International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Development Of An Instrument To Assess English Text Writing Ability Of Junior High School Students In Bulukumba District

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Abstract

This study aims to develop a practical instrument for assessing the English text writing ability of junior high school students in Bulukumba District. The research employed a research and development (R&D) design, involving data collection through teacher questionnaires, classroom observations, and student responses, which were analyzed using both quantitative and qualitative approaches. The results reveal that the developed instrument demonstrates a very high level of practicality, with teacher questionnaire scores reaching 90.77%, observation results 90.63%, and overall data triangulation 89%, all categorized as highly practical. The instrument is considered easy to use, clear in language, comprehensive in assessment aspects, and flexible for various text types, while also supporting effective formative feedback and student understanding. Despite minor revisions needed in efficiency and feedback procedures, the instrument is proven to be practical and effective for classroom implementation.

Keywords: Development ; An Instrument To Assess; English Text Writing ; Bulukumba District

INTRODUCTION

The development of writing skills is widely recognized as a fundamental component of language mastery, particularly in the context of English as a foreign language (EFL) education at

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the junior secondary school level. Writing is not merely a linguistic activity but also a cognitive and communicative process through which learners organize ideas, construct meaning, and express thoughts in a structured and coherent manner. In contemporary education, especially within globally oriented curricula, writing competence is closely linked to critical thinking, creativity, and the ability to communicate across cultural and academic contexts. Therefore, the teaching and assessment of writing in English classrooms must be aligned with these broader educational goals, ensuring that students are not only able to produce grammatically correct sentences but also meaningful and contextually appropriate texts(Pardede et al., 2022).

Despite its importance, the reality of writing instruction in many Indonesian junior high schools reveals persistent challenges. Students often struggle to generate ideas, organize their thoughts logically, and apply appropriate grammatical structures and vocabulary in their writing. These difficulties are reflected in national and international indicators of English proficiency, which consistently show that learners' productive skills—especially writing—remain at a relatively low level. This gap between curricular expectations and actual student performance suggests that existing instructional and assessment practices have not fully supported the development of effective writing skills(Elismawati Et Al., 2017).

One of the critical issues underlying this problem lies in the way writing is assessed in the classroom. In many cases, teachers rely on subjective judgments without using standardized and empirically validated assessment instruments. Writing evaluations are often based on general impressions rather than clear criteria, resulting in inconsistent and less reliable scoring. Furthermore, feedback provided to students tends to be limited and lacks specificity, making it difficult for learners to identify their strengths and areas for improvement. As a consequence, assessment fails to function as a tool for learning and instead becomes merely a formality in the instructional process(Hasanah & Syamsi, 2020).

In addition, traditional approaches to teaching writing still dominate classroom practices. These approaches often emphasize isolated grammar exercises and sentence-level accuracy, rather than engaging students in meaningful writing activities that reflect real-life communication. Such methods position students as passive recipients of knowledge, rather than active participants in constructing and expressing ideas. This condition limits opportunities for students to develop higher-order thinking skills and reduces their motivation to write(Mistar et al., 2014).

To address these challenges, there is a growing need for more contextual, authentic, and student-centered approaches to writing instruction. Contextual learning emphasizes the use of real-world experiences and meaningful tasks that encourage students to actively engage in the

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learning process. Through such approaches, writing becomes a purposeful activity, allowing students to explore ideas, collaborate with peers, and produce texts that are relevant to their lives. However, the successful implementation of these approaches requires assessment tools that are equally authentic and capable of capturing both the process and the product of writing(Wang & Feng, 2022).

From a theoretical perspective, effective assessment instruments must meet key criteria, including validity, reliability, and practicality. Validity ensures that the instrument accurately measures the intended writing skills, while reliability guarantees consistency in scoring across different raters and contexts. Practicality, on the other hand, refers to the ease of use and applicability of the instrument in real classroom settings. Without these qualities, assessment results may not accurately reflect students' true abilities, thereby limiting their usefulness for instructional decision-making(Devi et al., 2013).

Moreover, there is a noticeable gap between theoretical advancements in contextual learning and authentic assessment and their practical application in schools. While many studies have highlighted the effectiveness of experiential and context-based learning in improving writing skills, fewer have focused on developing comprehensive and validated assessment instruments that align with these approaches. This gap is particularly evident in local contexts, such as junior high schools in Bulukumba Regency, where teachers often lack access to appropriate assessment tools tailored to students' socio-cultural backgrounds(Hasda et al., 2019).

Considering these issues, the development of an authentic and contextual writing assessment instrument becomes highly significant. Such an instrument should be designed to evaluate multiple aspects of writing, including content, organization, grammar, vocabulary, and mechanics, as well as creativity and contextual relevance. It should also provide clear descriptors and scoring guidelines to ensure objectivity and consistency in assessment. By integrating principles of contextual learning and authentic assessment, the instrument can serve not only as a measurement tool but also as a means to enhance the overall quality of writing instruction(S. L. Siregar et al., 2020).

In conclusion, improving students' writing skills requires a comprehensive approach that integrates effective teaching strategies with high-quality assessment practices. The development of a valid, reliable, and practical writing assessment instrument is essential to support this process. It is expected that such an instrument will help teachers assess students' writing more objectively, provide meaningful feedback, and ultimately contribute to the improvement of English language learning outcomes at the junior high school level.

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E-ISSN : 2963 4954
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The Nature of Writing Skills in English Language Learning

Writing skill is widely acknowledged as one of the most complex and essential competencies in English language learning, particularly in the context of English as a Foreign Language (EFL). Unlike other language skills such as listening and speaking, writing requires learners to engage in a multifaceted cognitive process that involves planning, organizing, drafting, revising, and editing ideas into a coherent and meaningful text. This recursive process reflects the integration of linguistic knowledge and higher-order thinking skills, making writing not merely a mechanical activity but a reflective and constructive act of communication. In junior high school contexts, writing plays a critical role in helping students develop academic literacy, as it enables them to express ideas, construct arguments, and demonstrate understanding across various subject areas. Furthermore, writing serves as a tool for thinking, allowing learners to clarify their thoughts and deepen their comprehension of content(Hidayat et al., 2020).

In the EFL classroom, the nature of writing becomes even more challenging due to the dual demand of mastering both language structures and idea development simultaneously. Students are required to manage vocabulary selection, grammatical accuracy, and text organization while also ensuring that their ideas are logically connected and contextually appropriate. This complexity often results in difficulties for learners, particularly those with limited exposure to English outside the classroom. Consequently, writing instruction must address both the linguistic and cognitive dimensions of writing in a balanced manner. Effective teaching strategies should incorporate guided practice, modeling of text structures, and opportunities for revision and reflection(Prihatiningsih, 2011).

Moreover, writing differs significantly from spoken communication in that it lacks immediate contextual support such as gestures, intonation, and real-time interaction. As a result, written texts must be more explicit, structured, and self-contained to ensure clarity and comprehensibility. This characteristic underscores the importance of teaching students how to organize their ideas into coherent paragraphs and use appropriate cohesive devices. Additionally, the development of writing skills is closely related to reading habits, as exposure to various texts can enrich students' vocabulary, enhance their understanding of text structures, and inspire idea generation(Armin et al., 2024).

From a pedagogical perspective, modern approaches to writing emphasize the integration of process-oriented and product-oriented instruction. While the product approach focuses on the final written output, the process approach highlights the stages of writing development, encouraging students to view writing as an ongoing and iterative activity. Combining these

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approaches allows teachers to support students in both producing accurate texts and engaging in meaningful learning experiences. Therefore, understanding the nature of writing as a complex, recursive, and communicative process is fundamental to designing effective instructional and assessment practices in English language education.

Objectives and Functions of Writing Instruction in Junior High School

The teaching of writing in junior high school is designed to achieve multiple educational objectives that extend beyond the mere production of written texts. At its core, writing instruction aims to enable students to express ideas clearly, effectively, and appropriately according to different communicative purposes and audiences. This involves the development of linguistic competence, including grammar, vocabulary, spelling, and punctuation, as well as discourse competence, such as organizing ideas into coherent and cohesive texts. In line with curriculum standards, particularly within competency-based and contextual learning frameworks, students are expected to produce various types of texts, such as descriptive and recount texts, which reflect both personal experiences and observations of their surroundings.

In addition to its linguistic function, writing serves as a powerful medium for self-expression and identity formation. Through writing, students can articulate their thoughts, feelings, and perspectives, thereby fostering creativity and confidence. This expressive dimension is particularly important in the adolescent stage, where learners are developing their sense of self and exploring different ways of communicating with others. Writing also plays a significant role in extending learning beyond the classroom, as it provides opportunities for independent practice and reflection. By engaging in writing activities, students can reinforce their understanding of language structures and experiment with new forms of expression(T. M. S. B. Siregar et al., 2025).

Furthermore, writing contributes to the development of higher-order thinking skills, such as analysis, synthesis, and evaluation. When students write, they are required to organize information, construct arguments, and make connections between ideas, which enhances their critical thinking abilities. This cognitive function of writing makes it an essential component of academic success, as it supports learning across disciplines. Research has shown that students who engage in regular writing activities tend to perform better academically, as they develop stronger reasoning and communication skills.

The social and affective functions of writing are also noteworthy. Writing can serve as a means of communication between individuals, allowing students to share ideas and collaborate with peers. In collaborative writing activities, students can exchange feedback, negotiate meaning,

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and learn from one another, which promotes social interaction and cooperative learning. Additionally, writing can have a positive impact on students' motivation and attitudes toward learning, especially when tasks are meaningful and relevant to their lives. Authentic writing activities that reflect real-world contexts can increase students' engagement and encourage them to take ownership of their learning(Rahmawati & Rini, 2024).

In conclusion, the objectives and functions of writing instruction in junior high school are multidimensional, encompassing linguistic, cognitive, expressive, and social aspects. Effective writing instruction should therefore be designed to address these diverse functions, ensuring that students not only acquire technical writing skills but also develop the ability to think critically, communicate effectively, and express themselves creatively.

Components and Influencing Factors of Writing Ability

Writing ability is a multifaceted construct that consists of several interrelated components, each contributing to the overall quality of a written text. These components typically include content, organization, grammar, vocabulary, and mechanics. Content refers to the relevance, clarity, and depth of ideas presented in the text, while organization involves the logical arrangement of ideas and the use of cohesive devices to ensure coherence. Grammar pertains to the correct use of sentence structures and linguistic rules, whereas vocabulary relates to the appropriateness and variety of word choices. Mechanics, on the other hand, include aspects such as spelling, punctuation, and capitalization. A well-developed piece of writing requires a balanced integration of all these components, as weaknesses in one area can significantly affect the overall effectiveness of the text(Liu & Brantmeier, 2019).

In the context of EFL learners, challenges in writing often arise from limitations in vocabulary and grammatical knowledge. Students may struggle to express their ideas due to a lack of appropriate words or difficulty in constructing grammatically correct sentences. Common errors include incorrect verb tenses, subject-verb agreement, and improper use of articles and prepositions. Additionally, issues related to text organization, such as lack of coherence and incomplete idea development, are frequently observed. These challenges highlight the need for targeted instructional strategies that address both linguistic accuracy and discourse-level skills.

Beyond linguistic factors, writing ability is also influenced by various internal and external factors. Internal factors include students' motivation, self-confidence, and prior knowledge, which can significantly affect their performance in writing tasks. Students who are highly motivated and confident are more likely to take risks, experiment with language, and persist in revising their

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work. Conversely, those with low motivation or high anxiety may avoid writing tasks or produce minimal output. External factors, such as the learning environment, availability of resources, and quality of instruction, also play a crucial role in shaping writing ability. A supportive classroom environment that encourages practice, feedback, and collaboration can enhance students' writing development(Adiguna et al., 2023).

The role of the teacher is particularly important in influencing students' writing ability. Teachers are responsible for designing effective learning activities, providing clear instructions, and offering constructive feedback. Feedback, in particular, is a critical component of writing instruction, as it helps students identify their strengths and weaknesses and guides them in improving their work. However, the effectiveness of feedback depends on the use of appropriate assessment instruments that provide clear criteria and standards for evaluation. Without such instruments, feedback may be vague or inconsistent, limiting its impact on student learning.

Recent pedagogical approaches emphasize the integration of contextual and authentic learning in writing instruction. These approaches encourage students to engage in meaningful tasks that reflect real-life situations, thereby enhancing their motivation and relevance of learning. Collaborative learning and the use of technology have also been identified as effective strategies for improving writing skills. For example, digital tools and online platforms can facilitate peer feedback, support the writing process, and provide access to a wider range of resources(Horverak, 2016).

In summary, writing ability is shaped by a combination of linguistic components and influencing factors that interact dynamically in the learning process. Understanding these components and factors is essential for developing effective instructional and assessment practices. By addressing both the technical and contextual aspects of writing, educators can support students in achieving a more comprehensive and meaningful development of their writing skills.

DISCUSSION

The Suitability of the Five-Factor Model with Empirical Data

The results of the study indicate that the assessment instrument for English text writing skills that was developed has a strong level of construct validity. This is demonstrated by two main pieces of evidence, namely that all indicators have loading factor values above 0.50 and that the five-factor measurement model shows a good level of goodness of fit. This condition indicates that the constructed indicators truly represent the theoretical construct of writing ability intended

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to be measured. Within the research proposal framework, the use of Confirmatory Factor Analysis (CFA) is intended to ensure that each indicator loads on factors consistent with the formulated theoretical structure.

This finding reaffirms the main result of the study that the five-factor model, which is intercorrelated, is proven to fit the empirical data. This suitability is very important because from the outset the writing ability was conceptualized as a multidimensional construct consisting of content, organization, grammar, vocabulary, and mechanics. Thus, the CFA results showing a fit model not only reflect the success of statistical analysis but also provide empirical support for the conceptual validity of the construct used. In other words, the theoretical structure formulated in this study is supported by the pattern of relationships that emerge empirically in the data(Devi et al., 2013).

In the context of instrument development, construct validity plays a very important role because it is directly related to the accuracy of score interpretation. Instruments that do not have strong construct validity have the potential to produce scores that are difficult to justify academically and pedagogically. Therefore, the success of the model in achieving a good level of fit indicates that the developed instrument is not merely based on theoretical assumptions. The structure of the instrument has obtained adequate empirical support from the research data.

Furthermore, the suitability of the measurement model also shows that the dimensions of writing ability used in this study are indeed relevant for describing students' writing skills. Each dimension contributes clearly to the overall construct of writing ability. This strengthens the argument that a multidimensional approach is the appropriate approach in assessing students' writing skills. Thus, the developed instrument has a strong conceptual foundation as well as adequate empirical support(Hasda et al., 2019).

Construct Validity of All Indicators

The results of the analysis show that all 15 indicators used in the instrument meet the criteria for construct validity. This is indicated by the loading factor values of each indicator being above the minimum threshold of 0.50. This condition indicates that there are no indicators that are substantively weak in explaining the construct being measured. Thus, each indicator makes a real contribution to the latent factor it represents.

In the context of writing skill assessment, this finding shows that the indicators used truly reflect important aspects of the quality of students' writing. Indicators such as content relevance, completeness of ideas, text structure, coherence between parts, grammatical accuracy,

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vocabulary selection, and mechanical aspects of writing are empirically proven to function as representations of the writing ability construct. This indicates that each component in the assessment rubric has a clear conceptual basis as well as strong empirical support. In other words, there are no indicators that are merely included without a real measurement function.

This finding also confirms that the process of designing indicators carried out at the initial stage of the research was conducted systematically. Each indicator was constructed based on a clear theoretical framework regarding the dimensions of writing ability. Therefore, when these indicators were tested empirically through CFA, the results showed good alignment with the expected factor structure. This condition indicates that the instrument planning stage plays an important role in determining the quality of indicators(Sa'adah, 2020).

The urgency of this finding becomes even more apparent when related to common problems in writing assessment. Many writing assessment instruments have unclear indicators, overlapping components, or fail to fully reflect the aspects being measured. This research proposal initially highlighted this issue as one of the weaknesses in instrument development. Therefore, the success of all indicators in meeting construct validity shows that this study is able to address these fundamental problems.

Goodness of Fit of the Measurement Model

The analysis results also show that the five-factor measurement model has a very good level of goodness of fit. This is evident from model fit indices such as CMIN/DF, GFI, AGFI, CFI, TLI, and RMSEA, all of which fall within the good fit category. These indices indicate that the proposed model has a high level of compatibility with the empirical data obtained. Thus, the measurement structure used in this study can be considered statistically valid.

This model fit provides legitimacy to the entire structure of the instrument, not only to individual indicators. This means that the relationships among indicators and among latent variables in the measurement model are also consistent with the empirical data patterns. This is important because construct validity is not only determined by the strength of individual indicators but also by the structure of relationships among indicators within a model. Therefore, a fit measurement model provides stronger evidence of the instrument's validity.

In instrument development research, achieving a good level of model fit is an important indicator of instrument quality. Many studies stop at content validity analysis or simple item correlations. However, the CFA approach allows researchers to test the construct structure more deeply. Therefore, the use of CFA in this study provides a stronger methodological contribution to

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the instrument development process(Fajarini et al., 2019).

The urgency of this finding lies in its interpretative strength regarding the structure of writing ability. If the measurement model did not show a good level of fit, there would be a possibility that the five-aspect structure of writing ability formulated was not entirely appropriate. However, the results of this study show that the model designed from the beginning is consistent with empirical data. Thus, the resulting instrument can be justified both theoretically and empirically.

Convergent Validity

Further analysis shows that the convergent validity of the instrument has been well established. This is indicated by the Average Variance Extracted (AVE) values above 0.50 and Composite Reliability (CR) values exceeding 0.70 for all constructs. This condition indicates that the indicators within each factor have a strong ability to explain the same construct. In other words, each indicator truly converges on the construct it represents.

This finding provides evidence that the indicators in each dimension are consistent in explaining their constructs. Indicators in the content aspect consistently represent the quality of writing content. Similarly, indicators in organization, grammar, vocabulary, and mechanics show high alignment with their respective constructs. This indicates that the structure of the assessment rubric has good internal coherence.

In instrument development, convergent validity is crucial to ensure that indicators within a construct truly support each other. Without adequate convergent validity, a construct may become unstable or difficult to interpret. Such conditions often occur in instruments where indicators appear good individually but are not sufficiently related. In this study, such conditions were not found(Sianturi et al., 2019).

The successful fulfillment of convergent validity also strengthens the position of the instrument as an analytic rubric with clearly defined dimensional boundaries. Each assessment aspect has a group of indicators that mutually reinforce each other in explaining the construct. Thus, the instrument not only has individually valid indicators but also a coherent construct structure. This enhances the reliability of interpreting the assessment results generated by the instrument.

Discriminant Validity

In addition to convergent validity, this study also shows that discriminant validity has been

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achieved. Discriminant validity indicates that each construct has a distinct identity, even though it is related to other constructs. Thus, each dimension in the instrument can be empirically distinguished. This condition is important to ensure that each assessment aspect has a specific measurement function.

The findings show that the content aspect can be distinguished from organization, and organization can be distinguished from grammar, vocabulary, and mechanics. Although the five aspects are interrelated as parts of writing ability, each maintains distinct measurement characteristics. This confirms that the dimensions in the instrument do not conceptually overlap. Therefore, each aspect provides a unique contribution to measuring writing ability(S. H. Siregar et al., 2020).

Discriminant validity has important implications for writing assessment practices in the classroom. In many cases, teachers tend to mix several aspects when scoring students' writing. For example, weaknesses in text organization are often considered simultaneously as weaknesses in content. Such conditions can reduce objectivity in the assessment process.

With discriminant validity fulfilled, this instrument provides a stronger foundation for the consistent use of analytic rubrics. Teachers can assess each aspect of writing in a more focused and separate manner. This allows for more detailed feedback to students regarding the strengths and weaknesses of their writing. Thus, this instrument supports more objective and diagnostic assessment practices.

Internal Reliability of the Instrument

The results show that the overall internal reliability of the instrument is at a very high level. The Cronbach's Alpha value of 0.911 indicates that the instrument has very strong internal consistency. Based on the criteria used in the research proposal, this value falls into the very high reliability category. Therefore, the instrument can be considered highly reliable.

High internal reliability indicates that the scores produced by the instrument are consistent. This means that the indicators in the instrument work harmoniously in measuring the writing ability construct. The scores obtained by students are not influenced by inconsistencies in the instrument. This condition increases confidence in the assessment results produced.

In writing assessment, reliability is a very important aspect. An instrument that is valid but not reliable can produce unstable scores. Students may obtain different scores not because of changes in ability but because the instrument is inconsistent in measurement. Therefore, high reliability is an essential requirement for instrument quality(Trianita et al., 2019).

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This finding also supports the main objective of the study, which is to produce an instrument that is not only valid but also reliable. With very high reliability, the instrument can be used repeatedly in various learning contexts. Teachers can use this instrument with a high level of confidence in the consistency of its assessment results. This strengthens the instrument's position as a feasible measurement tool in learning practice.

Reliability per Aspect

In addition to overall reliability, this study also analyzes reliability for each assessment aspect. The results show that all aspects have Cronbach's Alpha values above 0.70, ranging from 0.781 to 0.818. These values indicate that each dimension has adequate internal consistency.

The content and organization aspects show relatively higher reliability values compared to others. Meanwhile, grammar, vocabulary, and mechanics have slightly lower values but still fall within the reliable category. This difference can be understood because mechanical and grammatical aspects are often more sensitive to small variations in students' writing. Nevertheless, all aspects meet the required reliability standards.

The presence of good reliability in each aspect provides important advantages in assessment practice. Teachers do not only obtain a total score of students' writing ability but can also see scores for each dimension separately. This information is very useful for providing more specific feedback to students(Santi et al., 2019).

Thus, this instrument has strong diagnostic capabilities in assessing writing ability. Teachers can identify students' strengths and weaknesses in more detail. This supports the formative function of assessment in writing instruction. The instrument does not only serve to assign scores but also to support the improvement of students' writing skills.

Feasibility of All Instrument Items

The analysis of instrument items shows that all indicators are feasible to retain. This is indicated by corrected item-total correlation values all above 0.30. In addition, no alpha if item deleted value exceeds the total instrument alpha. This condition indicates that there are no items that weaken the instrument's reliability.

These findings indicate that each indicator contributes positively to the overall quality of the instrument. There are no indicators that burden the instrument. Thus, all designed indicators can be retained in the final instrument structure, indicating good efficiency in instrument design.

In many instrument development studies, items often need to be eliminated after empirical

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testing. Non-functioning items typically have low correlations with total scores or reduce reliability. However, in this study, all items performed well. This shows that the indicator development process was conducted carefully from the outset(Santi et al., 2019).

This success also reflects the effectiveness of the iterative instrument development process, including expert validation, revision, and pilot testing. These stages contributed to improving indicator quality before the main empirical testing. Therefore, strong indicator quality is the result of a systematic development process.

Scoring Quality Control

This study also shows that the quality of the scoring process is good. All indicators in the assessment sheet were completed by raters without any missing parts. Additionally, no scores were found outside the established range of 1 to 4. This indicates that scoring procedures were implemented consistently.

The type of text assessed was also aligned with the assigned tasks, ensuring that assessment was conducted on relevant writing products. Most raters used the provided scoring guidelines and completed the assessment sheets thoroughly. Thus, the quality of data used in statistical analysis can be considered adequate.

Scoring quality control plays an important role in instrument development research. Statistical analyses such as CFA and reliability depend heavily on data quality. Poor scoring data can lead to inaccurate results. Therefore, quality control strengthens the validity of the research findings.

However, the study also notes the need for recalibration of raters on certain indicators, particularly G3 and M3. This shows that although the instrument is of high quality, its implementation still requires procedural strengthening. Rater training and calibration remain necessary to maintain scoring consistency. This indicates that instrument quality must always be supported by proper implementation practices(Ridlo & Hartono, 2018).

Compared to previous studies referenced in the proposal, this study shows several similarities. First, it reaffirms that validity and reliability are essential requirements in educational instrument development. Without them, instrument quality cannot be scientifically justified. Second, the findings align with studies emphasizing the importance of construct validity and reliability. Instrument quality depends not only on content appropriateness but also on empirically tested construct structures.Third, the findings also align with research highlighting scoring reliability as a common weakness in language assessment. Therefore, clear rubrics and structured

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scoring procedures are crucial. This study addresses these needs through a detailed analytic rubric design(Manggaberani & Putro, 2023).

Despite similarities, this study also presents important differences. It provides specific empirical evidence in a local context, namely junior high school students in Bulukumba Regency, and focuses on analytic rubric-based writing assessment.Another difference lies in the depth of validity analysis. This study goes beyond content validity by testing construct validity through CFA, as well as convergent validity, discriminant validity, and internal reliability comprehensively.

General Overview of Instrument Practicality

The practicality of the instrument in this study was analyzed through three main sources, namely the teacher practicality questionnaire, classroom implementation observations, and interviews with teachers and students. These three data sources were then triangulated to obtain a more comprehensive picture of the level of instrument practicality. The results of the analysis indicate that the developed assessment instrument for English text writing skills is included in the very practical category. This finding indicates that the instrument can be used effectively in the learning process without causing significant difficulties for users.

Quantitatively, the results of the teacher questionnaire show a practicality level of 0.9077 or 90.77%, while the results of classroom implementation observations show an average percentage of 0.9063 or 90.63%. At the data triangulation stage, the overall recapitulation produces an average of 0.89 which remains in the very practical category. In addition, qualitative data obtained through interviews reinforce these quantitative findings. Teachers stated that the instrument is easy to understand, supports objectivity in the assessment process, and facilitates providing feedback to students, while students also showed positive acceptance of its use in learning activities.

The general summary of instrument practicality results shows that the teacher practicality questionnaire involved 15 teachers with an average score of 0.9077 categorized as very practical, indicating that teachers consider the instrument easy to use and beneficial. The implementation observations conducted in eight sessions produced an average percentage of 0.9063, also categorized as very practical, meaning the instrument is easy to apply in classroom settings. Interviews with eight teachers yielded positive qualitative responses, showing that teachers accept the instrument well. Likewise, interviews with twelve students also produced positive qualitative responses, indicating that students understand the rubric and are assisted during the revision process. Overall triangulation resulted in an average of 0.89, which remains in the very practical category, demonstrating that all data sources consistently indicate high

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practicality(Sauhenda et al., 2020).

Results of the Teacher Practicality Questionnaire

The teacher practicality questionnaire was distributed to 15 teachers with the aim of assessing the level of ease of use of the instrument in the context of learning implementation. The assessment carried out includes several main aspects, namely ease of use, efficiency, clarity, completeness, usefulness in learning activities, and the level of overall applicability of the instrument in the classroom. Through the assessment of these aspects, teachers provide an overview of the extent to which the instrument can be used effectively and support the learning process. The results of the data analysis show that the developed instrument is in the very practical category with a percentage of 90.77%, so it can be stated that it is feasible to be used in learning practice.

The general results of the teacher practicality questionnaire show that the number of teacher respondents was 15, with a maximum score per respondent of 65. The average total teacher score reached 59, resulting in an overall practicality percentage of 0.9077, which is categorized as very practical. This indicates that the instrument is highly feasible and effective for use in learning practices according to teacher evaluations(Sari et al., 2019).

At the aspect level, all evaluated components show a level of practicality that falls within the very practical category. However, further analysis shows that there are slight variations in each aspect that still need to be considered in the interpretation process. These variations do not change the overall practicality category of the instrument, but provide an overview of differences in the level of ease of use in each measured aspect. Therefore, the existence of these small variations becomes important information to more comprehensively understand the characteristics of instrument practicality in each analyzed aspect.

The summary of practicality per aspect according to teachers indicates that the ease of use aspect, consisting of three items, obtained an average of 4.5111 with a percentage of 0.9022 and is categorized as very practical, making it the strongest aspect. The time and procedure efficiency aspect, consisting of two items, obtained an average of 4.4333 with a percentage of 0.8867 and is categorized as very practical, although it still requires simplification of procedures. The completeness of assessment aspects, also with two items, obtained an average of 4.5667 and a percentage of 0.9133, indicating that it is adequate. The readability and clarity of language aspect obtained the highest average of 4.6667 with a percentage of 0.9333, categorized as very practical and very strong. The usefulness in learning aspect obtained an average of 4.4333 with a

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percentage of 0.8867, categorized as very practical and very beneficial. The general applicability aspect obtained an average of 4.6333 with a percentage of 0.9267, categorized as very practical and easy to apply widely. Overall, across 13 items, the instrument achieved an average of 4.5222 with a percentage of 0.9044, confirming that it is very practical to use.

Based on these results, the aspect that obtained the highest score is readability and clarity of language with a percentage of 93.33%. This achievement is followed by the general applicability aspect which obtained a score of 92.67% and the completeness of assessment aspects at 91.33%. These three aspects indicate that the developed instrument has language quality that is easy to understand and is relevant for use in various assessment contexts. Meanwhile, the aspects of time and procedure efficiency and usefulness in learning obtained relatively lower scores, each at 88.67%. However, both aspects still fall within the very practical category, thus still showing a high level of implementation in the use of the instrument.

To see the distribution of results in more detail, item-level analysis shows that almost all statements obtained an average score above 4.30. The highest score was obtained on the item stating that the instrument can be used to assess various types of texts with an average of 4.87 and a percentage of 97.33%. The next highest achievement is seen in the statement that the instrument does not contain foreign terms or ambiguous sentences that can cause confusion, with an average of 4.80 and a percentage of 96.00%. On the other hand, relatively lower scores were found on the item stating that the instrument helps teachers provide more objective assessments with an average of 4.27 (85.33%). In addition, the statement regarding the efficiency of the assessment implementation time also obtained a lower score compared to other items, namely an average of 4.33 with a percentage of 86.67%.

The most prominent questionnaire items show that item B12, which states that the instrument can be used for various types of texts, obtained the highest average score of 4.87 with a percentage of 0.9733. Item B9, stating that the instrument language is not ambiguous, obtained an average of 4.80 with a percentage of 0.9600, categorized as very strong. Item B6, indicating that the assessed aspects are complete, obtained an average of 4.73 with a percentage of 0.9467, also categorized as very strong. Meanwhile, item B10, stating that the instrument helps more objective assessment, obtained a relatively lower average score of 4.27 with a percentage of 0.8533. Similarly, item B4 regarding efficiency in conducting assessment obtained an average of 4.33 with a percentage of 0.8667, also categorized as relatively lower compared to other items(Sianturi et al., 2019).

The findings of this study indicate that teachers perceive the practicality of the instrument

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to be mainly determined by the clarity of the language used, the completeness of the coverage of assessment aspects, and the flexibility of the rubric that can be applied to various types of texts. Language clarity is considered to help teachers understand assessment indicators more quickly and accurately, thus facilitating the process of using the instrument in learning activities. In addition, comprehensive aspect coverage is perceived to be able to represent various dimensions of student writing quality more thoroughly. However, teachers also consider that the efficiency of the assessment procedure still requires attention, especially related to the process of score recapitulation and the application of the instrument in classes with a relatively large number of students. Therefore, simplifying the mechanism for calculating scores and managing assessment results is considered an important aspect that needs to be considered in instrument development so that its use becomes more effective in heterogeneous classroom contexts(S. H. Siregar et al., 2020).

Results of Implementation Observation

The practicality of the instrument was tested through eight observations of classroom implementation. Based on these observations, an average implementation percentage of 90.63% was obtained. This finding confirms that the instrument is included in the very practical category. Thus, the instrument can be applied efficiently and provides convenience for users in the context of classroom learning.

The general results of implementation observation show that a total of eight observations were conducted, producing an average implementation percentage of 0.9063, which falls into the very practical category. This implies that the instrument is easy to implement in classroom settings and supports effective learning processes.

Observation results based on each indicator show that the majority of indicators obtained a relatively high proportion of “Yes” responses. Several indicators even reached full compliance, including the teacher explaining the type of text, providing text examples, and preparing tasks relevant to the learning material. In addition, students appeared able to understand the given instructions, showed active participation in writing, and completed tasks on time. On the other hand, teachers consistently provided comments on the content of student work, made language corrections, used certain rubrics, and clearly conveyed assessment criteria to students(Santi et al., 2019).

The most consistent observation indicators indicate that several indicators achieved a full proportion of “Yes” responses (1.00) and are categorized as very practical. These include the

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teacher explaining the type and structure of the text, providing text examples or models, preparing relevant writing tasks, ensuring students understand task instructions, encouraging students to actively write according to the topic, and ensuring that tasks are completed on time. In addition, teachers consistently provided comments on content, gave language corrections, used specific rubrics, and clearly communicated assessment criteria to students, all of which reflect a very high level of practicality.

Although overall indicators show an adequate level of achievement, there are several aspects that still require strengthening. The observation indicators that require strengthening show that the lowest proportion was found in the indicator where the teacher provides improvement suggestions (O14) with a proportion of 0.50, categorized as less practical and requiring strengthening. The indicators of the teacher reading student writing (O11) and providing individual feedback (O15) each obtained a proportion of 0.75, categorized as practical but still needing minor revision. Meanwhile, the indicator of students revising their writing after receiving guidance (O9) obtained a proportion of 0.875, categorized as very practical but still requiring strengthening(Santi et al., 2019).

Research findings indicate that operationally, this instrument is relatively easy to apply in the context of classroom learning. However, in terms of practicality, the implementation of the instrument still faces limitations, particularly related to providing individual feedback to students. In addition, follow-up in the form of revision, which should be an integral part of the evaluation process, has not yet run optimally. Nevertheless, the aspect of using rubrics as assessment guidelines shows a higher level of ease and consistency compared to feedback and revision mechanisms.

Results of Teacher and Student Interviews

To deepen understanding of the practicality aspect of the instrument, interviews were conducted with eight teachers and twelve students. The analysis of interview data shows that in general the instrument was received with a positive response by both groups. This finding indicates that the instrument has an applicative value that can effectively support learning activities. This positive acceptance is also an initial indicator that the instrument is able to meet practical needs in the learning context.

In the teacher group, several dominant themes emerged as a result of reflections on the use of the instrument. Teachers considered the instrument easy to understand, with a frequency of occurrence of eight times, indicating simplicity of language and clear structure. In addition, the

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operational descriptors listed also became an important point, with a frequency of eight, because they help teachers assess student performance in a measurable way. The aspect of increased objectivity (frequency eight) and more directed feedback (frequency eight) further confirm that the instrument supports fairer and more systematic assessment, while time efficiency (frequency six) provides added value in managing the evaluation process(Ridlo & Hartono, 2018).

Meanwhile, the results of interviews with students highlight several different themes. The rubric is considered to help the revision process, appearing with a frequency of twelve, indicating its ability to guide students in improving their writing. Understanding of assessment criteria (frequency eleven) is also important for students to be clearer in meeting expected standards. However, some students still experience difficulties in grammar and vocabulary aspects (frequency nine), and express the need for writing examples as references (frequency eight). These findings confirm that although the instrument is effective, some adjustments or additional materials are still needed to improve students' learning experience.

The summary of interview theme coding shows that teachers consistently reported positive perceptions, including that the instrument is easy to understand and has clear operational descriptors, both appearing with a frequency of eight and maintained as strengths. Increased objectivity and directed feedback also appeared eight times each and were categorized as very positive and maintained. Time efficiency appeared six times and was considered quite positive but requiring minor revision. From the student perspective, understanding criteria appeared eleven times and was maintained, while the rubric helping revision appeared twelve times and was categorized as very positive and maintained. Difficulties in grammar and vocabulary appeared nine times but were considered neutral and not directly related to core practicality. The need for writing examples appeared eight times and was considered positive with notes, suggesting minor revision(Manggaberani & Putro, 2023).

The synthesis of interview results indicates that teachers consider this assessment instrument easy to understand and contributing to increased objectivity in assessing student writing. In addition, the instrument is considered useful in providing more directed feedback, so that the writing learning process becomes more systematic. Students, on the other hand, stated that the assessment rubric provides clarity regarding writing targets to be achieved and facilitates the revision of their work more effectively. These findings indicate alignment between teacher and student perceptions regarding the benefits of the instrument in supporting the writing learning process.

However, both teachers and students provided several suggestions for improving the

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instrument, which are generally minor in nature. These suggestions include simplifying score recapitulation to make it easier to interpret and adding anchor writing examples or model texts as references for students. In addition, the provision of a comment bank is considered to enrich feedback variation, while a revision checklist for students is expected to facilitate monitoring progress in improving writing. Overall, these recommendations aim to improve the practicality and effectiveness of the instrument without changing its basic structure or pedagogical objectives(Sauhenda et al., 2020).

The synthesis of interview findings indicates that from the teacher group, the main conclusion is that the instrument is easy to understand, objective, and supports feedback, implying that it is very practical with minor revisions related to efficiency. From the student group, the rubric is easy to understand and helps in revising writing, indicating that it is very well received and supports learning. Overall, the instrument is well accepted by users, demonstrating high practicality and feasibility for use.

Triangulation of Practicality Findings

The results of triangulating all data show the consistency of findings between questionnaires, observations, and interviews. The analysis of the teacher questionnaire indicates that the instrument has a high level of practicality from the user's perspective. Findings from observations show that the instrument can be implemented effectively in the classroom without significant obstacles. Furthermore, interviews confirm that the instrument is positively received by teachers and contributes to supporting the overall learning process. Overall, these three data sources reinforce each other and show consistency of results that explain the reliability and relevance of the instrument in the context of learning practice(Sari et al., 2019).

Main Findings

Based on a comprehensive analysis of all the data obtained, the main findings show several significant points. First, there is an indication that the implementation of academic communication strategies by teachers consistently influences student engagement in the learning process, as supported by findings from classroom observations and teacher interviews (Department of Education, 2020). Second, the participation of parents/school committees plays an important role in supporting the readiness of resources and facilities, which directly impacts the effectiveness of learning programs (Suryadi, 2018). Furthermore, document analysis and review entries show alignment between school policies and teaching practices, although there are

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variations in implementation in each school. Finally, the integration of these findings indicates that the success of program implementation is highly dependent on cross-stakeholder coordination and equal readiness of inputs, thus providing important implications for the development of more structured and sustainable academic supervision strategies.

The main findings of the instrument practicality level indicate that the instrument is categorized as very practical based on the teacher questionnaire with a percentage of 90.77% and also categorized as very practical based on implementation observations with a percentage of 90.63%. Teachers assess the instrument as easy to use, with clear language and complete assessment aspects, while students understand the rubric criteria and feel assisted in revising their writing. The highest level of practicality lies in language clarity, general applicability, and completeness of aspects. However, several areas still require minor revisions, including score recapitulation efficiency, individual feedback, writing examples, and revision checklists. Overall, through triangulation, the instrument is declared practical, well accepted, and feasible for use in writing learning(Devi et al., 2013).

Based on the research findings, it can be stated that the level of practicality of the assessment instrument for English text writing skills for junior high school students in Bulukumba Regency is very high. The instrument shows ease of understanding and implementation in the learning context, while supporting objectivity in assessment consistently. In addition, the instrument is able to provide a significant contribution to the provision of constructive feedback and is well received by both teachers and students. However, minor improvements are still needed related to efficiency aspects and the completeness of learning support so that the instrument can function optimally in evaluation practice.

CONCLUSION

This study found that the developed English writing assessment instrument demonstrates a very high level of practicality, consistently supported by multiple data sources, including teacher questionnaires (90.77%), implementation observations (90.63%), and overall triangulation results (89%), all categorized as highly practical. The findings indicate that the instrument is not only easy to use but also clear, flexible, and comprehensive, covering key aspects such as content, organization, vocabulary, grammar, and mechanics. Teachers reported that the instructions and rubric descriptors are understandable and operational, enabling consistent and objective scoring, while classroom observations confirmed smooth implementation without disrupting learning activities. Additionally, the instrument supports effective formative assessment by facilitating

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focused feedback, helping students understand evaluation criteria and improve their writing through revision. Students also responded positively, showing good comprehension and acceptance of the rubric. Although minor improvements are needed in time efficiency, score recapitulation, and feedback support tools, the instrument overall proves to be highly practical, pedagogically beneficial, and adaptable for broader educational contexts.

FUTURE DIRECTIONS

Future research should focus on refining the instrument by improving time efficiency, simplifying score recapitulation, and developing supporting tools such as sample texts, comment banks, and revision checklists to enhance usability in classroom practice. Further studies are also recommended to test the instrument across diverse school contexts, grade levels, and text genres to examine its adaptability and generalizability. In addition, integrating digital or automated assessment features could be explored to support faster feedback and data management. Longitudinal research is needed to investigate the instrument's impact on students' writing development over time, while experimental studies may compare its effectiveness with other assessment models to strengthen evidence of its pedagogical value.

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