

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

#### **4.1 Data Description**

The data of this study were collected through three instruments, questionnaires, check-list document analysis and students interview. The questionnaires consisted of 18 statements and were written in Bahasa Indonesia to avoid misinterpretation. Teachers' personal information was also mentioned in the first part of the questionnaire. The teachers have different personal background. They consist of 8 males and 12 females, 6 (<5 years teaching experience), 3 (5-10 years teaching experience), 3 (10-15 years teaching experience), 8 (>15 years teaching experience). All of teachers have S1 degree from English Education. 12 of them are certified teachers while 8 are not yet. Most of the teachers have 30-40 students per classroom while 2 teachers claim 20-30 students per class. The next part is purposes of authentic writing assessment. The writer used Likert scale to grade the practice held by the EFL teachers related to authentic assessment. There were five answer option; Sangat Setuju (SS), Setuju (S), Tidak Tahu (TT), Tidak Setuju (TS), and Sangat Tidak Setuju (STS). For types of authentic assessment, the writer used Likert scale to grade the frequency of teachers' practice. There were five answer option; Sangat Sering (SS), Sering (S), Netral (N), Jarang (J), Tidak Pernah (TP). Lastly, similar to types, for grade the frequency of techniques that teachers provided also used Likert scale. Those questionnaires were distributed to 20 Marketing Vocational

School teachers from nine different vocational schools in East Jakarta as the participants. The schools are SMKN 48, SMKN 50, SMKN 40, SMKN 46, SMKN 10, SMK Dinamika Pembangunan 2, SMK PERBANKAN, SMK Jakarta Timur 2, and SMK Bina Karya Utama.

Besides questionnaire, lesson plans were collected to complete check- list document analysis. The writer collected 18 lesson plans and 2 syllabuses from nine different vocational high schools. The writer analyzed all lesson plans into check-list document analysis which is formatted in yes or no column. The writer put V in column YES and O in column NO. Lesson plans were collected to support the data of teachers' practice of authentic writing assessment.

On the other hand, 5 minutes interview was conducted with 20 groups of students which is for each group, consist of three students as teachers' representative. The total of students was 60 marketing students. The data of students' interview is used to confirm and to supply more information about teachers' practice of authentic writing assessment. The writer provided 14 questions for the interview and divided into two parts. There were types and techniques of authentic writing assessment. The writer analyzed the data of students' interview using table accumulation.

## **4.2 Findings**

According to the data gathered, the writer analyzed and classified the findings and the research questions. The research question of this study is:

What Authentic Writing Assessment practices do Marketing Vocational Teachers employ in their classroom?

1. What purposes do their authentic writing assessment practices serve?
2. What writing assessment types do they choose to serve?
3. What assessment techniques do they choose to serve in their authentic writing assessment?

#### 4.2.1 The Purpose of EFL Teachers' Authentic Writing Assessment

##### Practices in Teaching Marketing VHS students

The table below consist of statement 1 to 4 describes the purposes of EFL teachers' Authentic Writing Assessment practices. Each statement was analyzed as follows:

Statement 1 : *“Saya menggunakan penilaian otentik untuk memantau proses perkembangan keterampilan menulis siswa di kelas.”*

Table 4.1 Percentage of statement 1

Interpretation	Frequency	%
Sangat setuju	9	45 %
Setuju	10	50 %
Tidak Tahu	0	0 %
Tidak Setuju	0	0 %

<b>Sangat Tidak Setuju</b>	1	5 %
<b>Total</b>	20	100 %

Based on Teachers' responses above (table. 4.1), it shows 45% of 20 EFL teachers strongly agreed use authentic assessment to monitor students' process of writing skill in classroom and another 50 % or 10 EFL teachers agreed to this statement. Meanwhile 5 % of 20 EFL teachers claim strongly disagreed.

Statement 2: *Saya melakukan penilaian otentik untuk meningkatkan mutu kegiatan belajar mengajar di kelas.*

Table 4.2 Percentage of statement 2

<b>Interpretation</b>	<b>Frequency</b>	<b>%</b>
<b>Sangat setuju</b>	9	45 %
<b>Setuju</b>	11	55 %
<b>Tidak Tahu</b>	0	0 %
<b>Tidak Setuju</b>	0	0 %
<b>Sangat Tidak Setuju</b>	0	0 %
<b>Total</b>	20	100 %

From the data above (table 4.2.), show that 45% of 20 respondents strongly agreed that authentic writing assessment purpose to improve teaching and learning process and 55 % or 11 teachers agreed about the second purpose.

Statement 3 : *Saya melakukan penilaian otentik untuk mengukur pencapaian hasil keterampilan menulis siswa dikelas.*

Table 4.3 Percentage of statement 3

<b>Interpretation</b>	<b>Frequency</b>	<b>%</b>
<b>Sangat setuju</b>	12	60 %
<b>Setuju</b>	7	35 %
<b>Tidak Tahu</b>	1	5 %
<b>Tidak Setuju</b>	0	0 %
<b>Sangat Tidak Setuju</b>	0	0 %
<b>Total</b>	20	100 %

Teachers response to statement 3 (table 4.3.) show that 60 % of 20 EFL teachers strongly agreed use authentic assessment to measure students' output of writing skills and 35 % of respondent agreed about this statement. Meanwhile 5 % or one teacher claims do not understand the third purposes.

Statement 4: *Saya melakukan penilaian untuk menetapkan tingkat pencapaian siswa dikelas.*

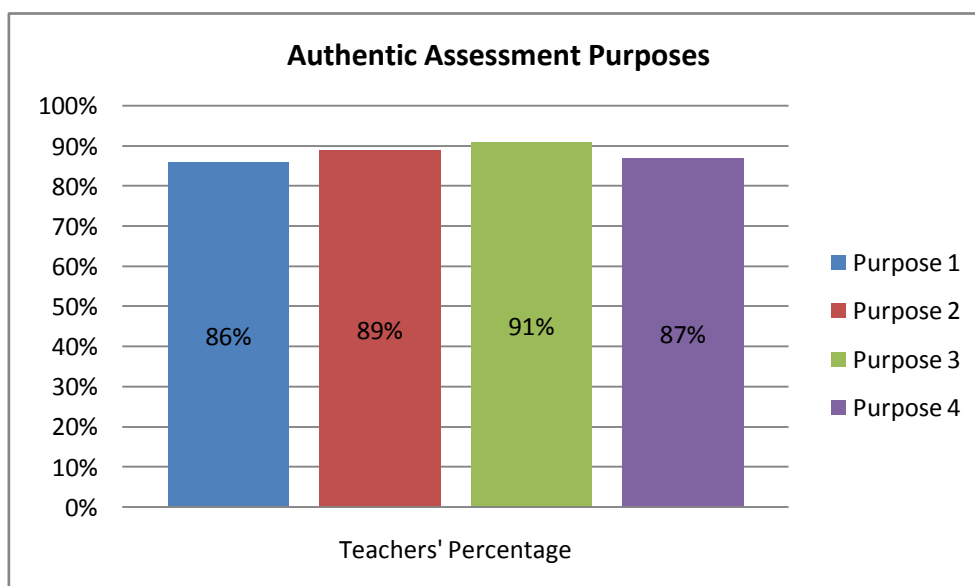


Table 4.4 Percentage of statement 4

Interpretation	Frequency	%
Sangat setuju	9	45 %
Setuju	9	45 %
Tidak Tahu	2	10 %
Tidak Setuju	0	0 %
Sangat Tidak Setuju	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

The percentage of statement 4 above (table 4.4.) show that 45 % of 20 EFL teachers strongly agreed use authentic writing assessment as a tool to place students' achievement and also 45 % or 9 respondents agreed. Meanwhile 10 % of respondents claim that they do not understand.

Based on the data accumulation above, the data percentage can be showed through the following chart (fig. 4.1)



The data percentages of EFL teachers' authentic writing assessment purposes (fig. 4.1) show that all teachers or 20 respondents agreed about using the four authentic assessment purposes. 91% of 20 teachers strongly agreed use authentic assessment to measure students' output of writing skills. 89% teachers strongly agreed about purpose 2, using authentic assessment to improve teaching and learning process. For purpose 4, 87 % of total respondents agreed that they practice authentic assessment to place students' achievement. Meanwhile, 86% of 20 EFL teachers agreed use authentic assessment to monitor students' process of writing skill in classroom.

Table 4.5 Percentage of checklist document analysis

<b>Purposes</b>	<b>Yes</b>	<b>No</b>
<b>Monitoring students' process</b>	70%	30 %
<b>Improving Teaching and learning process</b>	100%	0 %
<b>Assessing Students' achievement</b>	100%	0 %
<b>Grading individual students</b>	65%	35 %

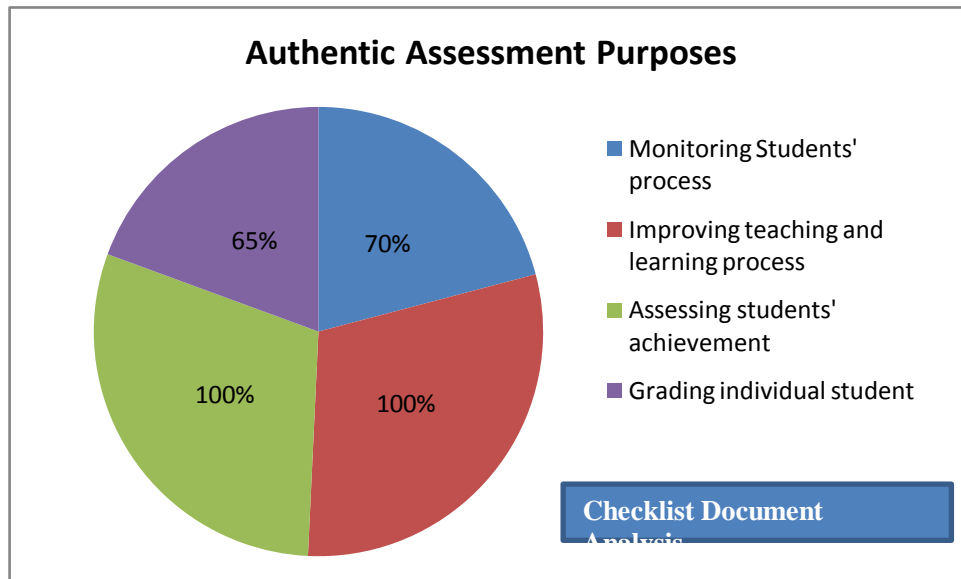
From the table of data gained above (table 4.5), it shows that 70% of all documents described that it can be achieved purpose one and 30% of them showed



cannot. There were 100% of all documents showed that improving teaching and learning process. 100% of total documents also described those assessing students' achievements. Lastly, 65% of all lesson plans explained it can be graded individual student and 35% explained cannot.

Based on the data gained of teachers' lesson plans, it can be showed in chart below.

(Fig. 4.2)



From checklist document analysis, 100% of total teachers strongly agreed that practice authentic assessment to assess students' achievements. Another 100% of them also provide authentic assessment to improve teaching and learning process. Meanwhile 70% from all teachers' lesson plans agreed to monitor students' process by using authentic assessment. There were 65% of total respondents revealed that they practice authentic assessment for grading each student.


#### 4.2.2 The Types of EFL Teachers' Authentic Writing Assessment

##### Practices in Teaching Marketing VHS students

The table in these findings describes the result of teachers' questionnaire and students' interview. The table below is part II about the types of teachers' authentic writing assessment.

Table 4.6 Percentage of teachers' questionnaire and students' interview

	Imitative	Intensive	Responsive	Extensive
Very Often	25%	40%	0%	0%
	0%	0%	0%	0%
Often	50%	55%	65%	65%
	15%	10%	10%	5%
Sometimes	15%	5%	25%	20%
	40%	75%	25%	25%
Seldom	10%	0%	10%	15%
	10%	10%	15%	20%
Never	0%	0%	0%	0%
	35%	5%	50%	50%

 Teachers

 Students

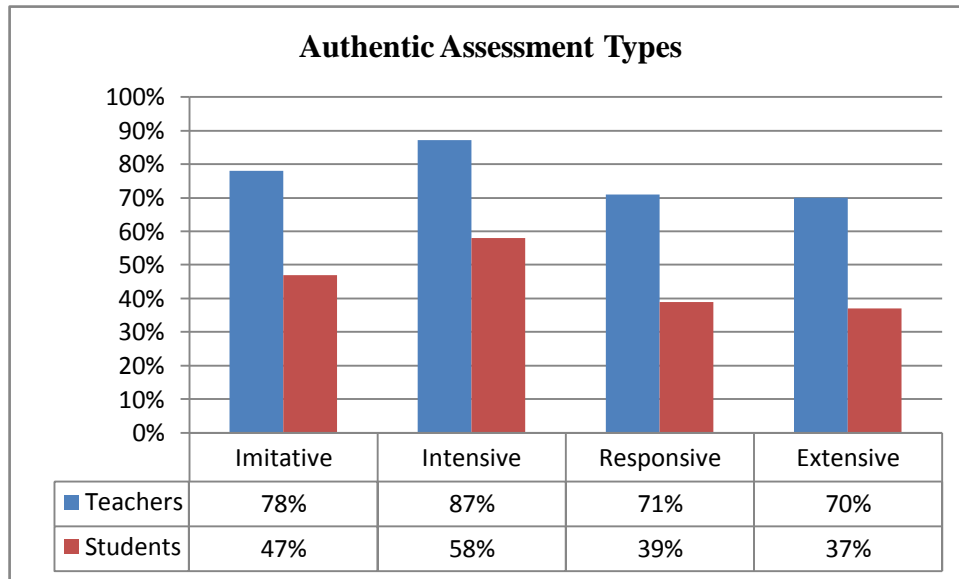
From the table above (table 4.6), show that 25 % of all teachers very often focus on mechanics and words to assess students' writing. Then 50 % of 20 EFL teachers often use this statement. Meanwhile, 3 or 15 % of respondents claimed sometimes. There were only 10 % chose seldom about statement 5. Compare to students' interview, 15 % of 60 students admitted that their teachers often practice this type. Another 40% of all students also said that sometimes their teachers focus on students' words and mechanics. Meanwhile, 10% of them agreed that teachers seldom assess students' words and mechanics. Lastly, 35% of all students claimed that their teachers in EFL classroom do not focus on imitative type while assessing students' writing.

Response to types 2 or intensive (table 4.6), shows that most of respondents focus on vocabulary and grammar to assess students' writing. 40 % of 20 EFL teachers very often assess vocabulary and grammar of students' writing. 55 % of all respondents chose often. Whereas, there were only 5 % or 1 respondent chose sometimes. Based on the data of students' interview, it shows that 10% of all students claimed that their teachers in EFL classroom frequently focus on vocabulary and grammar while assessing theirs' writing. Meanwhile, 75% of all interviewees agreed that teachers sometimes focus on this second type. Another 10% of 60 students stated that their teachers almost never pay attention with vocabulary and grammar when assess their writing. 5% of all students claimed teachers never focus on this type.

Teachers' response to types 3 (table 4.6), it shows that over a half or 65 % of 20 EFL teachers admitted that they focus on organizing sentences and paragraphs frequently. 25 % of respondents claimed they sometimes focus on this statement. Another 10 % of them seldom practice this type. In another hands, from students' interview data, show that 10 % of all students stated teachers often assess their writing deals organizing students' sentences and paragraphs. 25% of them also claimed that teachers sometimes focus on this responsive types. Another 15 % of them said that their teachers focus on organizing sentences and paragarpchs rarely. Then a half of the students or 50% admitted that their teachers hardly ever focus on this type.

From the percentage of types 4 (table 4.6) show that 65 % or 13 of all teachers admitted that they focus on developing students' ideas in writing frequently. Meanwhile, 20 % or 4 EFL teachers chose sometimes about this last type. 15 % of them chose seldom. Nevertheless, from the percentage of students' inteview, it shows that only 5% of all students claimed their teachers often focus on developing students' ideas to assess writing skill. Another 25% of them agreed that teachers pay attention sometimes about this type. Whereas, 20% of all inteviewees showed that teachers seldom practice extensive type. Then a half or 50% of 60 students said that their teachers do not focus on this type.

Based on the data accumulation above, the data percentage can be showed through the following chart (fig. 4.3)



The chart shows that both of teachers and students agreed that intensive is the highest types of authentic assessment in assessing students' writing. Based on teachers' percentage, there were 87% of all EFL teachers often focus on vocabulary and grammar when assess students' writing. 58% of all 20 students' group also stated that their teachers in classroom focus on their vocabulary and grammar frequently. For imitative types, 78% of all respondents agreed that as teachers, they concern to words and mechanics while assessing students' writing. It is also supported from students' percentage, there were 47% of them claimed that teachers often check their words and mechanics. Another 71% of all teachers admitted that organizing sentences and paragraphs also they use when assessing students' works especially in writing skills. Compare to data percentage of students, 39% of them agreed that their teachers focus on organizing sentences and paragraphs. Meanwhile, for the last type or extensive, there were 70% of all teachers agreed to see the developing of students'

ideas. It is also supported with students' interview, 37% of them claimed that they have to develop their ideas while writing.


### 4.2.3 The Techniques of EFL Teachers' Authentic Writing Assessment

#### Practices in Teaching Marketing VHS students

The table in these findings describes the result of teachers' questionnaire and students' interview. The table below is part III about the techniques of teachers' authentic writing assessment.

Table 4.7 Percentage of teachers' questionnaire and students' interview

	Multiple choice	Fill in the Blank	Short- answer	True/ False	Project	Portfolio	Observation	Self- Assessment	Peer- Assessment	Essay
Very Often	30%	25%	15%	5%	0%	5%	10%	0%	0%	10%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Often	30%	45%	55%	15%	25%	35%	30%	35%	25%	65%
	40%	15%	0%	0%	0%	0%	0%	0%	0%	20%
Sometimes	20%	20%	20%	40%	45%	30%	15%	35%	45%	15%
	25%	45%	10%	0%	15%	45%	5%	55%	50%	70%
Seldom	10%	10%	5%	35%	20%	25%	30%	20%	25%	10%
	30%	20%	15%	15%	0%	5%	0%	0%	0%	5%
Never	10%	0%	5%	5%	10%	5%	15%	10%	5%	0%
	5%	20%	75%	85%	85%	50%	95%	45%	50%	5%

 Teachers

 Students

From the data percentage above (table 4.7) show that 30 % of all respondents very often implement written test which is multiple choices and also 30 % of them said often about this technique. There were 20 % or 4 respondents choose sometimes about implementing multiple choice. Meanwhile, 10 % of all teachers rarely practice this technique. 10 % or 2 teachers never use multiple choices in their EFL class. Based on the data percentage of students' interview, there were almost a half or 40% of all students' groups agreed that their EFL teachers often practice multiple choices in class. Meanwhile, 25% of them stated that sometimes their teachers used this kind of techniques. 30% of students claimed that EFL teachers almost never practice multiple choices when assess students' writing. Another 5% of them reported that their teachers do not practice this technique.

Teachers' response of second technique (table 4.7) show that 25 % of all teachers very often implement written test in this case fill in the blank in their EFL classroom. Almost a half of respondents or 45 % claimed that they often practice this technique. Another 20 % or 4 teachers sometimes used fill in the blank to assess students' writing. Whereas, 10 % of them said almost never practice this technique. Compare to students' interview, 15% of 20 groups of students showed that EFL teachers use fill in the blank to assess students' writing frequently. Almost a half of 45% of all students agreed that their teachers practice this technique in class sometimes. There were 20% of all groups said that teachers seldom use fill in the

blank while assessing students and then 20% of them also claimed that teachers never practice it in the classroom.

From the table above (table 4.7), it shows the data percentage of authentic writing assessment technique which is short- answer. There were 15 % of all teachers very often use short- answer in their EFL class. Over a half or 55 % of 20 respondents practice this technique regularly and 20 % or 4 teachers chose sometimes. In addition, 5 % of them claimed that they seldom implement short- answer techniques in their written test. Another 5 % of all teachers never use this technique. Students' response of short- answer technique, only 10% of all students agreed that teachers sometimes use short- answer as their technique while assessing students. There were 15% of them also said that their teachers almost never practice it in their EFL classroom. Another 75% of all students claimed that teachers hardly ever use short- answer to assess them.

Based on Teachers' responses above (table. 4.7), there were only 5 % of all respondents very often provide true- false in written test. 15 % or 3 teachers often implement this technique in their EFL class. Most of all respondents or 40 % admitted that they sometimes use true- false. Meanwhile, 35 % of 20 EFL teachers use statement 12 rarely. 5 % of them do not practice true- false technique. From the data percentage of students' interview, 15 % of 20 groups of students claimed that their EFL teachers practice true- false rarely. There were 85 % of them agreed that teachers never provide this technique to assess them.



Teachers' response to project technique (table 4.7), it shows that 25 % of 20 EFL teachers often provide project technique to assess students' writing. Less than a half of respondents or 45 % chose sometimes practice this kind of techniques. There were 20 % or 4 teachers seldom use project. Another 10 % of them never practice project. Compare to students' interview, 15% of all students agreed that EFL teachers sometimes provide project to assess their writing. Another 85% of them said that their teachers never provide them with project technique.

Based on table percentage of teachers' questionnaire above (table 4.7), it shows that 5 % of all respondents very often provide portfolio while assessing students' writing. There were 35 % or 7 respondents chose portfolio in their EFL class regularly. 30 % of all teachers claimed that they sometimes implement this technique. Meanwhile, 25 % or 5 teachers almost never practice it. Another 5 % of them hardly ever provide portfolio. From the data percentage of students' interview, 45% of all groups' students claimed that their teachers sometimes practice portfolio to monitor their process in writing. Only 5% of them said that their EFL teachers seldom use it. Another 50% of all students agreed that teachers never provide portfolio.

Response to observation technique (table 4.7), it shows that 10 % of 20 EFL teachers very often provide observation technique in assessing students' writing. Moreover, 30 % or 6 respondents claimed that they practice this technique regularly in their EFL classroom. 15 % of them chose sometimes use it. 30 % of all respondents

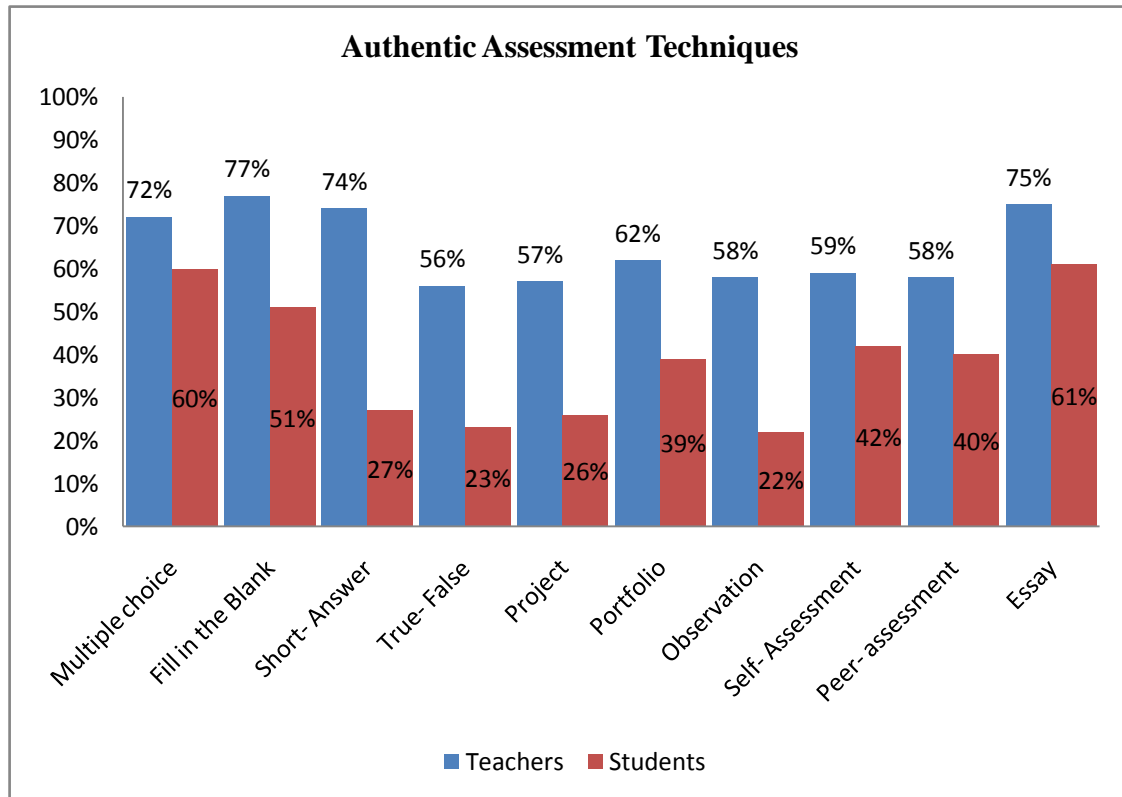
seldom implement observation. Another 15 % of total respondents also never use this technique to assess students' writing. Based on students' interview data percentage, it clearly show that only 5% of all students claimed that their EFL teachers sometimes practice observation while assessing their writing. Meanwhile, almost a hundred or 95% of them stated that teachers never provide them with observation.

From teachers' response above (table 4.7), it shows that, in assessing students' writing, most of teachers use self- assessment. 35 % of total respondents often practice it. And other 35 % or 7 teachers chose sometimes. 20 % of 20 EFL teachers seldom practice self- assessment. Meanwhile, there were 10 % of total respondents never implement this technique. Based on the data gained from students' interview, over a half or 55% of them agreed that their EFL teachers provide self- assessment to assess individual student sometimes. Another 45% of all students claimed that teachers never use self- assessment for students.

From the teachers' data percentage above (table 4.7), it shows that most of all respondents use peer- assessment. There were 25 % or 5 respondents use this technique in assessing students' writing frequently. Almost a half of total respondents or 45 % practice it sometimes. 25 % of them seldom use peer- assessment. Lastly, only 5 % of 20 EFL teachers do not practice this technique. Compare with the data gained of students' interview, it shows that 50% of all students agreed that their teachers sometimes provide peer- assessment and another 50% of them also said that teachers never provide it in classroom.

Response to teachers' data percentage above (table 4.7) it clearly shows that 10 % of total respondents very often provide essay to assess students' writing. Meanwhile, 65 % of teachers claimed that they frequently practice this technique. 15 % or 3 teachers chose sometimes. Another 10 % of 20 teachers almost never provide essay in their EFL classroom. According to the data percentage of students, 20% of all students claimed that EFL teachers in their class use essay frequently to assess students' writing. Another 70% of them also agreed that teachers sometimes provide this technique in classroom. Meanwhile, 5% of all students' groups said that teachers seldom use it and also 5% of them agreed that teachers do not implement essay while assessing theirs' writing.

Based on the data percentage of teachers and students above, the data percentage can be showed through the following chart (fig. 4.4)



The chart above shows that teachers' average percentage agreed that fill in the blank is very often technique using in class to assess students' writing with the percentage 77% of all teachers. Meanwhile, 75% of all respondents claimed that they provide essay in classroom. Another 74% of them claimed that they implement short-answer technique while assessing students. For next techniques, 72% of all teachers agreed use multiple choices in their class. 62% of 20 respondents chose portfolio technique while assessing students' portfolio. Over a half or 59% of them claimed that they provide self- assessment for students and 58% of them also practice peer-assessment. Another 58% of total teachers said that they conduct observation for students. Whereas, 57% of them said that chose project to assess students' writing.

And the last, 56% of total respondents agreed to implement true- false technique in their EFL classroom.

Based on data percentage average from students, essay is very often technique provided by all teachers. There were 61% of 20 groups' of students claimed that their teachers very often use essay to assess their writing. For next technique, 60% of all students agreed that all teachers implement multiple choices frequently. 51% of all students also agreed that EFL teachers in their classroom provide fill in the blank in their written test. Meanwhile, 42% of 60 students claimed that teachers practice self-assessment to assess students and 40% of them agreed that teachers also practice peer- assessment. Besides that, 39% of all students said teachers provide portfolio to see students' process of writing. 27% of them also mentioned that teachers use short-answer while assessing students. 26% of total students claimed that teachers provide project for them. For next technique, there were 23% of all students agreed that their teachers use true- false as the technique. Lastly, only 22% of them mentioned that teachers implement observation to assess their writing.

### **4.3 Discussion**

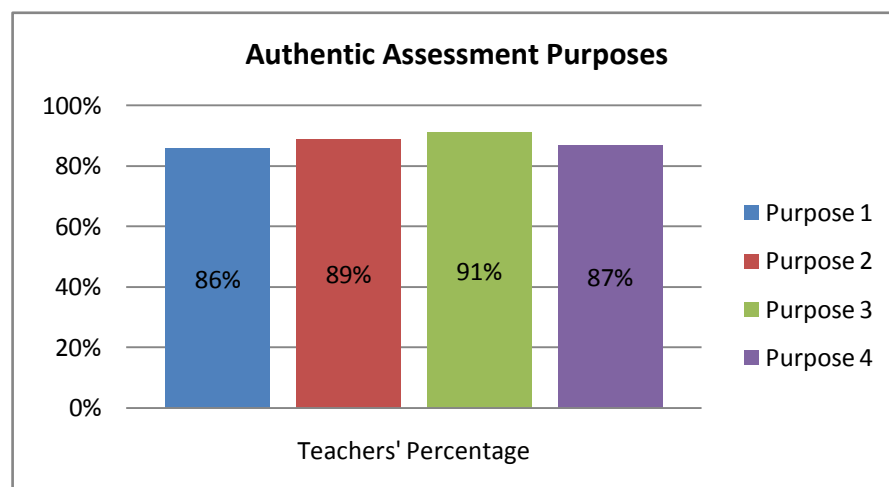
From the data of findings, the writer divided this section into three main explanations. First, it described about the purpose of EFL teachers' authentic writing assessment. Next explanation stated about the types of EFL teachers' authentic writing assessment. Lastly, it talked about the techniques of EFL teachers' authentic writing assessment practice in classroom. The writer implemented five Likert-Scale

to analyze the data which are taken from teachers' questionnaire and students' interview.

The writer also used checklist document analysis to identify the teachers' lesson plans. The checklist document analysis purposes, types and techniques of EFL teachers' authentic writing assessment.

#### **4.3.1 The Purpose of EFL Teachers' Authentic Writing Assessment Practices in Teaching Marketing VHS students**

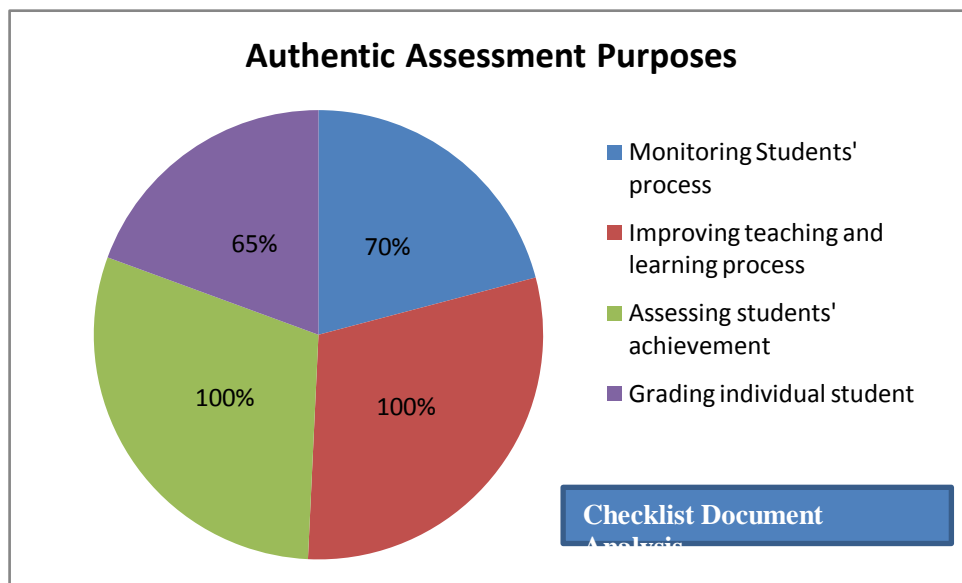
The charts below show the data percentage of teachers' questionnaire and checklist document analysis about the purpose of EFL teachers' authentic writing assessment practices. The writer compares the data gained from teachers and their lesson plans. Each chart was analyzed as follows:



Based on the data of teachers' percentage above (Fig. 4.5), it shows that mostly all of respondents practice authentic writing assessment for assessing

students' achievement. There was 91% of total respondents practice purpose 3. For purpose 2, 89% of all teachers agreed that practice authentic writing assessment to improve teaching and learning process especially in writing skill. 87% of them also claimed that they provide authentic assessment for grading each student. Meanwhile, 86% of total teachers agreed that they implement authentic writing assessment to monitor students' process.

The data of teachers' percentage was supported by data percentage of lesson plans below. (Fig. 4.6)



The data gained from lesson plans revealed that most of teachers or 100% agreed assessing students' output by practicing authentic assessment in this case writing skills. It can be seen from the teachers' techniques in lesson plans. To assessing students' output, teachers use seven techniques such as multiple choices,

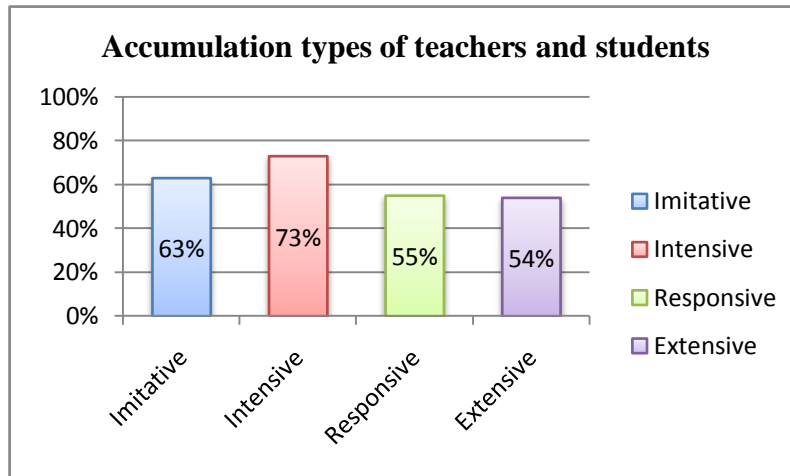
fill in the blank, short- answer, true- false, project, observation and essay. To improve teaching and learning process, there were 100% of total lesson plans. It is also use seven techniques like multiple choices, fill in the blank, short- answer, true- false, project, observation and essay. Meanwhile, monitoring students' process, 70% of total documents use portfolio technique and 65% of it use self- assessment and peer- assessment to grade individual student.

Both of teachers' questionnaire and checklist documents analysis, it reveals that the purpose of EFL teachers' authentic writing assessment that they serve in teaching marketing VHS students is assessing students' output or achievement. It was supported from 91% of 20 teachers and 100% of 20 lesson plans.

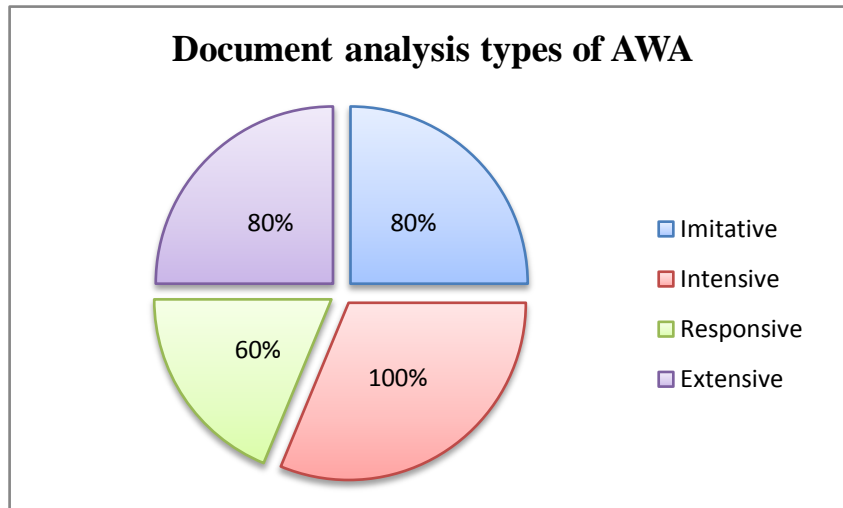
#### **4.3.2 The Types of EFL Teachers' Authentic Writing Assessment Practices in Teaching Marketing VHS students**

The charts below show the data percentage of teachers' questionnaire and checklist document analysis about the types of EFL teachers' authentic writing assessment practices. The writer compares the data gained from accumulation of teachers and students and checklist document analysis. Each chart was analyzed as follows:





From the accumulation data percentage teachers and students (Fig.4.7), there were 73% of data accumulations agreed that while assessing students' writing, teachers concern in vocabulary and grammar. 63% of all teachers and students agreed that teachers focus on words and mechanics while assessing students' writing. Meanwhile 55% of them also claimed that 20 EFL teachers and groups of students focus on organizing sentences and paragraphs. Another 54% of data accumulation stated that teachers focus to assess students' developing ideas.

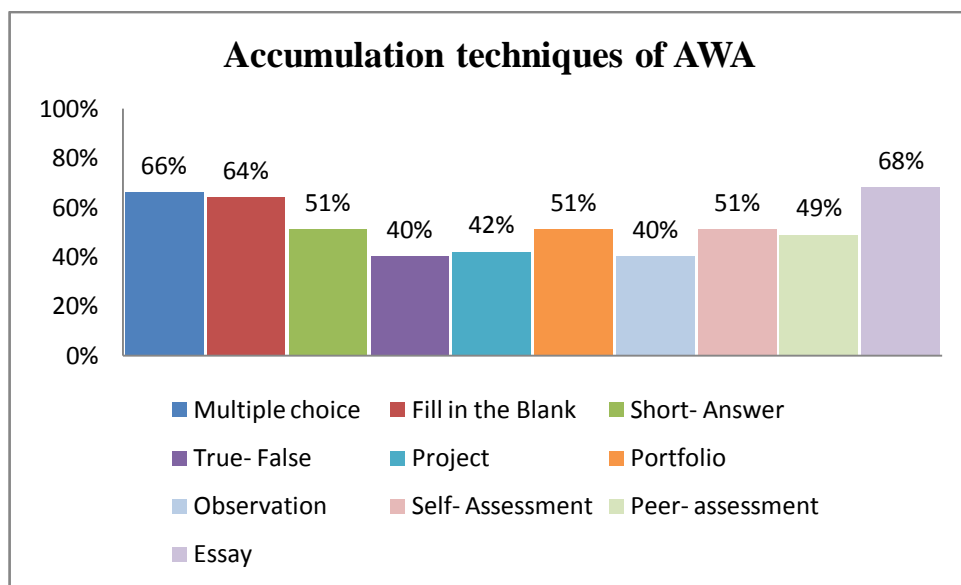


Based on data gained from document analysis above (Fig. 4.8), it shows that most of teachers or 100% agreed following intensive type while assessing students' writing. It can be seen from the lesson plans, there was clearly stated that teachers have to focus on students' vocabulary and grammar. 80% of all documents explained that teachers focus on students' words and mechanics. Meanwhile, 80% of all lesson plans explained that teachers focus on students' developing ideas. Another 60% of its also explained that teachers focus on students' organizing sentences and paragraphs when assess students' writing.

From the data accumulation of teachers and students show that EFL teachers choose intensive type to serve in their classroom while assessing students writing focus on vocabulary and grammar. There were 73% of teachers' and students' agreed about this type. It was supported by the data of document analysis, there were 100% of all lesson plans stated that all teachers focus on vocabulary and grammar.

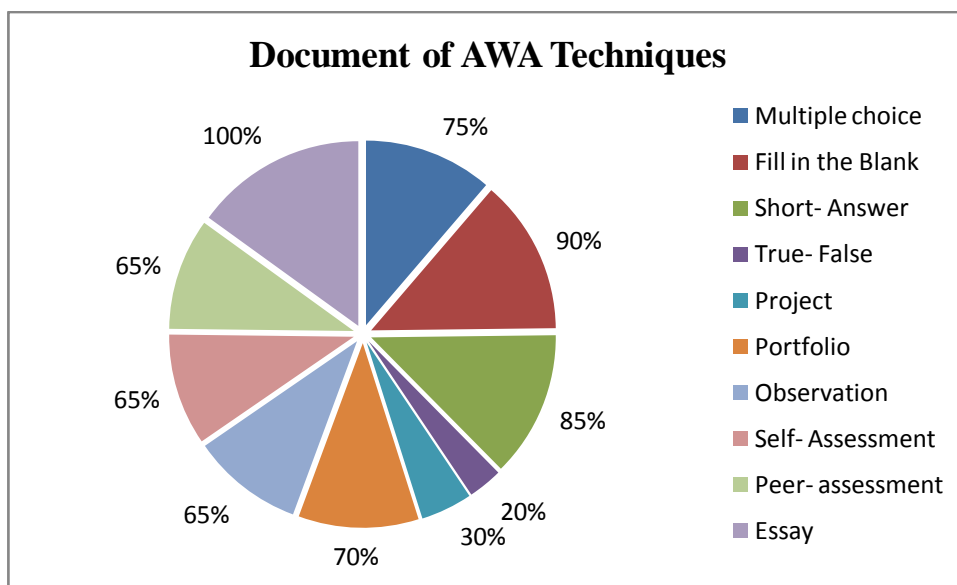
### 4.3.3 The Techniques of EFL Teachers' Authentic Writing Assessment Practices in Teaching Marketing VHS students

The charts below show the data percentage of teachers' questionnaire and checklist document analysis about the techniques of EFL teachers' authentic writing assessment practices. The writer compares the data gained from accumulation of teachers and students and checklist document analysis. Each chart was analyzed as follows:



Response to the accumulation percentage of teachers and students above (fig. 4.9), it describes that 68% of total teachers and students agreed that EFL teachers implement essay in their classroom. Another 66% of all teachers and students also agreed that teachers provide multiple choices to assess students. For next technique, 64% of data accumulation claimed that teachers implement fill in the blank. 51% of

each data accumulation stated that teachers use short- answer, portfolio and self- assessment. Meanwhile, 49% of all teachers and students stated that teachers practice peer- assessment. There were 42% of them claimed teachers provide project in assessing students' writing. Both of true- false and observation, there were 40% of each data accumulation stated that teachers provide those techniques.



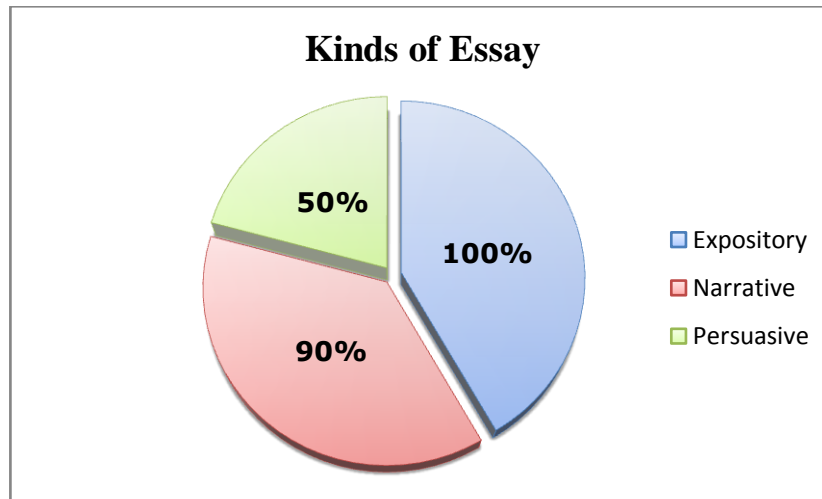
From the chart of document analysis above, (fig. 4.10) it shows that 100% of all documents stated that teachers practice essay as one of their techniques to assess students' writing. 90% of its also described that fill in the blank was used by teachers. 85% of all lesson plans stated that teachers use short- answer for assessing students' writing. Another 75% of its stated that teachers provide multiple choices in classroom. There were 70% of all lesson plans described that teachers provide portfolio. For observation, self- assessment and peer- assessment, there were 65% of

each document described that teachers use those techniques. 30% of all documents stated that teachers practice project in their classroom. Whereas, 20% of its stated that teachers implement true- false as one of their techniques.

Response to the data accumulation of teachers and students above related to what authentic writing assessment technique that teachers practice in their marketing program in VHS students. The technique that they implement is essay. There were 68% of all teachers and students agreed about this technique. It was also supplied from the data of document analysis. 100% of all documents stated that teachers provide essay to assess students' writing.

In document analysis, teachers provide essay as a technique of authentic writing assessment instead of other techniques. There are kinds of essay that teachers implement in their classroom particularly for assessing marketing students. Students are asked to write an essay of describing their experiences or events. Students have to share their knowledge and sources of information and can cover a range of thinking skills, for example write biography and experiences. Then, students also are asked to write an essay related with their observation of people, objects, and places. This kind of essay demands students' imagination. Lastly, students are asked to write an essay related with students' higher- level cognitive skills. Students have to collect the information, evidence and examples to support their writing. They are demanded for showing their arguments, such as book and movie reviewing. For marketing students, they can write for product selling, or review product.

Chart percentage below (4.11) shows the kinds of essay that teachers provide when assess students' writing.



From the data above, 100 % of teachers asked their students to write an essay related with students' experiences or events. It can be found in the 20 document of teachers, in this case lesson plan shows that students write about their experiences or events, for examples holiday experiences and favorite idols. 90 % of total teachers asked their students to write an essay related with their observation of people, objects, and places. Another 50 % of teachers asked students to write an essay for showing theirs arguments, such as book and movie reviewing. For marketing students, they can write for product selling, or review product.