelling and punctuation errors.
	2	Poor	Frequent errors in spelling and punctuation.
	1	Very Poor	No control over spelling and punctuation.