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## **Analyzing EFL Learners' Essay Writing through IELTS Writing Rubric: is it effective or not?**

### **INFO PENULIS**

**Hijjatul Qamariah**

Universitas Bina Bangsa Getsempena

[hijjatul@bbg.ac.id](mailto:hijjatul@bbg.ac.id)

+6285277275119

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### **Abstrak**

Penulisan esai Sulit dan juga rumit untuk Pembelajar EFL. Esai diyakini sebagai tulisan akademis yang kompleks yang memiliki organisasi yang lengkap. Oleh karena itu, menilai esai juga bukan pekerjaan mudah bagi guru EFL. Artikel ini membahas tentang tata cara penilaian penulisan esai menggunakan rubrik IELTS. Rubrik IELTS digunakan karena memiliki standar yang kompleks dan standar untuk penilaian penulisan Essay. Oleh karena itu, penggunaan rubrik ini dianggap aplikatif dan membantu guru dalam mereview tulisan siswanya. Empat esai pembelajar EFL dikumpulkan dari kelas Essay Writing di Jurusan Bahasa Inggris UIN Ar-raniry. Keempat esai tersebut kemudian dinilai menggunakan rubrik tugas IELTS. Hasil penelitian menunjukkan bahwa setiap komponen rubrik menulis IELTS mewakili semua kebutuhan dan persyaratan penulisan esai. Dari analisis karangan siswa. Ditemukan bahwa, esai mengikuti respon dari tugas esai yang diberikan kepada mereka. Ini berarti bahwa siswa mengikuti petunjuk untuk tugas dan format esai. Tata bahasa, akurasi, dan kosa kata juga dapat diidentifikasi dengan mudah melalui rubrik ini. Hal ini menunjukkan tingkat masing-masing komponen dalam rubrik dan guru dapat menilai dan membaca ulang esai. Namun, skor akhir harus dimodifikasi agar sesuai dengan kebutuhan kelas penulisan esai karena rubrik penulisan IELTS mencantumkan skor rekaman penulisan IELTS yang berbeda dengan kebutuhan kelas.

**Kata Kunci:** *EFL Learners, Essay Writing, IELTS, Writing Rubric*

### Abstract

Essay writing is Difficult yet complicated for EFL Learners. Essay is believed as the complex academic writing which has a complete organization. Hence, assessing the essay is also not an easy work for EFL teachers. This Article discusses the procedure of assessing essay writing by using IELTS rubric. The IELTS Rubric is used for it has a complex and standard for Essay writing Assessment. Therefore, using this rubric is considered applicable and helpful for the teacher in examining their learners' essays. Four EFL Learners' essays were collected from Essay Writing class at English Department In UIN Ar-raniry. Those four essays then Assessed by using IELTS task two rubrics. The result showed that each component from IELTS writing rubric represent all the need and requirement of essay writing. From the analysis of Learners' essay. It is found that, the essays followed the task response of the essay assigned to them. It means the learners follow the direction of the essay task and format. The grammar, accuracy, and vocabulary can also be identified easily through this rubric. It showed the level of each component in the rubric and the teacher can assess and re read the essay. The final score however, should be modified with the need of the essay writing class since in the IELTS writing rubric states the IELTS writing band score which is different from the classroom need.

**Key Words:** *EFL Learners, Essay Writing, IELTS, Writing Rubric*

### A. Introduction

Writing assessment is not an easy work and it consumes a lot of time. A proper and effective assessment is required to provide a good learning and feedback for learners. When the teacher can do an appropriate assessment thus it will yield to a good learner achievement as well. It cannot be denied that assessment and evaluation are teachers' everyday job and how hard the procedure of assessment is, teacher cannot neglect that. Teachers who teach writing should be aware of and know many situations that she/he faces related to the writing test they plan to use (Hamp-Lyons, 2017), types of test they assign, because without such knowledge, it will be not ease to assign a very critical component in the full picture of teaching writing.




Research has investigated that assessing learners' writing is challenging for it involves several competences to be analyzed (Connor & Mbaye, 2002). Those competences range from grammar competence, discourse competence, and communicative competence. Another challenging of writing assessment is related to writing scoring. Writing scoring is assumed and proved to be very limited in covering the multi aspects of writing ability such as holistic scoring and primary-trait scoring. Moreover, various errors unreliability might occur during the scoring process (Zhao & Huang, 2020; Lee, 2017). Previously, Mcnamara (1996) asserted that the point of assessing the ability of the learners should focus on the performance. The output of the learner's performance should also provide satisfied judgment and true ability of the learner and the objective of the writing (Galti, Yusuf & Goni, 2018).

One of well-known measurements in assessing writing is by using rubric. "Rubrics may have done more good for writing assessment and the teaching of writing than any other concept or technology" (Broad, 2003). Moreover, the benefit of rubric in writing is without doubt known by any instructors. Adrade (2005, 2003) stated that rubrics have helped the assessment process run fast and effective. Rubrics also assist teacher in providing and justifying the grades to the parents. At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills (Connor & Mbaye, 2002; Galti, et al, 2018). Rubrics will provide efficient assessment and accountable output if they are applied correctly.

However, using holistic assessment or other types of assessment is also debatable in writing instruction. Veerappan and Sulaiman (2012) argued that the holistic marking is too ambiguous in describing the qualities of writing. Earlier, Connor and Mbaye (2002), conveyed that holistic scoring rubric need revision in order to address the element needed for the writing performance.

Assessing learner's academic essay writing by using a standard rubric of IELTS writing test is objected in this research. It has been known that IELTS is the well-known English proficiency test across the globe. Thus, the test has been applicable to any of study, scholarship and university entrance and immigration administration purposes. The organizations which conduct the test are the British Council, IDP: IELTS Australia and Cambridge ESOL, with its development and validation unit based in Cambridge, UK. Therefore the current study would like to investigate whether the IELTS scoring rubric can be highly recommended for the classroom use and whether the rubrics really assess the true ability of the learners. The following picture is the example of IELTS task 2 scoring rubric.

Picture 1. IELTS Task 2 Writing band Descriptor

**IELTS TASK 2 Writing band descriptors (public version)**

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary</li> <li>fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

## B. Methodology

It is a content analysis study of four EFL learners' essay writing. The learners are in four semester of English Education department of UIN Ar-raniry.

### 1. Research Design

The research design used in this study is a qualitative research by applying a content analysis method (Cresswell, 2003). The method was chosen as it is appropriate for the objective of the study.

### 2. Participants (Population and Sample)

Four essay writing were selected to be analyzed in this study based on the IELTS writing scoring rubric.

### 3. Technique of Data Collection

The essay is purposefully selected based on the score given by the lecturer. Those four essays were scored higher than the other students' essay. The researcher assumed that those four essays were appropriate to be analyzed based on the rubric because those essay were written pretty well in term of organization.

### 4. Instruments

The researcher used IELTS writing scoring criteria in order to analyses and assess the students' essay. In this case, the researcher focused on Writing task two IELTS scoring rubric.

### 5. Technique of Data Analysis

Those four essays were analyzed and assessed by following the component in the scoring rubric, by paying attention to the four element of the IELTS writing band descriptor; task response, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy.

## C. Finding and Discussion

### 1. Findings

Based on the analysis conducted on four essays, the result of the analysis showed that each essay portrayed different scoring regarding the band descriptor of the IELTS writing task 2 rubric. One essay is well developed at certain point but still has lack of elaboration at another point. Some are still address the requirement of the essay, but is failed to elaborate and use appropriate vocabularies. Talking on the level of student ability in

writing, it can be said that they already have the foundation of essay organization and technically, they already follow the essay format required for the task. However, in assessing writing, many components should be aware of and paid attention of, it is not only about the format and task fulfillment in which the learner master of, but it is also about the other competences such as grammatical competence, discourse competence, sociolinguistic competence and communicative competence. For the IELTS rubric or band descriptor criteria, it addresses four aspect of assessments. The test taker address the task fulfillment, the essay written is coherent and cohesive, it has a wide range of vocabulary used, and all sentences are written in a wide range of structure and all are written accurately. The teacher in this case used the IELTS rubric to score the essay exercise because the lesson actually address the type of IELTS essays for the essay writing course, therefore, the teacher also assessed the essay by using the relevant IELTS scoring rubric. The following depicts the assessment that the teacher used in assessing the essay.

## Essay I

NM

### Some people think that exercise is the key to health while others feel that having a balance diet is more important

The maintenance of healthy life style has always been debatable around the world. It is commonly believed that the way toward being healthy is by doing the workout, while some others consider that having a balance diet is far more crucial than workout. However, in my perspective, both exercise and a balanced diet are equally important to stay healthy that's because both of them have benefits for the human body in different ways.

**Comment [U1]:** Good paraphrase

**Comment [U2]:** Writer's opinion is well said. Complex sentences are well written.

On the one hand, Some people think that the most effective way to stay healthy is by doing exercise. That's because exercise keeps our body organs active, energetic, and fresh. Not only that, exercise can also help someone to avoid obesity. Do simple routine exercise such as running and jogging can keep our body healthy.

**Comment [U3]:** The body seems well interpreted, but with minimum example and elaboration, the vocabulary seems common

On the other hand, others believe that it is far more important to have a right proportion of eating habit or balance diet. Particularly, having a balanced diet would avoid the negative effect of intaking exceeded one particular substance from the food and therefore, it would keep one's body stay healthy by getting all the good nutrients from a wide variety of food.

**Comment [U4]:** Well explained with some advance and appropriate words choices, most of the sentences are compound and simple sentences

To sum up with, exercise could help a body function properly while a balanced diet could avoid excessive consumption of one particular substance in food. So exercise and diet are both important for long-term weight loss and our overall health. That is because both exercise and balanced diet help us in improving our health in different way. So we've to pay attention for both of them to keep our body healthy.

**Comment [U5]:** Good conclusion, by elaborating writer's opinion as the final touch of the essay.

Task response: 6

Coherence and Cohesion: 6.5

Lexical Resource: 6.5

Grammatical Range and Accuracy: 6

It can be seen in the picture above the way how the teacher assessed the essay. The teacher made a review for each part of the essay. The criteria of assessing seems limited to the task required. As in the introduction of the essay, the teacher only commented the way the learner paraphrased the question, as in the IELTS essay *discuss both view* required the test taker to paraphrase the question. Perhaps, the teacher assumed that the assessment only needed for the type of the essay only. The teacher also addressed the coherence and cohesion of the essay. It can be seen in the comment, in which the teacher stated the use of example is minimal in the essay. It seems the teacher focused on the criteria required by the band descriptor of IELTS scoring rubric. Other aspect such as the

range of vocabulary used and the sentence structure are also mentioned in the comment. Thus it refers to the point of lexical resources and grammatical range and accuracy as in the rubric. The teacher also gave the band for each aspect, but not given the overall score.

### Essay 2

YA

**Some people think that exercise is the key to health while others feel that having a balance diet is more important.**

**Discuss both sides and give your opinion!**

Everyone wants to have a healthy body and they have different ways to achieve it. Some people think that exercise is the key to health and others think a balanced diet is more important. This essay will discuss these two points of view and agree that doing a balance diet can make positive effect for health.

Humans need energy to carry out various kinds of activities. One of the sources of energy is food. Arranging a balanced diet will have a positive impact on the health of the body. Usually some people go on a balanced diet to help them avoid overeating or eating things that can harm their health, such as fast food. For example, many people in various parts of the world are obese or overweight due to a messy diet and many other kinds of diseases.

However, many feel that exercise is the main key to improving health. Is true that fitness comes from exercise, but most people just exercise and they ignore their diet and think that exercise alone has served its purpose, and this is a wrong assumption. Suppose the balance between fiber, vitamins and carbohydrates has enabled a person's body to increase his stamina.

In conclusion, exercise is indeed important for health, but there are still many wrong assumptions that just by exercising to fulfill the health of the body, most will ignore a balanced diet, even though nutritious food can help increase strength in the body. By doing a balanced diet will provide good benefits for our own bodies.

Task response: 5.5

Coherence and cohesion: 5.5

Lexical resource: 5.5

Grammatical range and accuracy: 5

**Comment [U1]:** Writer try to paraphrase the question but only address one side. There is also writer's side in thesis statement.

**Comment [U2]:** This paragraph address the first side by telling the benefit of balance diet and provide example of bad diet. Words choices seems minimum. The sentences are mostly simple sentences

**Comment [U3]:** This is another side opinion. But it still argue the balance diet is the key of a good health.

**Comment [U4]:** Clear argument in the topic, but the idea is not clearly said. The use of transition or conjunction is not accurate and affect meaning.

In the second picture of the essay assessed by the teacher, it also reflects the similar points, in which the teacher reviewed all parts of the essay based on the aspects of assessment. The teacher commented the task fulfillment, the lexical resources used by the learner, the types of the sentences used in the essay, and the accuracy of the essay written. All the aspect was addressed specifically. The teacher then gave the score based on what she/he read in the essay. When there are some aspects are not addressed well, the teacher read the band score and scores the point based on the criteria provided in the rubric.

## Essay 3

FF

**Some people think that exercise is the key to health while others feel that having a balance diet is more important.**

**Discuss both sides and give your opinion!**

Today, many people do exercise and a balanced diet for health. It is often argued that exercise is the key to health, but others argue that a balanced diet is more important. This Essay agrees that exercise is better than dieting.

**Comment [U1]:** The paraphrase is good but seems repetitive words choices. The writer also state her opinion in the thesis.

It is very clear that exercise provides a myriad of benefits in order to achieve a healthy life and have an ideal body. Exercise can burn excessive calories in the body, besides that we can eat anything after exercising and we will also get physically fit. That's why exercise is very important in order to get a healthy and ideal body. Just a light example, if we often do jogging, we are more enthusiastic in carrying out daily activities and don't get tired easily.

**Comment [U2]:** Well explained with example and the words choices are appropriate to explain the ideas. Some vocabularies are not common.

However, there are also those who argue that a balanced diet is more important and good for health. Many people go on a diet (dietary arrangement) to live a healthy life and lose weight. Even so, most people who do this diet program actually stop halfway and end up in vain. And also, the diet must be selective in choosing food, so that it is not uncommon because it cannot meet the nutritional needs the body needs. In addition, the diet program can indeed lose weight and make you thin, but it does not make the body ideal and also by dieting makes us weak in carrying out daily activities. For example, when we plan a diet program, maybe for a week we can survive, but after that we can't anymore because of fatigue in carrying out daily activities because of the lack of nutrients the body needs.

**Comment [U3]:** The idea is elaborated but with minimum use of appropriate conjunction. The accuracy seems a problem. Some sentences need to be complex but it is written in simple ways.

In conclusion, although exercise has many benefits for achieving a healthy life and having an ideal body, some people still feel that diet is the most important, this is because they are lazy to do sports movements. However, as long as we remember how many benefits the body will get, doing exercise is clearly very important.

**Comment [U4]:** The conclusion doesn't address both side. And it seems weak and not complete and unclear for the task fulfillment.

Task response: 6

Coherence and cohesion: 6

Lexical resources: 6.5

Grammatical range and accuracy: 5.5

In the third essay assessed, it is also conducted in similar way. The teacher assessed the introduction paragraph, and then writes the comment whether paraphrase of the question is well addressed or not. Then the teacher also examined the side either proponent or opponent side is elaborated well, the teacher paid attention to the transition used and conjunction applied in both body paragraphs. The teacher also assessed the word choices used by the learner, whether the words are common words or the learner already used uncommon words. The sentences structure is also paid attention by the teacher, whether all the essay is written by using simple sentence or there are some compound and complex sentences used. And the last, after finishing all the examination process, the teacher score the learner's essay by putting those four aspect the band for each.

NN

Some people think that exercise is the key to health while others feel that having a balance diet is more important.  
Discuss both sides and give your opinion!

Lifestyles affect human physical qualities. Many people think that exercise is the most important factor in health, while others feel that maintaining a diet is the key. This essay agrees that keeping the diet in life has a greater effect on physical fitness.

It is true that regular exercise makes the body healthier. But exercise does not make it the most important way of life for a healthy body. Because sports can't be done by everyone. Physical infirmities are a case in point. With the limited range of their ability to move, they are confined to activity, unable to move easily and normally.

On the other hand, many would say that diet is more important to health than any other life-style. It makes more sense and is acceptable. Other efforts would be useless without having a balance of diet. Food is a supplement to the body that must be taken care of to ensure that internal organ functions are operated properly. In this condition, human will be spared from sickness and disease. It is therefore agreed that diet has a powerful impact on health. For instance, eating foods that contain a lot of fat can cause stroke and heart disease.

In conclusion, while regular exercise can improve the mechanics of the body but is not ineffective for some people, some think that the type of food consumed has a significant impact on health especially the saturated fat that causes cardiovascular disease. However, It should be emphasized that the body needs nutrition and nourishment to improve the quality of the body's work, diet is a key to healthy living.

Task response: 6.5

Coherence and cohesion: 6

Lexical resources: 6

Grammatical range and accuracy: 5.5

**Comment [U1]:** The paraphrase is good and address both side. There is also a writer side in the thesis.

**Comment [U2]:** The writer seem to elaborate the idea, but fail to give example. The sentence used is in accurate at some points but the vocabulary seems uncommon.

**Comment [U3]:** The paragraph is elaborated fine. The example is provided. Most of the sentence structure are simple.

**Comment [U4]:** The writer address both side in the conclusion, and again take side as her opinion is stressed. The transition use is accurate at some part, but it is minimal and the communicative purpose is still maintained.

In the final essay that the teacher examined, the teacher was consistent with the criteria provided by the band descriptor. Those aspects are well addressed by the teacher; it can be seen from the review the teacher wrote on the side of the essay. The point that the teacher scrutinized are the same as the other essays she assessed. At the last point she again gave the score to the learner by writing those four aspects at the bottom of the essay.

## 2. Discussion

From all essays examined by the teacher, it can be argued that the teacher paid attention to the rubric. Here, the teacher only addressed the aspects stated in the scoring rubric. It is because the course is Essay writing and the sub lesson learned by the learners is about types of IELTS essays. That's why the teacher only aware of those aspects. The teacher saw the essay writing as a whole not as a separate part. When she assessed, she just see the writing as a whole thus it is hard to identify other multi-faceted such as content, organization, cohesion, vocabulary, grammar and mechanics. Therefore, it is considered vogue in defining the performance of the learners' writing ability.

The IELTS scoring rubric is a holistic assessment, in other word, assigning of a particular score to a whole part of writing on the basis of an overall or general impression of the text, so, it cannot be denied that when examining the essay, the examiner will scrutinize it in a whole way. Perhaps, when there are more than examiner or assessor examines the essay, the result might be different by each examiner. It is because the holistic marking is arranged for the whole piece assessment and it will yield to lack of reliability. However, this kinds of rubric has high validity because it assess the overall writing proficiency of the writer. It is in line with the research finding of Veerappan and Sulaiman (2012).

To note, whether the teacher apply for IELTS descriptor as the rubric for assessing essay is effective or not. It can be said that for the needs of classroom assessment and to know the learners' writing proficiency as a whole, this rubric is recommended to be used. Since the aspects are clear enough and the criteria for each level are precise, the teacher can use this for the assessment need.

However, it suggested for the teacher and classroom need, the scoring should be adjusted for the classroom scoring or marking by providing grading scales that can clearly equate the total marks achieved by the learners, such as by providing the range of test scores in term of percentage to make scoring more comprehensive for the learners.

#### D. Conclusion

In summary, it can be concluded that assessing writing is a complex work and requires a multifaceted process as well. Teacher should be aware of the knowledge of writing instruction. It is surely involve the assessment process. When planning a test to be conducted, types of writing to be assessed and types of assessment to be used, the teacher should definitely concerned of those items. By being aware of these matters, the teacher will have a better chance of arranging a more meaningful and acceptable assessments to the learners.

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