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JACOB'S ANALYTICAL ASSESSMENT IN THE EVALUATION OF ARABIC WRITING SKILLS AT MADRASAH ALIYAH NEGERI PROGRAM KEAGAMAAN

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Abstract

This article aims to determine the level of Arabic writing proficiency of class X PK 1 Madrasah Aliyah Program Keagamaan (MANPK) Jember students in writing essays. The sample for this research was 20 students, here in after referred to as students 1 - students 20 (S1-S20). Data was taken from students' "Simple Essays" written in class. These texts were then analyzed based on the Jacobs Analysis Rubric to assess students' general Arabic writing proficiency. This technique proposes assessing five criteria in students' Arabic writing, namely from the aspects of content, organization, vocabulary, language use, and mechanics. This research uses a quantitative descriptive research design. The results of the evaluation of students' Arabic writing using Jacob's analysis were that the average student's writing ability was at a good to average level. This can be seen from the number of students whose Arabic writing skills in all aspects are at a perfect to very good level, only 10%, while the number of students who are at a good to average level in all aspects of the assessment is 60% and 30% of other students. is at a fair to poor level in all aspects, except for the aspect of vocabulary use and selection, which is at a good to sufficient level. These findings can be used as feedback for teachers to improve the process of learning Arabic writing skills.

Keywords: *Jacob Analysis Assessment, Evaluation, Arabic Writing Skills.*

Abstrak

Artikel ini bertujuan untuk mengetahui tingkat kemahiran menulis bahasa Arab siswa kelas X PK 1 Madrasah Aliyah Program Keagamaan (MANPK) Jember dalam menulis karangan. Sampel penelitian ini adalah 20 siswa, selanjutnya disebut dengan siswa 1 - siswa 20 (S1-S20). Data diambil dari “Karangan Sederhana” siswa yang ditulis di dalam kelas. Teks-teks tersebut kemudian dianalisis berdasarkan Rubrik Analisis Jacob untuk menilai kemahiran menulis bahasa Arab siswa secara umum. Teknik ini mengusulkan menilai lima kriteria dalam tulisan bahasa Arab siswa, yaitu dari aspek isi, organisasi, kosakata, penggunaan bahasa dan mekanik. Penelitian ini menggunakan desain penelitian deskriptif kuantitatif. Hasil evaluasi tulisan bahasa Arab siswa dengan menggunakan analisis Jacob yaitu rata-rata kemampuan menulis siswa berada pada level baik sampai cukup. Hal tersebut dapat dilihat dari jumlah siswa yang kemampuan menulis bahasa Arab dalam semua aspek berada pada level sempurna sampai sangat baik hanya berjumlah 10%, sedangkan jumlah siswa yang berada pada level baik sampai cukup berjumlah 60% dan 30% siswa lainnya berada pada level cukup sampai kurang dalam semua aspek, kecuali pada aspek penggunaan dan pemilihan kosakata yaitu berada pada level baik sampai cukup. Temuan ini dapat digunakan sebagai umpan balik bagi guru untuk memperbaiki proses pembelajaran kemahiran menulis bahasa Arab.

Kata kunci: *Penilaian Analisis Jacob, Evaluasi, Keterampilan Menulis Bahasa Arab.*

INTRODUCTION

Arabic writing proficiency is one of the skills taught in Arabic language learning. This skill is the most difficult compared to other Arabic language skills. Dimiyati believes¹ that Arabic writing skills are the most difficult material to teach because this material is a creative activity that is closely related to students' ability to express their thoughts, culture, and the results of their interactions with society. Apart from that, this skill learning also requires teachers to actively provide effective feedback to develop students' writing skills. This is reinforced by Rod Ellis' opinion² which says that corrective feedback given by teachers can help students master the foreign language skills being studied, in this case, Arabic writing skills.

Evaluation activities are activities that cannot be separated from learning activities. This happens because evaluation is an assessment process that is used to determine the results of successful learning that has been carried out, as well as as a basis for improvements in subsequent learning. As Wahab's opinion in Muradi³ that evaluation is a benchmark for student success and the main reference in developing further learning programs.

In connection with the above, an evaluation of Arabic writing skills should be carried out after each lesson. This aims to find out the extent of their mastery of Arabic writing skills. Apart from

¹ Afifuddin Dimiyathi, *Panduan Praktis Menulis Bahasa Arab* (Malang: CV. Lisan Arabi, 2016), iv.

² Rod Ellis, *Language Teaching Research and Language Pedagogy* (Wiley-Blackwell, 2012), 135.

³ Ahmad Muradi, *Pembelajaran Menulis Bahasa Arab Dalam Perspektif Komunikatif* (Jakarta: Prenada Media Grup, 2015), 147.

that, the evaluation results can be used as corrective feedback to help students master Arabic writing skills.

Some mistakes that often occur in students' Arabic writing skills are as explained by Ali al-Khouli in Nurkholis⁴ that errors in Arabic grammar include errors in determining the position of words in a sentence (errorsi'rob), errors in arranging traits and characteristics, errors in constructing Arabic sentences. in addition an analysis of these common errors, was also carried out by Hervina⁵ who reported that the errors found in the writing skills of STIBA Ar- Raayah students were errors in grammar, morphology, vocabulary, and imla'. Grammatical errors occupy the highest position compared to other errors, while morphological errors occupy the lowest position among existing errors.

The majority of research on error analysis as a result of evaluating students' Arabic writing skills only describes error analysis globally or by Currier⁶ It is referred to as a general assessment technique, so it does not provide a comprehensive picture of students' Arabic writing abilities. Therefore, this research article will evaluate the Arabic writing skills of class X PK 1 students using the Jacobs analysis assessment technique.⁷ According to Weigle⁸ Analytical scoring is a scoring technique that uses several criteria to score a composition, in this case scoring the elements in the student's Arabic writing. With this technique, Jacobs⁹ proposed an assessment rubric that includes five aspects, namely content, organization, vocabulary, language use, and mechanics. As stated by Norton¹⁰, Bachman dan Palmer¹¹ Language components (content, organization, vocabulary, language use, and mechanics) interact with each other throughout the writing process. This multidimensional assessment aspect is the advantage of the Jacob analysis technique compared to other analysis techniques.

The activity of assessing student writing is a challenging activity. Bachman and Palmer¹² argue that this activity requires a lot of effort, time, and ability to assess students' writing. teachers

⁴ Nurkholis, "Analisis Kesalahan Bahasa Dalam Bahasa Arab," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 1, no. 1 (2018): 10-21.

⁵ Lola Hervina dan Nova Isman, "Kesalahan Populer Dalam Kemahiran Menulis Bahasa Arab Di STIBA Arraayah Sukabumi," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2022): 137-154, doi: 10.18196/mht.v4i2.14122.

⁶ Matthew W Currier, "Suggestions for Evaluating ESL Writing Holistically," *The Internet TESL Journal* 11, no. 3 (2005): 1.

⁷ Holly L Jacobs et. al., *Testing ESL Composition: A Practical Approach* (Rowley: Newbury House Publishers, Inc, 1981), 23.

⁸ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 35.

⁹ Jacobs et. al., *Testing ESL Composition: A Practical Approach*, 43.

¹⁰ Bonny Norton, "Writing Assessment: Language, Meaning, and Marking Memoranda," In *Fairness and Validation in Language Assessment*, ed. A. Kunnan (Cambridge University Press, 2000), 20-29.

¹¹ Lyle F. Bachman and Andrian S. Palmer, *Language Testing in Practice: Designing and Developing Useful Language Tests* (New York: Oxford University Press, 1996), 30.

¹² Bachman, *Language Testing in Practice*, 40.

are busy with assessing students' grammar, punctuation, spelling, cohesive devices, transitions between paragraphs, important topics, and sentence linking regularly. This is by Fulcher opinion¹³ which states that teachers often have difficulty not only in teaching writing but also in assessing students' written work. Teacher must be clear on how to assess and analyze writing so that there is no wrong assessment of students' writing abilities.

In this regard, Hughes¹⁴ argues that assessment using analytical rubrics can help teachers consistently assess different parts of student performance. Knoch¹⁵ further explains the two main parts of the rubric, namely the criteria and a description of how much the criteria are met. According to Nemati¹⁶ Rubrics can help teachers make observations and relate them to descriptions, thereby preventing them from making hasty assessments in the classroom.

The researcher chose the research location at MANPK Jember class X PK 1, because based on initial observations and interviews¹⁷, researchers found that the Arabic writing skills evaluation technique used by teachers still uses global evaluation techniques, so the evaluation results do not provide a comprehensive picture of students' ability to master Arabic writing skills. The results of this evaluation will be very useful for MANPK Arabic language teachers as a basis for improving students' learning of writing skills and a basic reference for creating teaching materials for Arabic writing skills.

Some research related to this research is Amalia's research¹⁸ regarding the use of google forms as a medium for evaluating writing skill learning Practical Arabic language and makes it easier for teachers to give grades, because it has a quiz feature that can give a score for each answer given. Klimova Research¹⁹ regarding techniques for evaluating English writing skills, namely holistic and analytical techniques. We must use both techniques, to obtain comprehensive evaluation results and provide information about common mistakes that often occur that they must avoid. Apart from that, you can also use blended learning techniques, because they have a positive impact on improving students' learning abilities. Munilla Research²⁰ on the analysis of critical

¹³ Glenn Fulcher, *Testing Second Language Speaking* (London: Routledge, 2014), 32.

¹⁴ Arthur Hughes and Jake Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2020).

¹⁵ U Knoch, "Rating Scales for Diagnostic Assessment of Writing: What Should They Look like and Where Should the Criteria Come From?," *Assessing Writing* 16, no. 2 (2011): 81-96.

¹⁶ Majid Nemati, "To Be or Not to Be: A Search for New Objective Criteria to Evaluate EFL Compositions.," *Pazhuhesh-e Zabanha-Ye Kahreji* 32, no. 2 (2007): 175-186.

¹⁷ Interview with Siti nur jannah, Jember, Mey 15, 2023.

¹⁸ Thoyyibatul Amalia, "Penggunaan Media Google Form Dalam Evaluasi Pembelajaran Bahasa Arab Maharah Kitabah," *Prosiding Konferensi Nasional Bahasa Arab (Konasbara)* 5, no. 5 (2019): 318-323.

¹⁹ Blanka Frydrychova Klimova, "Evaluating Writing in English as a Second Language," *Procedia - Social and Behavioral Sciences* 28 (2011): 390-394, doi: 10.1016/j.sbspro.2011.11.074.

²⁰ Linda S. Munilla, dan Mark S. Blodgett, "Critical Writing Skill In The Legal Environment Classroom: An Analisis," *Journal Of Education for Bussines* 70, no. 5 (2010): 268-271.

writing skills in the legal environment classroom. The results of the research were that 90% of submitted papers received a C grade after analyzing their legal content. More than 50% is unacceptable by communications standards. This research provides us with information that well-planned writing assignments can improve students' writing abilities. In addition, students must also have high communication standards to develop and strengthen their writing skills.

Some of the research above only focuses on strategies for developing tools for evaluating Arabic writing proficiency, technical models, and analysis of student writing in general. Of the existing research, no one has discussed research evaluating Arabic writing proficiency using the Jacobs analysis rubric. The advantage of using Jacob's analysis is that the results of the analysis will provide a comprehensive picture of the elements of students' writing abilities both from the aspects of content, organization, vocabulary, language use, and mechanics. This is what will be new in this research compared to previous research. Therefore, this research is very important to discuss, because it can provide new information to Arabic language educators regarding techniques for evaluating Arabic writing skills, the assessment of which is multidimensional. So that the information from the assessment results can describe students' writing abilities as a whole.

METHOD

This research uses a qualitative and quantitative approach, while the type used is quantitative descriptive research. This is because researchers use two types of data, namely qualitative and quantitative, by describing the numbers obtained from the results of evaluating students' simple essays in the form of words. Mixed methods allow researchers to combine two types of data to gain in-depth knowledge about the research object. Data collection was carried out through observation, interviews, and documentation. The data sources are students' Arabic writing, Arabic language teachers, and class X PK 1 students. The data analysis used is Miles and Huberman's data analysis theory. This data analysis theory includes three stages, namely: data reduction, presenting data, concluding/verification.²¹ This research aims to assess students' Arabic writing skills in writing free essays.

Data was obtained from 20 samples of short student essays with a length of around 200 words. This simple essay was written in class. In this study, the research samples were 20 students of class X PK 1 MANPK. The reason for selecting class X PK 1 students was to assess and determine their initial level of ability in writing free essays. This information will be the basis for improving learning of Arabic writing skills and as a basis for preparing teaching materials for

²¹ Milles dan Huberman, *Analisis Data Kualitatif* (Universitas Indonesia Press, 1992), 16.

students' Arabic writing skills at the high school level. Researchers will evaluate the essays that students have written one by one and identify any errors found based on the Jacobs Assessment Rubric which includes aspects of content, organization, vocabulary, language use, and mechanics. Then, based on the various mistakes made, a score will be given. Next, it is adjusted to the criteria assessment system with a predetermined range of scores, namely: very good (score 90-100), good (75-89), fair (60-74), poor (54-59).

RESULTS AND DISCUSSION

The assessment of writing skills using Jacob's analysis rubric includes 5 aspects, namely content, organization, vocabulary, language use, and mechanics. Each of these aspects has a series of sub-scores, allowing us to differentiate between different levels of performance. This is the opinion of Hari Prasad Tiwari in his research explaining that evaluation with the Jacob assessment rubric can help educators focus on what should be assessed and how to compose more accurately and consistently.²²

The assessment of Arabic writing skills carried out by teachers is subjective. This assessment is carried out without any assessment standards. As Siti Nur Jannah, The class X Arabic teacher stated that he usually assesses students' writing based on his judgment, without having specific assessment criteria. Ta'ib expressed the same thing²³ that he usually assesses students' Arabic writing from the aspects of grammar, sentence structure, and vocabulary used. He further explained that In connection with the above, the researcher took the initiative to ask for several Arabic writings from class X PK 1 students to be assessed using Jacob's assessment rubric and then provide the results of the assessment to the teacher. This aims to ensure that the information obtained can be used as a guide for preparing teaching materials for class X's Arabic writing skills.

The following are the results of assessing student writing using the Jacob analysis rubric. The assessment results will be presented in the form of quantitative and qualitative data. The results of the evaluation of Arabic writing skills for class X PK 1 MANPK students were analyzed using the Jacobs et al. al.²⁴ can be seen in Table 1 below:

Table I: Scores Obtained by Students Based on Jacobs Analysis Assessment

²² Hari Prasad Tiwari, "Use Of Jacobs ESL Composition Profile to Evaluate University Students' Writing," *ELT Worldwide Journal Of English Language Teaching* 10, no. 2 (2023): 288-299, <https://doi.org/http://dx.doi.org/10.26858/eltww.v10i2.51632>.

²³ Interview with Taib, Jember, Mey 16, 2023.

²⁴ Jacobs et. al., *Testing ESL Composition: A Practical Approach*, 57.

Aspect Evaluation	Student's Name																				Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	
Content aspect	27	25	22	22	22	22	22	21	21	17	28	21	26	21	24	17	23	24	23	25	22,7
Aspect organization	18	16	15	15	15	15	15	13	11	10	18	11	17	10	15	10	15	17	16	17	14,5
Aspect Vocabulary	19	17	17	17	17	17	16	14	14	14	19	14	17	14	16	14	15	16	16	17	16
Aspect use Language	22	20	18	21	19	18	18	13	12	11	23	11	21	11	20	11	20	20	18	21	17,4
Aspect Mechanic	5	4	4	4	4	4	4	4	3	3	5	3	4	3	4	3	4	4	4	4	3,7
Amount Score	91	82	76	79	77	76	75	65	61	55	93	60	85	59	79	55	77	81	77	84	

From the table above, we can see that there are five aspects of students' Arabic writing abilities. Three aspects of their writing are at a good to average level. Some of these aspects are content aspects (22.7), organizational aspects (14.5), and vocabulary aspects (16). Their average scores were not at the minimum average scores (see table I).

The majority of X PK1 MANPK students' ability to write Arabic in the content aspect is at a good to average level with a score range of 22-26. The average score obtained from the overall assessment of student writing in this aspect is 22.7. Based on Jacob's analytical assessment, at this level, it shows that the content of the student's writing is by the chosen theme, contains sufficient information, and sufficient substance, the development of the writing is limited and incomplete. There were 12 students whose writing was at a good to average level, 2 students were at a very good to perfect level, and 6 students were at a fair to poor level.

In connection with the above, the organizational aspects of students' writing are also at a good to average level with a value range of 14-17. The average score obtained from the overall student assessment is 14.5. Based on Jacob's analysis assessment, it shows that the student's ability to organize writing is not fluent, he has written the main idea but is not well organized, the supporting sentences are limited, and the sequence is logical but incomplete. There were also 12 students whose assessment results were at this level. 2 other students were at a very good to excellent level and 6 students were at a fair to poor level.

Another aspect that is at a good to average level is the vocabulary aspect with a score range of 14-17. The average score obtained from the overall student assessment is 16. The number of students at this level is 12 students, 2 students are at a very good to excellent level and 6 students are at a fair to poor level. Based on Jacob's analysis assessment at the level of good to average, it shows that the vocabulary used in students' essays uses words/idioms effectively, the choice of

words and expressions is sometimes inappropriate but does not interfere with the meaning of the sentence.

Two other aspects assessed in the Jacob analysis rubric are the use of language and the mechanical aspect at a sufficient to poor level. Aspects of language use at this level have a value range of 17-11. The average score obtained from the overall student assessment was 17.4. Based on Jacob's analysis assessment, shows that students' writing skills in language use often result from word order errors, and errors in the use of verbs, prepositions, and grammar. This is confirmed by Rufaiqoh's research²⁵, Nyak Mustakim²⁶, Umar Manshur, et al²⁷ about the analysis of common mistakes in students' Arabic writing. The results of his research show that the language errors that often occur are errors in sentence structure such as errors in using isim mudzakar and mu'annats, use of prepositions, determining mudzakar, tasniyah, and jama'. Lola Hervina and Nofa Isman²⁸ also stated in the research article that errors often occur in writing skills Arabic is a grammatical error (qawaid). In line with this, Yuliana²⁹ Supriani³⁰, in his research reported that many students' writing errors occurred in aspects of language use, namely lack of conformity in sentence structure such as word order errors, incorrect use of verbs, prepositions, grammar, nouns, and confusing meanings. According to Dewi Eka Sari, et al.³¹ More precisely, the error is the inaccurate use of words in the context of the sentence.

The mechanical aspect based on Jacob's assessment rubric at this level has a score of 3. The average score obtained from the overall student assessment is 3,7. At this level, it shows that students' ability to write Arabic in the mechanical aspect often causes spelling errors, resulting in confusing meanings. As the results of Reni Supriani³², Khairun Nisa³³ one of the errors that often occurs in students' writing is the use of spelling which includes writing words or using spelling incorrectly. This is reinforced by the research results of Dewi Eka Sari, et al.³⁴. He researched

²⁵ Elok Rufaiqoh, "Tahlil al-Ahtho` al-Lughawiyah fi Ta`biri al-Kitab Laday Thulab Qismi Ta`limu al-`Arabiyah bi Jamiah al-Islamiyah Al-Hukumiyah Jember 2014/2015," *Al-Qodiri Jurnal Pendidikan, Sosial Dan Keagamaan* 10, no. 1 (2016): 102-131.

²⁶ Nyak Mustakim, "تحليل الأخطاء الكتابية عند طلبة قسم تعليم اللغة العربية في الجامعات الإسلامية الأهلية بأثنية," *Jurnal Al-Ihda* 8, no. 2 (2020): 1-26.

²⁷ Umar Mansur and Dian Khofifah, "دراسة عن تحليل الأخطاء الكتابية لدي طلاب اللغة العربية في مركز ترقية اللغة الأجنبية بمعهد," *IJATL* 5, no. 1 (2021): 129-148.

²⁸ Hervina, "Kesalahan Populer Dalam Kemahiran Menulis Bahasa," 173.

²⁹ Dian Yuliana, et.al, "English Writing Skill Analysis Of First Year Indonesian Tertiary Students In A University In Bandung," *Jurnal Pendidikan Bahasa Dan Sastra* 16, no. 1 (2016): 43-57.

³⁰ Reni Supriani dan Ida Rahmadani Siregar, "Penelitian Analisis Kesalahan Berbahasa," *Jurnal Edukasi Kultura* 3, no. 2 (2012): 67-76.

³¹ Dewi Rika Sari, et.al., "Analisis Kesalahan Penggunaan Ejaan Bahasa Indonesia (EBI) Pada Kolom Opini Surat Kabar Serambi," *Jurnal Samudra Bahasa* 2, no. 1 (2019): 25-31.

³² Reni Supriani, dan Ida Rahmadani Siregar, "Penelitian Analisis Kesalahan Berbahasa," 69.

³³ Khairun Nisa, "Analisis Kesalahan Berbahasa Pada Berita Dalam Media Surat Kabar Sinar Indonesia Baru," *Jurnal Bindo Sastra* 2, no. 2 (2018): 218-224.

³⁴ Dewi Riska Sari, et. al., "Analisis Kesalahan Penggunaan Ejaan Bahasa Indonesia (EBI)," 27-29.

analyzing errors in the use of Indonesian spelling in the opinion column of the *Serambi* newspaper. Spelling errors that often occur are errors in using letters, errors in using italics, word writing errors which include reformulation errors and word fragmentation errors. Apart from that, there are also errors in using punctuation marks.

From the explanation above, we can see that the majority of the results of evaluating the Arabic writing skills of class X PK 1 MANPK students are at a good to moderate level, with a percentage of 60% of the total student sample. The other percentages, namely 10% are at a very good level, and 30% are at a fair to poor level.

Assessing student writing with this rubric makes the assessment more objective and criteria-based. This happens because each aspect assessed has a series of value ranges with clear indicators, thus providing a clear and detailed picture of the aspects assessed in student writing. This is by the results of Lee and Wang's research which stated that the results of student writing assessments were at the "good" and "excellent" level. The results of this assessment were obtained from a rubric-based assessment because it has a level of consistency when assessing. This consistency may be an indication of the stability and effectiveness of the rubric as a tool for evaluating student essays, as it consistently places the majority of students within a certain performance range.³⁵ However, it is different from research conducted by Patel et. al which states that the majority of students' writing assessment results are at a very good/excellent level. They use a wider range of scores.³⁶ These differences in findings raise important considerations about potential factors that contribute to variation in student performance ratings. One possible explanation for the differences in results from this study and others is that variations in the characteristics of the student population examined, educational background, and level of language proficiency may all influence performance outcomes.

The results of this research will provide important information about MANPK students' initial abilities in Arabic writing skills. Apart from that, it also provides new insight for teachers about how to evaluate students' Arabic writing in an objective, standardized manner and describes students' abilities in detail and detail. This is in line with the results of research conducted by Barkaoui which also emphasized the existence of a similar transformation in teacher assessment practices. He believes that the introduction of well-structured rubrics can make teachers switch from

³⁵ Heidi L. Andrade, Ying Du, and Xiaolei Wang "Student Writing Performance Assessment Using a Standardized Rubric," *TESOL Journal* 28, no. 1 (2016): 45-60.

³⁶ I Patel, et. al, "Variations in Student Performance Assessments: The Influence of Rubric Criteria and Student Demographics," *Language Assessment Quarterly* 37, no. 4 (2021): 16.

subjective to objective assessment and transparent.³⁷ Implementing rubrics provides teachers with explicit criteria for evaluating student work, reducing the influence of personal bias and facilitating a more consistent and reliable grading approach. This shift toward objectivity aligns with the broader goal of education, namely ensuring fair and equitable evaluations for all students.

In connection with the above, Samuel and Lee argue that teachers may face barriers when adopting new assessment tools, especially when moving from subjective to objective assessment. Teachers may need time to understand the rubric criteria and how to apply them effectively.³⁸ This challenge can be overcome by providing training to teachers on how to use rubrics effectively, interpret their criteria, and apply them consistently to increase the reliability of assessments.

These are some of the results of evaluating the writing skills of class X PK 1 MANPK Jember students using the Analysis Assessment of Jacobs et.al.³⁹ namely the majority are at a good to average level with a percentage of 60%, 10% are at a very good to a excellent level, and 30% are at a fair to poor level. Students who are at a very good to excellent level Research conducted by Yuliana⁴⁰ and Klimova⁴¹ has recommended this assessment technique to evaluate students' writing skills and to obtain comprehensive information regarding the development of students' abilities.

CONCLUSION

Based on several findings and analysis of the results of evaluating the Arabic writing proficiency of class X PK 1 MANPK students using the Jacobs Analysis Assessment shows that the average student writing ability is at the good to average level. Three aspects of Jacob's assessment (content aspect (22.7), organizational aspect (14.5), and vocabulary aspect (16)) are at the level of good to average, Medium for aspects of language use and mechanics are at a sufficient to poor level with an average score of 17,4 and 3,7. This can also be seen from the percentage of students whose ability to write Arabic is at a perfect to very good level, namely 10%, while the percentage of students who are at a good to average level is 60% and the other 30% of students are at a fair to poor level. in all aspects, except for the use and selection of vocabulary, which is at a good to average level.

³⁷ K. Barkaoui, "Rating Scale Impact on EFL Essay Marking: A Mixed-Method Study," *Assessing Writing* 12, no. 2 (2007): 86-107.

³⁸ S. Samuels, M., & Lee, "Challenges in Transitioning to Rubric-Based Assessment," *Journal of Applied Linguistics* 22, no. 3 (2015): 189-205.

³⁹ Jacobs et. al., *Testing ESL Composition: A Practical Approach*, 67.

⁴⁰ Dian Yuliana, "English Writing Skill Analysis Of First Year Indonesian," 48.

⁴¹ Klimova, "Evaluating Writing in English as a Second Language," 390-394.

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