

ABSTRACT

Sitohang, Dhea Ani Clarissa, Registration Number 2213121070, Diagnostic Assessment Used in Teaching English to Grade 8 Students of SMP Swasta Imelda Medan, A Thesis, English and Literature Department Faculty of Language and Arts, Universitas Negeri Medan, 2026.

This study aimed to identify the types of diagnostic assessment used by the English teacher and to investigate its implementation in teaching recount text writing to Grade 8 students at SMP Swasta Imelda Medan. This study employed a qualitative descriptive design. The data were collected through document analysis and classroom observation. The documents consisted of the Google Form Pre-Test Worksheet, the Google Form Pre-Test Worksheet Rubric, the Student Attitude Observation Sheet, and the Student Attitude Observation Sheet Rubric, while the observation focused on the teacher's implementation of diagnostic assessment during classroom activities. The findings revealed that the teacher implemented two types of diagnostic assessment, namely cognitive diagnostic assessment and non-cognitive diagnostic assessment. Cognitive diagnostic assessment was used to identify students' writing abilities through a diagnostic pre-test, whereas non-cognitive diagnostic assessment focused on students' participation and self-confidence through classroom observation. The implementation of both assessment types followed four stages proposed by Cheng and Fox (2017), namely planning, administering, analyzing, and follow-up. However, several indicators in the analyzing and follow-up stages were not fully implemented, and inconsistencies were identified between the teacher's assessment rubric and the theoretical writing indicators adopted in this study. The findings indicate that diagnostic assessment had been implemented in teaching recount text writing, although several aspects still require improvement to support more systematic instructional decision-making.

Key Words: *Diagnostic Assessment, Recount Text, Writing Skills, English Language Teaching.*