



---

## DEVELOPMENT OF ASSESSMENT INSTRUMENTS FOR WRITING TEXT DESCRIPTION CLASS VII

Desy Irafadillah Effendi<sup>1\*</sup>, Widia Tamara<sup>2</sup>, Endah Tri Priatni<sup>3</sup>, Heri Suwignyo<sup>4</sup>  
*State University Of Malang*

---

### ARTICLE INFO

*Article history:*

Received: 02-12-2022

Accepted: 09-12-2022

Published: 18-12-2022

*Keyword:*

development,  
assessment, writing  
skills, text description

---

### ABSTRACT

Writing skills are important so that creativity in students is honed, especially in the field of writing. Skilled in writing to students will be better if the potential continues to be honed by diligent practice. Creative writing skills in text descriptions need to be considered to train students' sensitivity in describing objects based on sensory experience. This article contains the development of assessment instruments to write a description text along with the assessment rubric. The specific purpose of this discussion is to be an alternative instrument for teachers in assessing students in the evaluation of writing procedural texts with Project techniques.

---

## INTRODUCTION

Education is an effort to prepare a better generation in improving the quality of life of religion, state, and nation. Chomaidi & Salamah (2018) explain that education provides a dynamic influence on the development of spiritual, physical, and moral, skills, and the social sense that can develop an integral person. Before the family was the first education for children, school is an effective way to develop children's knowledge because in addition to gaining knowledge can also express themselves in the social environment of the school.

---

\* Corresponding author.

E-mail addresses: [desy.irafadillah.2202119@students.um.ac.id](mailto:desy.irafadillah.2202119@students.um.ac.id) (Desy Irafadillah Effendi)\*

ISSN : 2523-613X (Online) - ISCE : Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

In addition, teachers also play an important role in the success of teaching and learning activities so that the atmosphere becomes effective and conducive so that students can understand the knowledge conveyed more optimally. In this case, the strategy is needed by educators when learning. Learning is a process of interaction between learners or students to educators. In practice, the preparation of learning objectives is important so that the learning process is more directed, focused, and effective. Proper use of assessment is also very helpful in evaluating student learning outcomes. Then the teacher needs to make the assessment rubric in detail and clearly to be a guideline or guide in evaluating student learning outcomes. The use of varied texts or teaching materials and good learning planning will help improve students' abilities both in knowledge and skills.

One of the compulsory lessons that must be mastered by educators and learners is Indonesian language lessons. Language skills are something that students need to master. Language skills listening, speaking, reading, and writing is four integrative skills that are interrelated. Assessment can be applied to various aspects of language skills, namely speaking, reading, writing, and listening. The four language skills that have the level of difficulty in learning is writing skills. This skill involves high-level thinking skills because it requires students to issue ideas and creativity in the form of work. Writing is an active productive activity to produce work. According to Nurgiyantoro (2013) that in general, writing is the activity of expressing ideas through the medium of language. Skills that must be owned by a student is writing because writing skills in learning a very important thing. The ability to write is very helpful for students to expand their minds, deepen their minds, deepen their perception, prevent problems encountered, and structure experiences.

Other skills such as listening, reading, and speaking are not unimportant, but writing is the main skill and must be owned by a student because students are more required to practice their writing skills. Writing includes aspects of language activities that are considered difficult. It was complained about by many people. Learners in primary and secondary education, college students in higher education, and even people who have completed college have complained about the difficulty of writing. As a result of complaints, it eventually became a common opinion, that writing is indeed difficult. According to Rojaki (2012), writing skills do not come automatically but must be by way of practice and practice a lot and regularly.

Writing like any other language activity represents a skill. Any skill will only be acquired through practice. Practicing systematically, continuously, and fully disciplined is a recipe that is always recommended by practitioners to be able or skilled at writing. Of course, the provision to practice is not just a willingness, but other provisions need to be owned. Another provision is knowledge, concepts, principles, and procedures that must be taken in writing activities. So, two things are needed to achieve writing skills, knowledge of writing and practice writing because writing is an integrated language skill, which is intended to produce something called writing. Furthermore, according to Lamuddin Finoza in Nurfidah (2019), classifying types of writing into several types, including (1) a descriptive essay is an essay that highlights more aspects of painting an object as it is (2) a narrative essay is a form of writing that tries to create, narrate, chain the actions of human actions in an event chronologically or that takes place in the unity of, or explain something (4) argumentation essay which is an essay that aims to convince the reader to accept or take a certain doctrine, attitude, and behavior (5) persuasion essay which is an essay that aims to make the reader believe, be convinced, and persuaded of the things being communicated which may be a fact, a general stance, an opinion or idea, or a person's feelings.

The skill of composing a description text is one of the competencies that must be achieved in the 2013 curriculum. The basic competence is contained in the basic competence in Class VII semester I, namely basic competence 4.1. which contains “determine the contents of the text description of the object (schools, tourist attractions, historical places, and or the atmosphere of the regional art performances) are heard and read”. Based on these basic competencies, text drafting skills can be divided into two, namely oral text drafting skills related to speaking and written text drafting skills related to writing. This study focuses on the skills of composing text descriptions related to writing skills. Description text is an essay that describes an object with the aim that the reader feels as if he sees the described object himself. Description text is a text that contains a description of an object that is poured in detail so that the reader can see directly the object being described (Wulandari, 2019). Furthermore, Fatimah (2014) explained that the skill of compiling a written description text is a skill to make writing related to an object in the form of a description. In writing activities, many students have difficulty and are unable to understand the form and structure of the description text and

understand the linguistic text elements of the description text, so educators or teachers also become confused in assessing student learning outcomes because sometimes there are student writings that are difficult to read. So, in this article, the author will pour conceptual ideas about the development of assessment instruments to write text descriptions of Class VII with project assessment techniques that are expected to help educators to assess the results of writing text descriptions of students.

## WRITING A DESCRIPTION TEXT

Writing is an activity to express ideas, ideas, or feelings expressed in writing. Rusmini (2018) argues that writing is a process of conveying thoughts, ideas or ideas, or feelings in the form of meaningful symbols/signs/writing. In writing, there are various types of writing, including description, exposition, argumentation, narration, and persuasion. But this article focuses on writing the description text. The word description comes from the Latin describe which means to describe or give something. A form of writing that describes something according to the actual situation, so that the reader can imagine (see, hear, smell, and feel) what is described following the image of the author. So, writing a description is, writing by telling the situation according to the original so that the reader can feel what the author feels.

Writing a description is used if the author wants to describe the shape, nature, and taste of the thing he observes. The description is also used to describe the author's feelings such as happiness, afraid, sadness, and so on. To understand the written description, the reader is required to use his senses. Writing a description should be based on careful observation and proper drafting of sentences. The purpose of the description is to form, through the expression of the language of the reader's imagination order to be able to imagine the atmosphere, people, and events, and so that they can understand according to sensations or emotions. By and large, writing a description rarely stands alone. This form of writing is always part of other forms of writing and is related to each other.

There are two kinds of writing descriptions, namely the composition of the description of the person and the composition of the description of the place. In this article, the author chooses a place description essay, because the theme discussed is "experience" so through this description essay, students will describe the place clearly. The things that need to be developed and described clearly are mood, completeness of

depiction, and the difficulty of writing. All of that will be a reference assessment in making up the description. Good writing is writing that is clear and meaningful, has good cohesion and coherence, is effective and efficient objective, and always follows grammatical rules. This will make the reader understand the intent conveyed by the author.

Description text is one type of text that in its preparation requires creative thinking skills because it requires intuitive sensitivity and imagination of the author when describing objects (Lestari, 2018). Furthermore, Imawati (2017) argues that in writing descriptive texts the author must strive so that the reader seems to be able to see, experience, and feel what is being described and the author must be able to describe in detail by using certain vocabulary that can provide a “mental picture” of the object perceived by the reader. There are at least three that can be described, namely, humans, places, and objects. Descriptive text is also writing that describes or describes something that the author will express so that the reader or the listener seems to see the object that has been talked about, even though the reader or listener has never witnessed it himself (Permanasari, 2017).

## **INSTRUMENT DEVELOPMENT WRITING TEXT DESCRIPTION WITH PROJECT ASSESSMENT TECHNIQUES**

In general, the task of writing the description text has the same section, namely (1) instructions for use of writing tasks, (2) writing tasks that are tailored to the theme, and stimulant (3) a rubric of writing assessment results. The instructions for use of writing contain the steps that must be performed by the student using the assessment instrument. Furthermore, the writing task is the task of writing a story based on the theme and stimulants given by the teacher and then developed by students through the framework of events to produce a whole story, namely the description text. The task contains writing exercises, namely arranging the story into a text description according to the theme of the image or event that has been selected. The results assessment rubric contains student writing criteria and writing scores.

No	Basic Competencies	Indicator Achievement Of Competence	Formulation of tasks
4.1	Specifies the content of the object description text (schools, tourist attractions, historic places, and or the atmosphere of regional art performances) are heard and read.	Present a text description based on observations of an object.	You have learned the structure and linguistic aspects of the description text. Next, select one of the event images then arrange the description text based on the image you have selected. Consider the steps of writing, structure, and linguistic rules of the description text within 80 minutes.

**Table 1. Assessment Instruments**

No	Aspek yang Dinilai	Skor				
		1	2	3	4	5
1	Fluency					
2	Paragraph development/completeness					
3	Authenticity					
4	Think in detail					
5	Creativity					

**Table 2. Rubric Assessment Of Student's Ability In Writing Descriptions**

Assessed Aspects	Score	Description	Quality
Fluency	5	Results essay description of the students showed fluency if in time 80 minutes the number of words used in the essay more than 200 word.	Very nice
	4	Results essay description Students show fluency if within 80 minutes the number of words used in the essay is between 150-199 word.	Good

	3	Results essay description students showed fluency if within 80 minutes the number of words used in the essay between 100-149 word.	Enough
	2	Results essay description Students show fluency if within 80 minutes the number of words used in the essay is between 50-99 word.	Less
	1	Student description essay results do not show fluency if within 80 minutes the number of words used in the essay is less than 50 word.	Less once
Paragraph development /completeness	5	The results of the student description essay show development if there is diversity in sentence structure that can be a combination of sentences (1) simple, combined, and complex, or (2) long sentences (short sentences of less than five words, long sentences of more than ten words). If there is a development in the content or idea that includes the use of (3) adjectives special, (4) organizing patterns, (5) the author's impression.	Very nice
	4	The results of the essay description of students show development if meet 4 criteria.	Good
	3	The results of the essay description of students show development if meet 3 criteria.	Enough
	2	The results of the essay description of students show development if meet 2 criteria.	Less
	1	The results of the essay description of students do not show development if only 1 or not 1 meets the criteria.	Less once
Authenticity	5	The results of the student description essay show authenticity, including (1) the novelty of ideas, (2) valuable/useful, (3) object uniqueness, (4) surprise, (5) relevant.	Very nice

	4	Student description essay results show authenticity if it meets 2 criteria.	Good
	3	Student description essay results show authenticity if it meets 3 criteria.	Enough
	2	Student description essay results show authenticity if it meets 2 criteria.	Less
	1	Student description essay results do not show authenticity if it only meets 1 or not one criterion.	Less once
Think in detail	5	Able to detail in detail the object described, including aspects of the place (position, direction), size (weight, volume, distance), shape/pattern, color, texture, material/tool name, functions, values, and another technical vocabulary.	Very nice
	4	Able to detail in detail 4 aspects related to the object described	Good
	3	Able to detail in detail 3 aspects related to the object described.	Enough
	2	Able to detail in detail 2 aspects related to the object described.	Less
	1	Able to detail only one or none of the related aspects of the object described.	Less once
Creativity	5	Able to assess objects through the impression of the five senses (sight, hearing, smell, taste, feeling, and feeling).	Very nice
	4	Able to provide an evaluation of objects through the impression of the four-five senses.	Good
	3	Able to provide an evaluation of objects through the impression of the three five senses.	Enough
	2	Able to assess the object through the impression of two five senses.	Less



	1	Able to assess the object through the impression of one or not one of any five senses.	Less once
--	---	--	-----------

**Table 3. Assessment of students ' ability to write descriptions**

<b>Level</b>	<b>Characteristic</b>
Level A (very creative)	If students can demonstrate the five abilities of fluency, paragraph development/completeness, originality, detailed thinking, and creativity
Level B (Creative)	If the student can show four ability to think creatively.
Level C (creative enough)	If students can demonstrate three creative thinking skills.
Level D (Less creative)	If the student can demonstrate two abilities think creatively.
Level E (No creative)	If the student can show only one or no ability to think creatively.

**Table 4. The level of Student ability in writing text description**

A	80-100
B	50-79
C	30-49
D	10-29
E	0-9

**Table 5. Assessment Level Description**

## CONCLUSIONS

This development article offers assessment instruments along with assessment rubrics that are expected to assist teachers in assessing student learning outcomes in assessing procedural text writing skills. The tasks presented to the students are packaged following the language development of Junior High School students to make it easier for students to understand the commands or instructions given. Writing tasks using stimulants in the form of images of events. Stimulants are used to help students find ideas and develop them into a text description essay. This article contains the (1) instrument assessment (2) rubric assessment of students 'ability in writing descriptions (3) Information Assessment of students' ability in writing descriptions (4) the level of ability of students ' ability in writing descriptions and (5) Information level assessment.

## REFERÉNCES

Chomaidi & Salamah. (2018). *Pendidikan dan pengajaran Strategi Pembelajaran Sekolah*. Jakarta: Kompas Gramedia.

- Fatimah, Siti. (2014). *Peningkatan Keterampilan Menyusun Teks Deskripsi Secara Tertulis Menggunakan Pendekatan Saintifik Melalui Metode Mind Map (Peta Pikiran) dengan Media Foto Pada Siswa Kelas VII C SMP N I Gabus Kabupaten Pati*. Skripsi. Universitas Negeri Semarang.
- Imawati, Eni. (2017). *Pengaruh Pembelajaran Berbasis Teks Terhadap Kemampuan Menulis Teks Deskriptif*. Jurnal Literasi, Volume. 1, Nomor. 1, April 2017.
- Lestari, Nurul Dwi. (2018). *Pembelajaran Autentik dalam Menulis Teks Deskripsi*. Jurnal Efektor, Volume 5 Nomor 2 Tahun 2018.
- Nurfidah. (2019). *Analisis Kemampuan Menulis Teks Deskriptif Pada Siswa Kelas VII SMP Negeri 11 Mataram*. Jurnal Ilmu Sosial dan Pendidikan Vol. 3 No. 1 Maret 2019.
- Permanasari, Dian. (2017). *Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat*. Jurnal Pesona, Volume 3 No. 2, (2017), 156-162.
- Rajaki. (2012). *Upaya Meningkatkan Kemampuan Menulis Puisi Melalui Model Pembelajaran Sinektik Siswa Kelas X 3 SMA Negeri 2 Sekayu*. Jurnal Ilmiah Guru "COPE", halaman 59-72, Nomor 02/TahunXVI/Nopember 2012.
- Rusmini. (2018). *Kemampuan Menulis Teks Prosedur Siswa Kelas VIII SMP Negeri 1 Segeri Kabupaten Pangkep*. Skripsi. Universitas Negeri Makassar.
- Wulandari, Setyo Ayu. (2019). *Pengembangan Pembelajaran Menulis Teks Deskripsi Melalui Model Assurance, Relevance, Interest, Assessment, Satisfaction (Arias) dengan Media Gambar Bermuatan Kebudayaan Lokal bagi Siswa Kelas VII SMP*. Skripsi. Universitas Negeri Semarang.