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Daftar Isi

SCRUTINIZING STUDENTS' WRITING USING 6 + 1 TRAIT WRITING TO UNIVERSITY STUDENTS

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Abstrak : Menilai tulisàn hasil karya mahasiswa atau siswa sering kali membuat bosan para dosen dan guru bahasa Inggris. Melalui artikel ini, penulis mengajukan *6 + 1 trait writing* untuk menilai hasil tulisan mahasiswa atau siswa. Rubrik penilaian ini terdiri dari 7 elemen untuk menilai hasil tulisan, yaitu: *ideas, organization, voice, word choice, sentence fluency, conventions*, dan *presentation*. Dari elemen-elemen tersebut, penulis mengevaluasi hasil tulisan dan membenarkan kesalahan yang terjadi pada tulisan mahasiswa untuk menghasilkan tulisan yang berkualitas dari penulis dewasa. Sementara dosen atau guru dapat mengukur kualitas tulisan menggunakan rubrik ini, mahasiswa atau siswa dapat membetulkan hasil tulisan mereka agar menjadi lebih berkualitas. Penelitian deskriptive kualitatif ini melaporkan hasil dalam bentuk deskripsi penilaian dalam esai argumentatif dan juga penilaiannya secara kuantitatif. Secara singkat, menilai tulisan mahasiswa atau siswa menggunakan rubrik 6 + 1 *trait writing* menjadi efektif baik bagi siswa ataupun dosen atau guru dalam menghasilkan tulisan yang berkualitas.

Kata Kunci : menulis, 6 + 1 *trait writing*, esai argumentatif

Abstract : Assessing writing to students' written products creates a boring syndrome to English lecturers and teachers. Through this paper, the writer proposes 6 + 1 trait writing to assess the students' writing. This rubric contains 7 elements in assessing writing, namely, ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. From those elements, the writer evaluates the writings and corrects the errors in students' writing to produce qualified writing to adult writers. In the interim, lecturer or the teacher gauges using this rubric, the students can correct their writing to be more qualified. This descriptive quantitative research reports the results in forms of the description of evaluation in writing argumentative essay and the results of assessing quantitatively. Shortly, scrutinizing students' writing using 6 + 1 trait writing rubric can be effective to both students and lecturer in producing qualified writing.

Key Words : Writing, 6 + 1 trait writing, argumentaive essay.

INTRODUCTION

Assessing the students' writing products is a boring job for the teachers and lecturers. It is because the teachers and lecturers should read carefully the writing products all of the time. And sometimes it becomes a hard work for them. In order to make their job easier to assess the students' writing skill and to upgrade the quality of the writing product, the teachers and the lecturers need a tool. They need a simple method to assess the students' writing skill.

For that reasons, the method that will be discussed by the writer can become one from many other writing assessment method. The method name is 6 + 1 trait writing.

This assessment method is originated by the teachers and curriculum experts in Northwest Regional Educational Laboratory in Portland Oregon in the early 1980's. There are some reasons why this assessing rubric is more beneficial for the students. Some of them are it helps the students to have a clear understanding of what a rating or grade means (since it has a clear scoring rubric) and it helps the students to be able to revise their work for a specific trait. Not only for the students but also for the parents of the students can get the benefits of this method. For a clear discussion, let's take a look to the information below.

Teaching Writing of Argumentative Essay

Argumentative essay is an essay where the writer states whether he agrees or disagree with an issue. The opinion must be supported by some reasons. Some other people call this kind of essay as an opinion essay. Furthermore, Oshima and Hogue (2006) state that the goal of an argumentative essay is to convince the reader that the writer's opinion is right. There are two kinds of organization of argumentative essay. The first is called block organization, and the second is called point-by-point pattern.

1. Block Pattern
   A. Introduction
      Explanation of the issue
      Thesis statement
   B. Body

Block I
   1) Summary of other side's arguments
   2) Rebuttal to the first argument
   3) Rebuttal to the second argument
   4) Rebuttal to the third argument

Block II
   5) Your first argument
   6) Your second argument
   7) Your third argument
   C. Conclusion – may include a summary of your point of view

2. Point-by-point pattern
   A. Introduction
      Explanation of the issue, including a summary of the other side's arguments
      Thesis statement
   B. Body
      1) Statement of the other side's first argument and rebuttal with your own counterargument
      2) Statement of the other side's second argument and rebuttal with your own counterargument
      3) Statement of the other side's third argument and rebuttal with your own counterargument
   C. Conclusion – may include a summary of your point of view

In the explanation above, there is rebuttal. Rebut means that the writer points out problems with another side of opinion to show that they are not good reasons. It is a unique of argumentative essay. In argumentative essay, the writer does not only explain his/her point of view but also explain about the other sides. The meaning of this is to make the reader sure that the writer has already seen two sides of the problem and decided where he stands.

What is actually 6 + 1 Trait Writing?

Nowadays, 6 + 1 trait writing becomes popular in scrutinizing the students' writing product. 6 + 1 trait writing is originated by the Northwest Regional Educational Laboratory

(NREWL) in Portland Oregon in the early 1980's. The experts of curriculum and the teachers in Northwest were gathered to make this model in order to make the students gain a better and high quality writing products. This assessment model has been used in many nations across the world such as Great Britain, France, South America, China, Venezuela, Bahrain, Australia, Turkey, and the Middle East. Teachers from primary though college have embraced the 6 + 1 Trait model and not just English teachers, either. The traits are used by teachers of mathematics, science, social studies, foreign language, art, and music – anyone for whom writing is an important part of instruction.

Based on the formal site of NREWL (2015), the 6 + 1 Trait® Writing Model of Instruction & Assessment comprises 6 + 1 key qualities that define quality writing. They are ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Let's discuss all of the traist one by one as follow:

Ideas

Ideas are the most important thing in the essay. It is the heart of the essay. Without it, there will be nothing that can be written into an essay. All kinds of writing are always based on some kinds of idea. The idea is that the 6 + 1 trait system is so useful for teaching, every teacher and student can get the advantages from its principles. Ideas are the energy behind the message. When the writer can deliver a clear idea, it will be easy for him to give more details about that idea. Idea can be gotten in many ways. The students can do brainstorming by reading a book, an article, a newspapers and many more. The students can make their own idea and choose how they will share that idea. Teachers and lecturers can use the concept of ideas to decide whether the writing is good or not. The usage of ideas can be seen throughout the implementation of the 6 + 1 traits because they are what make writing interesting.

Organization

Organization is also important thing in an essay. It is because it makes the idea of the essay can flow smoothly. If a good idea does not have a good organization, it will be hard for the writer to deliver the idea well. Organization is the system or structure that makes the idea comprehensible. Idea is the big portion and the organization is the way break down the idea into smaller units. The teachers and lecturers can use this second trait to introduce many kinds of organization in an essay, such as chronological orders; comparison and contrast; logical orders; openings, bodies, and conclusions; and someting like that. By introducing many kinds of organization in an essay, it helps the students to be know more many kinds of essay. Hopefully, it will make them interesting to write more and more.

Voice

Voice in writing an essay looks like a fingerprint. It means that every students must have their own style in writing. It is the students' voice. Like the real voice in speaking, everyone has their own style. It will not be the same from one to another. It could be the esiest trait, but the hardest to do. It is because it is not easy to find someone style in writing.

Many teachers and lecturers do not give much attention to this traits. They are happy if their students can understand what voice is. But if the students do not get the mean of what voice is, the teachers and lecturers will not force them to make it. Type of writing that usually used to find the voice is poems. It is because poems essentially musical and most students identify with some kind of music. Using poetry to discover voice is like finding the melody.

Word Choice

If voice may become the hardest traits to teach, may be word choice will become the easiest one. It is because English is overflowing with adverbs and adjectives. By using colorful, descriptive and tasty words, it helps the reader to imaginate the idea. It will help them to get the idea of a composition. The excrise to find a good decription is by giving the students image or pictorial exercise. Furhtermore, nouns and verbs can also be very illustrative. Increasing vocabulary is also an advantage of these exercises.

Sentence Fluency

Sentence fluency includes rhythm and cohesiveness. The writer of an essay should be aware of the sentences. The sentences may not too long because it will make the reader tire. The sentences also may not be illogical because it will make the reader confuse. Illogical here means that all of the sentences must tell about one topic only. They all have to be related to the thesis statement. Words have sounds. Our mind give the sentences sound. To check the sentence fluency easily, the teachers and lecturers can ask the students to read what they have written. By doing so, hopefully the students will be more aware of their sentence fluency.

Conventions

The meaning of convention in the trait is the writing mechanic. In writing an academic writing product, the students must follow the rules used in English. The rules include spelling, grammar, usage, capitalization, punctuation, paragraph placement. These rule play an important role in writing product. If the writer of an academic writing product does not use the rules, it will be hard for the reader to understant what the idea about. Using the same rules means that the writer and the reader of the writing product will have the same intepretation in what the product about. There will be no confusion in the reader. Finally, the writer could deliver his/her idea to the reader easily.

Presentation

Talking about presentation means that the writing product should be in balance in the display/lay out. The visual presence of the text should be aware, including the other elements like graphs, text boxes, sidebars, maps, pictures, bullets, and captions. When the visual presence of the text is inviting and pleasing, the reader will be attracted to read more in the writing product. The suitable layout also help the reader to follow the writer's idea easily. So, a good composition in presentation is important in order to the reader will be willing to and appreciate the message and the idea of the writer.

Assessing Writing Using 6 + 1 Trait Writing

Here are the way in assessing students writing using 6 + 1 trait writing:

1. The teachers or lecturers should choose one of the scoring rubric in 6 + 1 trait writing. In this case, the writer had chose the scoring rubric created by Education Nortwest (2014). The name of the rubric is Traits Rubric for K-2.

2. After deciding the scoring rubric, the teachers or lecturers read 'the students' writing product one by one. If the teachers or lecturers have problem in making sense the writing product, they can read it aloud.

3. The teachers or lecturers should score the writing product one trait in one time. If the paper seems that has good paper in that trait, the teachers or lecturers begin by reading the "6" descriptors. If the paper seems low, begin reading the "1" descriptors.

4. When the teachers or lecturers read descriptors, check the boxes that justify the score they want to give the paper. If they have checks in both the "5" range and "3" range, for example, consider scoring the paper a "4". If they have more checks in the "3" range then score it a "3".

5. The teachers or lecturers can repeat this process for each trait they want to score.

6. In the end, the teachers or lecturers write down or circle the appropriate scores. They have to find specific language in the scoring guide that justifies the score they give. Near the numerical score at the bottom, the teachers or lecturers can write one commendation comment that points out strengths they found in the paper.

7. The teachers or lecturers should use numbers from the rubrics instead of letter grades to give students feedback. The numbers should have a specific meaning and connection for students who are using the traits and practicing scoring papers on their own. If a student gets 4's and 5's in one or more traits, but lower scores in other traits, it provides an easy reference point of where revision or editing should take place for the next draft.

8. The most important thing is the teachers or lecturers should be honest in scoring the students' writing product. It does not matter when the students get mostly 1' and 2' in their work. It will help the sttudents to know which part of the trait that they should be work more. False scores, no matter how tempting (the student tries hard, this is the best thing they have done so far, etc.), are misleading about the real performance level. The teachers or lecturers should find other ways to record good work habits, willingness to try, timeliness, as part of your good grading overall.

Actually there are two kinds of traits rubric given by Education Northwest (2014). The first is The Traits Rubric for Grades 3-12. And the second is The Traits Rubric for K-2. The writer as the lecturer choseto use the second because the second rubric is for the students study English as foreign language. The rubric is as follow:

1. Ideas

Key question: Does the writer engage the reader with fresh information or perspective on a focused topic?

a. Not proficient

1) Beginning: Does not communicate an idea through writing, drawing, or dictation (score=1)

2) Emerging: Attempts to present the idea, but it is vague and there is no support through writing or drawing, or support offered is not connected (score=2)

3) Developing: Conveys the idea in writing in a general way (e.g., through a sentence), but support is lacking or not convincing (score-3)

b. Proficient

1) Capable: Presents a simple idea (e.g., a story, information, or opinion) with some details in writing (score=4)

2) Experience: Conveys a rich, clear main idea (e.g., tells a story, provides information, or offers an opinion) using multiple sentences with supporting details (score=5)

3) Exectional: Conveys a clear, focused, and well-developed idea (e.g., through a story, information, or opinion) in information, or opinion) in writing that is fresh or original (score=6)

2. Organization

Key question: Does the organizational structure enhance the ideas and make them easier to understand?

a. Not proficient

1) Beginning: Has no obvious structure or organization (score=1)

2) Emerging: Appears to attempt a structure in writing or drawing, but it is incomplete or confusing (score=2)

3) Developing: Begins developing a structure, but it is basic or confusing in places (score-3)

b. Proficient

1) Capable: Demonstrates a basic structure in writing that supports ideas; includes transitions in the structure (score=4)

2) Experience: Uses a structure that flows well, with varied transitions and sound sequencing (score=5)

3) Exectional: Provides a structure that highlights the message, with rich and varied transitions and sequencing that enhances meaning (score=6)

3. Voice

Key question: Does the reader clearly hear this speaking in the place?

a. Not proficient

1) Beginning: Does not suggest feeling, mood, or awareness of audience through writing or drawing (score=1)

2) Emerging: Has limited clues to feeling/mood in writing or drawing; contains few, if any, individual qualities and has limited audience awareness (score=2)

3) Developing: Expresses predictable feeling/mood in writing and /or drawing; makes some attempt to connect with the reader (score-3)

b. Proficient

1) Capable: Begins to show individual expression in writing, including some awareness of the reader (score=4)

2) Experience: Includes individual or unique expression; connects with the reader (score=5)

3) Exectional: Engages reader fully and reflects the writer's unique personality (score=6)

4. Word choices

Key question: Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

a. Not proficient

1) Beginning: Makes inconsistent letter shapes; includes imitative writing or does not write at all (score=1)

2) Emerging: Begins to include a few words, but word choice is difficult to decode; vocabulary may rely on environmental print (score=2)

3) Developing: Conveys topic through word groups and phrases with possible help from drawing; vocabulary is limited to known, safe words and may be repetitious (score-3)

b. Proficient

1) Capable: Uses words that stand on their own to convey message; uses basic vocabulary correctly; may attempt a few creative word choices (score=4)

2) Experience: Has precise and/or vivid word choice; shows vocabulary is expanding through variety of words (score=5)

3) Exectional: Uses words that reflect thorough and deep understanding of topic and appeal fully to sense; includes colorful words and phrasing showing wide vocabulary (score=6)

5. Fluency

Key question: Does the author control sentences so the piece flows smoothly when read aloud?

a. Not proficient

1) Beginning: Has no sentences or sentence parts (e.g., uses disconnected words) (score=1)

2) Emerging: Includes part of a sentence that is decodable (e.g., "Cus it is clu"); writing contains no sense of rhythm (score=2)

3) Developing: Contains most of a single, decodable sentence (e.g., "Like bunne becuz ther riree Fas"); begins sentences in the same way, with choppy rhythm (score-3)

b. Proficient

1) Capable: Correctly uses simple sentence patterns but with little variety; may have mechanical rhythm (score=4)

2) Experience: Employs multiple sentence patterns, including a variety of sentence beginnings; has rhythm that is fluid and easy to read aloud (score=5)

3) Exectional: Uses a variety of sentences that flow smoothly and are enjoyable to read aloud; includes sentence phrasing (e.g., dialogue, questions) to enhance meaning (score=6)

6. Convention

Key question: How much editing is required before the piece can be shared as a final product? (Note: for the trait Conventions, grade level matters. Expectations should be based on grade level and include only skills that have been taught)?

a. Not proficient

1) Beginning: Demonstrates little or no understanding of grade-level conventions (score=1)

2) Emerging: Has many types of convention errors scattered throughout text (score=2)

3) Developing: Handles conventions well at times but makes errors that impair readability (score-3)

b. Proficient

1) Capable: Applies standart grade-level conventions (e.g., spelling, punctuation, capitalization, and grammar) accurately on most occasions (score=4)

2) Experience: Shows few errors with only minor editing needed to publish; may try more complex tasks in conventions (score=5)

3) Exectional: Uses conventions effortlessly without significant errors; may use conventions to creatively enhance message (score=6)

7. Presentation

Key question: Does the writer engage the reader with fresh information or perspective on a focused topic?

a. Not proficient

1) Beginning: Strings letters or words together with no sense of spacing; uses drawings/graphics (if present) that may not support writing and are randomly placed (score=1)

2) Emerging: Begins to make letters, but they are randomly placed; drawring/graphics (if present) are not well connected to writing (score=2)

3) Developing: Shows some discrepancies in letter shape; has mostly correct spacing of letters and words; drawing/graphics (if present) match writing and fir layout (score-3)

b. Proficient

1) Capable: Produces readable place, with letters, words, and sentences properly spaced; drawings/graphics (if present) include pictures, charts, tables, graphs that are logically placed with writing (score=4)

2) Experience: Is easy to read, with appropriate spacing; drawing/graphics (if present) connect to and support writing (score=5)

3) Exectional: Uses polished handwriting with all elements properly spaced and good use of white space; drawings/graphics (if present) are placed purposefully to enrich the text (score=6)

RESEARCH METHOD

The method used in this article is a descriptive qualitative for this research deal with the description of the writer's best experience. Futhermore, Postlethwaite, T.N.et.al (2005) state that descriptive research provides information about conditions, situations, and events that occur in the present. This research describe the result of the writer's best experience in teaching argumentative essay using 6 + 1 Trait Writing. The subject of description was the result of teaching argumentative essay using 6 + 1 Trait Writing in the fourth semester students of STKIP PGRI Blitar.

This research was also qualitative research. It is because based on Patton (1990) qualitative research provide natural setting as the source of data. Source of data used in this research was from the observation of teaching and learning process in the classroom.

RESEARCH FINDINGS

As the result of using 6 + 1 Trait Writing to examine the students writing products, the writer felt that her job was become uncomplicated again. These traits helped her to save the time when she scrutinized the students' work. These traits also helped the students to understand which part of the products that should be improve and make it better. So, using these traits was not only beneficial for the lecturer but also for the students. It is proved by the result of the rubric. From the result of the rubric, it can be concluded that the students overall score is good enough. Most of the students only have to make better improvement in the part of voice, convention, and presentation. The best part of the students' writing product was in the sentence fluency. They used many kinds of transition signal to make the essay smooth. After scrutinizing the students' work, the lecturer gave back the essay to the students so that they can correct their essay.

6 + 1 trait writing had been used three times to see whether the strategy worked or not. Three times means that the students made different argumentative essay three times. And as the result, the students' writing product were getting better and better. The figure below shows the improvement of the students' average score in writing.

Figure 1 : *The table of the improvement of the students' average score in writing.*
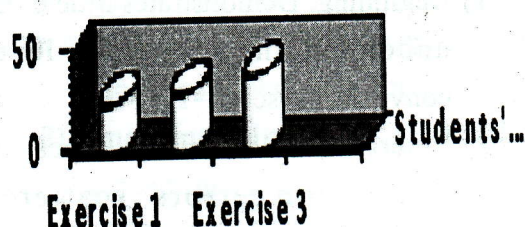
In the first exercise, the students average score was 24,5. It was good, but still less than a half score from the perfect score based on the scoring rubric. In the second exercise, there was a good improvement. There was a better students' average score. The score was 29. Finally, in the last exercise, the students could get the best score, 37,5. The improvement of the students' average score could be was because the students had already known which part of the essay that should be improved. They did more and more exercise in that part and tried to did not make the same mistake.

Benefits of 6 + 1 Trait Writing

From the example given above, it can be concluded that 6 + 1 Trait Writing is beneficial for both the lecturer or teacher and the students. Furthermore, Daly (2002) also states some benefits of using 6 + 1 trait writing. The benefits are as follow: 1) It gives teachers and students a common language to talk about writing, 2) It breaks down the complex process of writing into manageable "chunks", 3) It aligns with standards-based instruction: students define quality and know what the expectations are, 4) It gives teachers a model for responding to student writing, 5) It establishes consistency from year to year and teacher to teacher, 6) It provides a solid foundation for revision and editing,

7) It encourages writers to become more independent; it empowers them to evaluate and assess their own writing, 8) It gives teachers and students valuable feedback about student performance, 9) It challenges students to think of writing in new ways, and 10) It provides opportunities to monitor progress over time.

Beside those benefits, there are also some benefits for the students' parents. The benefits are: 1) It helps the parents to understand the teacher's comments on their children's work, 2) It helps the parents to assist their children with the revision part of the writing process, and 3) It helps the parents to communicate easily about their children's work with their teacher.

CONCLUSION AND SUGGESTION

Based on the succes story above, it can be concluded that it is not difficult to scritinizing the students' work. 6 + 1 trait writing really help the lecturer or teacher to do her/his job. It is because the rubric is equipped with a standarized classification.

6 + 1 trait of writing is not only beneficial for the teacher but also for the students and their parents. The teacher can examine the product easily and quickly. The students can understand which part of their writing that must be improved. And the students' parents can also understand the improvement of their children's writing skill. In the future time, the writer hopes that there will be another writer or researcher that want to give more prove for the usage of 6 + 1 Trait Writing.

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