CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter the researcher describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field. This review consists of four subheadings. They are: rubric, summative assessment, role play, and teacher competence.

A. Theoretical Framework

1. Profressional Teacher

Professional is the work or activities performed by a person life and a source of income that requires expertise, skills that meet quality standards or norms and requires specific professional education by Law No. 14 of 2005.¹

Winarno quote from the education management journal for Educational Leadership issue of March 1993, about five things that required teachers to be professional.² They are:

- a. Teachers are committed to students and the learning process. It means that the teacher is the highest commitment to the interests of students.
- b. Teachers have control over the material in depth the subjects taught as well as how to teach it to students.
- c. Teachers are responsible for monitoring student learning outcomes through various evaluation techniques, starting from observation in the behavior of students to test learning outcomes.

² Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.3

¹ Undang-Undang Republik Indonesia No. 14 tahun 2005, tentang Guru dan Dosen

- d. Teachers are able to think systematically about what it does, and learn from his experience. This means that there should always be time for teachers in order to stage a reflection and correction of what have done. To get learning from the experience he must know which right and wrong, and good and bad impact on students' learning process.
- e. Teachers should be part of a learning society in the teacher's environmental profession.

Based on the Law of the Republic of Indonesia No. 14, 2005, stated that the principles of professionalism of the teaching profession is a field special work carried out by³:

- a. Having the talents, interests, as calls of the soul and idealism.
- b. Having the commitment to improve the quality of education, faith, devotion and moral noble.
- c. Having academic qualifications and background of education in accordance with the task field.
- d. Having the necessary competence in accordance with the task
- e. Having responsibility for the execution as the tasks of professionalism
- f. Earning determined based on the job performance.
- g. Have the opportunity to develop professionalism in continuing with life long learning.
- h. Having the guarantee of legal protection in carrying out the task of professionalism

³ Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.3

 Having a professional organization that has the authority to regulate matters relating to the duties of professional teacher.

2. Teachers' Condition in Indonesia and the Government Solution

Various issues related to conditions of teachers⁴:

- a. The diversity of the ability of teachers in the learning process and mastery of knowledge.
- b. The absence of measurement tools to determine the ability of teachers.
- c. The guidance that does not yet reflect the needs.
- d. Welfare is still inadequate for teachers.

If it is not addressed it will be able to have an impact on low quality of education. The low quality of education shall in two points such as: (1) The ability of students to absorb teachers' subjects is not optimal, (2) Less incomplete formation to build character which is reflected in the attitudes and life skills possessed students.

Because of the problems above, then the government create Accreditation and Certification Program as an effort to increase the quality of teachers and nationally. In Chapter IV in article 8 by law no. 14, 2005 states that teachers are required have academic qualifications, competence, teaching certificate, physically healthy and spiritual, as well as having the ability to realize the goal of national education. Academic qualifications can be obtained through higher education program degree or diploma program IV⁵.

⁵ Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.5

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⁴ Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.4

3. Differences between Measurement, Assessment, and Evaluation in Education

In Education specificly for evaluation process there were some steps that should be done to evaluate the students learning and take the students score. In evaluation there was always be part as called measurement and assessment in evaluation.

a. Measurement

Measurement beyond its general definition refers to the set of procedures and the principles for how to use the procedures in educational tests and assessments.⁶ Some of the basic principles of measurement in educational evaluations would be raw scores, percentile ranks, derived scores, standard scores, etc.

Measurement refers to the process by which the attributes or dimensions of some physical object are determined.⁷ Measuring such things as attitudes or preferences also applies. However, when people measure generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments refer to instruments such as rulers, scales, thermometers, pressure gauges, etc.

People measure to obtain information about what is. Such information may or may not be useful, depending on the accuracy of the instruments we use, and our skill at using them. However to make it accuracy and valid the instrument, usually the researcher will ask some

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⁶ Assessing Learners with Special Needs: 6TH ED. By Terry Overton

⁷Bob Kizlik. *Measurement, Assessment, and Evaluation in Education*. 2012 http://www.adprima.com/measurement.htm accessed on September 2016

help from the other people that are skilled for the instrument. To apply a standard scale or measuring device to an object, series of objects, events, or conditions, according to practices after accepting by those who are skilled in the use of the device or scale.

b. Assessment

Test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. ⁸ Some types would be multiple choice tests, or a weekly spelling test. While it is commonly used interchangeably with assessment, or even evaluation, it can be distinguished by the fact that a test is one form of an assessment.

Assessment is the process of gathering information to monitor progress and make educational decisions if necessary. As noted in the definition of test, an assessment may include a test, but also includes methods such as observations, interviews, behavior monitoring, etc.

Another definition assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. People test at the end of a lesson or unit. Then assessing progress at the end of a school year through testing, and people assess verbal and quantitative skills through such instruments. In that

Bob Kizlik. *Measurement, Assessment, and Evaluation in Education*. 2012 http://www.adprima.com/measurement.htm accessed on September 2016

⁸ Assessing Learners with Special Needs: 6TH ED. By Terry Overton

⁹ Assessing Learners with Special Needs: 6TH ED. By Terry Overton

sense, test or assess to determine whether or not an objective or goal has been obtained.

Assessment of skill attainment is rather straightforward. Skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skills can be practiced; understandings cannot. People can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that people make about what a person does in relation to what it signifies about what he knows. In the section on this site on behavioral verbs, to assess means to stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions.

c. Evaluation

Evaluation is procedures used to determine whether the subject (i.e. student) meets a preset criterion, such as qualifying for special education services. ¹¹ This uses assessment (remember that an assessment may be a test) to make a determination of qualification in accordance with a predetermined criteria.

Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When people evaluate, what people are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes

¹¹ Assessing Learners with Special Needs: 6TH ED. By Terry Overton

¹² Bob Kizlik. *Measurement, Assessment, and Evaluation in Education*. 2012 http://www.adprima.com/measurement.htm accessed on September 2016

into account such ideas as objectives, goals, standards, procedures, and so on. When people evaluate are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made.

To sum up, people measure distance, people assess learning, and people evaluate results in terms of some set of criteria. These three terms are certainly connected, but it is useful to think of them as separate but connected ideas and processes.

4. Teacher Competence

Competence is defined as the knowledge and skills of basic values which is reflected in the habit of thinking and acting. Competencies owned by each teacher will show the actual quality of teachers¹³.

According to Crick cited in a book of supporting teacher competence development, a competence is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain'. Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision and adaptability. On the other hand in national educational policies, there is a wide variety of approaches to defining the competences that teachers are required to be able to deploy, ranging from a 'light touch' to complex description. ¹⁴

¹⁴ Francesca Caena. Supporting Teacher Competence Development: For Better Learning Outcomes. (Europe: European Commission, 2013), p. 9 & 19

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¹³ Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.5

Based on definitions from several domains, competence can be defined as the skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific situations. According to this approach, skills, knowledge, attitudes, and motivational characteristics are not innate, but learnable and thus teachable. The term "professional competence" is the application of the concept to working life, particularly in highly complex and demanding professions, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation in classroom.¹⁵

Teacher competency standard is a defined size or required in the form of mastery of the knowledge and behavior for teacher in order to make teachers in appropriate functional positions areas of duties, qualifications and level of education. Teacher competency includes four competencies, namely:¹⁶

- a. Pedagogy competence is the management ability of participants learners that includes:
 - 1) Understanding of the learners
 - 2) Development of curriculum / syllabus
 - 3) Designing learning
 - 4) Implementation of learning that educates and dialogical
 - 5) Evaluation of learning outcomes
 - 6) Development of learners to actualize the student's potential.
- b. Personality competence is the ability of personality to be:
 - 1) Steady

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¹⁵ Mareike Kunter and team. Professional Competence of Teachers: Effects on Instructional Quality and Student Development. *Journal of Educational Psychology*. Vol. 105, No.3. 2013. p. 807

¹⁶ Winano. *Usaha Peningkatan Professionalisme Guru*. (Yogyakarta: Kemendiknas) p.6

- 2) Stable
- 3) Adult
- 4) Wise
- 5) Tactful
- 6) Noble
- 7) Role models for students and the community
- 8) Evaluating its own performance
- 9) Develop self-sustainable manner.
- c. Professional competence is an mastery ability of the material in broad and deep learning that includes:
 - 1) Understand the concept, structure, and methods of science / technology / art coherent with the teaching materials
 - 2) Understand the teaching materials in the curriculum of the school
 - 3) Understand the relationship between the concept of related subjects
 - 4) Apply the concepts of science in everyday life
 - 5) Able to compete in a global context professionally while keep preserving national values and culture.
- d. Social competence is the ability of educators as part of the communities to:
 - 1) Oral and written communication.
 - 2) Use of communications technology and information basis function.

- 3) Interact effectively with students, fellow educators, educators, parents / guardians of students.
- 4) Mingle politely with the surrounding community.

Measures to assess the development of teachers' competences are important because they: 17

- a. Can raise teacher's awareness of the need to develop her or his competences;
- b. Can support a transformation in teaching culture and practice;
- c. Permit the recognition of the (new) competences acquired or developed;
- d. Play a part in the quality assurance and control of training and
- e. Development, thereby leading to its improvement and helping to achieve excellence:
- f. Can help to develop trust in the teaching workforce; and
- g. Can facilitate timely intervention to improve teaching.

5. The Standards For Teacher Competence In Educational Assessment of Students

Based on the definition above, it becomes important to find out in this study. Even it is not easy to measure, the researcher will use standard for measuring it. The standard will be based on the standards for teacher competence in educational assessment of students developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association. It has been taken from University of Florida homepage.

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¹⁷ The Thematic Working Group 'Teacher Professional Development'. *Supporting teacher competence development for better learning outcomes*. (European Commission: Education and Training, 2013).p 36

There are seven points in this standards, those are: ¹⁸

Teachers should be skilled in choosing assessment methods a. appropriate for instructional decisions.

Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well-acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.

They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs. planning individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students. They will be aware that different assessment approaches can be incompatible with certain instructional goals and may impact quite differently on their teaching.

Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover,

¹⁸Accessed on 5 April 2016 http://buros.org/standards-teacher-competence-educationalassessment-students

teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

b. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's instruction.

Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

c. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacherproduced assessment methods.

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results.

Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships, reliability, and errors of measurement.

Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

d. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment results effectively.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development. When using assessment

results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

e. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, in class activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments. Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

f. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately.

g. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment.

Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment

procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness.

In this research, the researcher uses only four points of these standards because it based on the focus of the research itself. The researcher takes the data about teacher decision such as in choosing assessment methods appropriate for instructional decisions, in developing assessment methods appropriate for instructional decisions, in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods, in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

6. Teacher Competency Test (UKG)

UKG is a follow-up of the teacher certification program, which at first time before UKG, the teacher certification using the portfolio. UKG implemented especially to monitor the function of the teaching profession. ¹⁹ It is because every profession demands the ability to make decisions and the right policy. UKG needed to get teachers to work professionally adequate competence-based as mandated by the law on the national education system (National Education) and national education standards (SNP). UKG actually implemented not just test the skills required to be held by teachers, but more than that, it can develop and demonstrate intact competence from a teacher. Intact competence, including

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¹⁹ Zaenudin Idris. *Uji Kompetensi Guru (UKG) dan Penilaian Kinerja Guru (PKG)*. (Bandung: Universitas Islam Nusantara Bandung, 2014).p. 4

incorporation and application of a skill, attitude and knowledge of each other are interlocked.

Benefits of UKG a.

Theoretically and practically, UKG implementation has a variety of benefits, which can be used as:²⁰

- 1) Means to map the competencies and performance of teachers. UKG outcome data then will be used to group teachers and will be used as input for follow-up coaching and competence development of teachers;
- 2) Means Support for grouping teachers; Grouping teachers will be done according to the level the achievement of their respective competence;
- Means coaching teachers. Coaching teachers are more effective because it is possible to come from The initial accurate data;
- 4) Support the empowerment of teachers. As well as teacher training, teacher empowerment was possible more effective than accurate data;
- 5) References in curriculum development. Curriculum development will be clearer and focused because it is based on achievement data;

²⁰ Zaenudin Idris. *Uji Kompetensi Guru (UKG) dan Penilaian Kinerja Guru (PKG)*. (Bandung: Universitas Islam Nusantara Bandung, 2014).p. 6

- 6) Tools to encourage activity and learning outcomes. The focus of improvement for teaching and learning by teachers will be able to based on data obtained;
- 7) Tool selection acceptance of new teachers. Not only for teachers who had already served, but also teachers' candidate or new teachers should have the same standards.

b. Principles of UKG

The principles in implementing UKG from Kemendiknas are:²¹

- 1) Comprehensive;
- 2) Open;
- 3) Cooperative;
- 4) Gradual;
- 5) Advanced.

c. Competence Tested in UKG

Along with the elaboration of the Asian Institute for Teacher Education, the competencies tested on UKG are:²²

1) Personal competence.

These competencies include: sympathy, empathy, dignity, responsibility, open and can do self assessment. Teachers' understanding in acting should according to religious norms, legal, social, and Indonesia national culture, showing a private mature, responsible, high work ethic and can serve as an example;

²² Zaenudin Idris. *Uji Kompetensi Guru (UKG) dan Penilaian Kinerja Guru (PKG)*. (Bandung: Universitas Islam Nusantara Bandung, 2014).p. 8

²¹ Zaenudin Idris. *Uji Kompetensi Guru (UKG) dan Penilaian Kinerja Guru (PKG)*. (Bandung: Universitas Islam Nusantara Bandung, 2014).p. 7

2) Professional competence.

Professional competence includes the mastery ability of foundation education, teaching materials, management learning, the use of instructional media, understanding both the learners as well as the principles of good educational services;

3) Pedagogy competence

Pedagogic competence or the competence of teachers about science education. Among the tested competency is about ability of teachers to recognize the characteristics of students, master the learning theory and principles of educate learning, curriculum development, instructional educate activities, understand and develop the potential of communications with learners, assessment and evaluation.

4) Social competence

Social competence that must be possessed of teachers in this case, commonly include the ability of teachers in social interaction both with students, peers friends, superiors, and the community. This social competence also included a teacher status as educators in the eyes of the public and social responsibility in the eyes of the community.

The material which is tested on teacher competency test cover 30 percent for pedagogical competence and 70 percent professional competence. Pedagogic competence which is tested for pedagogical concepts is in the fields of study integration of the learning process in the classroom. While professional aspect is a basic competence appropriate field of study that tested the academic qualifications of teachers and teacher's ability to plan and implement the learning process.

As an initial breakthrough on the importance of Internet empowerment in education, which should also be controlled by the teacher, in 2012 UKG government held online. This program will be sustainable, so that all aspects can be benefit for teachers, schools and the education ministry.

For teachers, UKG tests online, like it or not 'force' teachers to a maximum effort in order to understand and use the tools of computers and the Internet, besides the ability to master the test material. For schools with this online test, it makes a reason for the school completing computer device with a connection internet, which in fact will positively impact activities learning in schools. For the government, in this case the education ministry will be obtained this data from UKG value fast, analyzed and standardized.

7. Rubric

a. The Definition of Rubric

The word rubric comes from the Latin word for red. The online Merriam-Webster dictionary lists the first meaning of rubric as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests. Another explanation from that book a rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. ²³ According to Stevens and Levi said that a scoring tool that lays out the specific expectations for an assignment. ²⁴ From these definitions rubric is a tool that can be used for scoring or grading which describes the levels of performance quality on the list of criteria. The

²³ Susan M. Brookhart. *How to Create and Use Rubrics for Formative Assessment And Grading*. (USA: ASCD. Alexandria Virginia, 2013), p. 3-4

²⁴ Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. (Virginia:Stylus Publishing. Sterling, 2005), p. 3

genius of rubrics is that they are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than "judge" it.²⁵

The main purpose of rubrics is to assess performances. This list is not meant to suggest what students should perform. State standards, curriculum goals, and instructional goals and objectives are the sources for what types of performances the students should be able to do.²⁶ However rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks: research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, oral presentations, and more.²⁷

b. Steps of Developing Rubrics

Rubrics are composed of four basic parts in which the professor sets out the parameters of the assignment. The basic format of rubric for simplest form includes a task description (the assignment), a scale of some sort (levels of achievement, possibly in the form of grades), the dimensions of the assignment (a breakdown of the skills/knowledge involved in the assignment), and descriptions of what constitutes each level of performance (specific feedback) all set out on a grid, as shown in table 1.1.²⁸

²⁶ Susan M. Brookhart. *How to Create...* p. 4

²⁷ Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS*,... p. 3

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²⁵ Susan M. Brookhart.. How to Create... p. 4

²⁸ Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS*,... p. 5

Task Description

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	Scale level 1	Scale level 2	Scale level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Title

Table b.1 Basic rubric grid formats

However to make an appropriate rubric for the needs of the students, developing rubric also has an important role. There are some steps in developing a rubric:²⁹

- Step1: Considering models of the performance or product. The characteristics of each model should be though carefully. The teachers should choose the best one to be developed based on the learning aims and goals.
- Step 2: Constructing the criteria. In constructing the criteria, the teachers should discuss it with the students.
- Step 3: Determining the number of levels. Three levels are usually used for younger students. For older ones, the literature recommends to use four or five levels.
- Step 4: Developing descriptions of quality for each level of the criteria. To comprehend the description of quality, the teachers should examine provided rubrics so that the suitability of each level can be accomplished. Establishing from the highest and lowest levels, then filling the rest of the levels is the easiest way to develop the description of quality. The use of parallel language, unambiguous

²⁹ Cheryl Erlandson, Rubrics: When? Why? How? Connecting the Pieces. (*Saskatchewan Professional Development Unit*), p.13

- words selection and descriptions also should be considered among the levels to avoid the lowest level sound bad.
- Step 5: Using the rubric. To practice using the rubric, the teachers give copies of the rubric to the students.
- Step 6: Revising the rubric as needed. In revising the rubric, the teachers can do and discuss together with students. This helps students to recognize the desire of the teachers.

Brophy also gives tips for developing a rubric, they are:³⁰

- 1) Finding and adapting an existing rubric. Adapting an existing rubric can be a consideration because it is hard and time consuming to get a suitable rubric for every situation and condition.
- 2) Evaluating the rubric. The rubric should communicate to the outcomes of subject being assessed, be feasible, functional, practical, and manageable.

 The deletion can be done for unrelated outcomes.
- 3) Benchmarking gathering some of student duties that represent each point on the level. It is done to make the rubric more essential.
- 4) Expecting to revise the rubric. Revising the rubric can be done together with students.
- 5) Sharing effective rubrics with other teachers. The rubric will be developed better if seen from different perceptions.

The teachers can use the tips above to improve the important value of rubric since the rubric is one of tools to measure the students' achievement and progress.

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³⁰ Timothy S. Brophy, *Writing Effective Rubrics* (Florida: University of Florida Institutional assessment), p. 3.

c. Types of Rubrics

Types of rubrics have four types and it is divided by the advantages and disadvantages. The first is analytic and holistic rubrics, analytic rubrics describe work on each criterion separately. Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgment about the quality of the work.

Type of Rubric	Definition	Advantages	Disadvantages		
Holistic or Analytic: One or Several Judgments?					
Analytic	Each criterion (dimension, trait) is evaluated separately.	Gives diagnostic information to teacher. Gives formative feedback to students. Easier to link to instruction than holistic rubrics. Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores.	Takes more time to score than holistic rubrics. Takes more time to achieve inter-rater reliability than with holistic rubrics.		
Holistic	All criteria (dimensions, traits) are evaluated simultaneously.	Scoring is faster than with analytic rubrics. Requires less time to achieve inter-rater reliability. Good for summative assessment.	Single overall score does not communicate information about what to do to improve. Not good for formative assessment.		

Table c. 1 Definition of analytic and holistic rubrics

The next types are general and task-specific rubrics. For general rubrics use criteria and descriptions of performance that generalize across (hence the name general rubrics), or can be used with, different tasks. The tasks all have to be instances of the same learning outcome—for example, writing or mathematics. On the other side task-specific rubrics are pretty well described by their name: They are rubrics that are specific to the performance task with which they are used. Task-specific rubrics contain the answers to a problem, or explain the reasoning students are supposed to use or list facts and concepts students are supposed to mention.

Type of Rubric	Definition	Advantages	Disadvantages			
	Description of Performance: General or Task-Specific?					
General	Description of work gives charac- teristics that apply to a whole family of tasks (e.g., writing, problem solving).	Can share with students, explicitly linking assessment and instruction. Reuse same rubrics with several tasks or assignments. Supports learning by helping students see "good work" as bigger than one task. Supports student self-evaluation. Students can help construct general rubrics.	Lower reliability at first than with task-specific rubrics. Requires practice to apply well.			
Task- Specific	Description of work refers to the specific content of a particular task (e.g., gives an answer, specifies a conclusion).	Teachers sometimes say using these makes scoring "easier." Requires less time to achieve inter-rater reliability.	Cannot share with students (would give away answers). Need to write new rubrics for each task. For open-ended tasks, good answers not listed in rubrics may be evaluated poorly.			

Source: From Assessment and Grading in Classrooms (p. 201), by Susan M. Brookhart and Anthony J. Nitko, 2008, Upper Saddle River, NJ: Pearson Education. Copyright 2008 by Pearson Education.

Table c. 2 Definition of general and task- specific rubrics

d. Standard of an Effective Rubric by Metarubric

Rubrics are not cast in cement. They are flexible, adaptable grading tools that become better and better the more times we use them. Their strength, reliability, and validity increase as we use rubrics, discover limitations, and make revisions. But to make effective revisions, we first need to evaluate our existing rubrics. A "metarubric" is a rubric used to evaluate rubrics. Some of us use a metarubric to evaluate a new rubric before showing it to our students. Some of us use metarubrics to reevaluate old rubrics after using them to grade a set of assignments, especially if that grading proved unsatisfactory in some way.³¹

In metarubric there are five parts of the rubric that will be checked by the evaluator, each of the parts has some criteria and sould be chosen by check lish answer yes or no answer.

The five parts are about the important things in rubric:³²

- The dimensions of rubric,
- The description of rubric

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³¹ Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS...* p. 93

³² Dannelle D. Stevens and Antonia Levi. *INTRODUCTION TO RUBRICS...* p. 93

- The scale of rubric
- The overall rubric
- Fairness and sensibility

If people want to use this to check any rubric so it should be changed depond on the assignment and what the teachers' need. For example metarubric for role play rubric so the parts in metarubric should be adapted by the role play instruction.

8. Role Play

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances.³³

a. The definition of Role Play

Role play is a technique which is virtually one of the ways teachers can give the learners an opportunity to practice improving a range of real-life spoken language in the classroom stated from Chen-jun cited in Aliakbari. However role play as one of techniques in performance assessment because role-play is a piece of activity exploited by different approaches to language teaching, as Tateyama points out in Aliakbari journal. It is more cognitive demands on learners' comprehension and production system are made and learners' ability to

³⁴ M. Aliakbari, - B. Jamalvandi. The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; A Task-Based Approach. *Journal of Applied Linguistics* 14 (1), 2010. p. 20

Bonwell, C. C., & Eison, J. A. *Active learning: Creating excitement in the classroom.* (Washington, DC: The George Washington University, 1991) From http://www.niu.edu/facdev/_pdf/guide/strategies/role_playing.pdf

instantaneously incorporate sociopragmatic and pragmalinguistic knowledge in interaction are examined.³⁵ Another reason that role play is fun and motivating because it gives a chance for the silent students to express themselves which is broadened to other world outside the classroom habit, thus offering a much wider range of language opportunities said Khusnul in her thesis.³⁶

b. Benefits of Role Playing

Role playing can be effectively used in the classroom to:³⁷

- 1) Motivate and engage students
- 2) Enhance current teaching strategies
- 3) Provide real-world scenarios to help students learn
- 4) Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)
- 5) Provide opportunities for critical observation of peers

These benefit can be applied in the class depends on the situation an condition of the class.

Guidelines in Developing Role Playing Exercises Using a set of guidelines can be helpful in planning role playing exercise. Harbour and Connick (2005) offer the following:³⁸

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³⁵ M. Aliakbari, - B. Jamalvandi. The Impact of 'Role Play' on Fostering EFL... P.20

³⁶ Khusnul K. *Role Play Technique To Improve Speaking Skill For First Grade Students At MA Assa'diyah Bangil.* (Surabaya:The Sunan Ampel State Islamic University Press. 2015), p. 26 accessed on April 14th 2016 from www.digilib.uinsby.ac.id

³⁷ Bonwell, C. C., & Eison, J. A. *Active learning: Creating excitement in the classroom.* (Washington, DC: The George Washington University. 1991). From http://www.niu.edu/facdev/ pdf/guide/strategies/role_playing.pdf

Bonwell, C. C., & Eison, J. A. Active learning: Creating excitement in the classroom.... http://www.niu.edu/facdev/ pdf/guide/strategies/role playing.pdf

- If you plan to use role playing as a graded exercise, introduce small, non-graded role plays early in and during the semester to help students prepare
- 2) for a larger role play which will be assessed.
- 3) Determine how the role play will be assessed: will observers be given an assessment rubric? Will observers' remarks and scores be shared with the role players? Will the observers' scores be included with the instructor's scores? Will the role players be given the opportunity to revise and present the role play again? Will observers be taught how to properly assess the performance (include meaningful feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?
- 4) Instruct students that the purpose of the role play is to communicate a message about the topic and not focus as much on the actual person acting the role.
- 5) Tie role plays to learning objectives so students see their
- 6) relevance to course content.
- 7) Allow time for students to practice the role play, even if it is spontaneous, so they will be able to think deeply about the role and present it in a meaningful way.
- 8) Reduce large chunks of content into smaller sections which can be more effectively presented as a role play.
- 9) When assigning a role play, explain its purpose and answer questions so students are able to properly prepare the exercise.

Provide guidelines about content to include: general presentation behavior (eye contact, gestures, voice projection); use of props; and specific language to be used (content-related vocabulary) and language not to be used (profanity, slang).

10) Challenge all students equally when assigning role plays so everyone will be assessed on equal ground.

c. Examples of Role Play Exercises

Students can gain additional (and alternative) mea ning from the context of role playing than from non-context specific book learning and lectures. By means of guidance from clearly developed objectives and instructions, role plays can help students gain knowledge and skills from a variety of learning situations:³⁹

- 1) Interview practice—In preparation for career interviews, students can assume the role of the interviewer and/or the interviewee.
- 2) Marketing—In preparation for a class presentation, students can assume the position of a sales representative and sell a product.
- 3) Retailing—To help prepare students for a guest speaker in merchandising course, students can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.
- 4) Counseling— In preparing for clinical practice, students can role play a family therapist whose client has revealed she has committed a criminal act.

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^{39 39} Bonwell, C. C., & Eison, J. A. *Active learning: Creating excitement in the classroom.*. http://www.niu.edu/facdey/pdf/guide/strategies/role_playing.pdf

- 5) Teaching— In preparation for a job fair, students can role play the teacher and the student, or the administrator and the student, or the teacher and a parent.
- 6) Debates—As a spontaneous exercise, the instructor has students briefly prepare arguments for and arguments against positions on a topic such as Logging in the Northwest andthe Spotted Owl, Arab-Israeli Conflict or Airline Flight Departure Delays.

Unlike multiple choices test that can easy to grade or take score, role play has complicated criteria to evaluate. It has explained by Hattingh and Kenwright cited in Munyai's thesis of master degree state that assessment criteria are statements that describe the standard to which learners must perform like the actions, roles, knowledge, understanding, skills, values and attitudes stated in the outcomes. These should be a clear and transparent expression of requirements against which successful (or unsuccessful) performance will be assessed. It is also included the level of complexity and quality of the above and the context of and conditions under which demonstrations should occur. Furthermore, assessment criteria should be clearly defined, unambiguous, measurable and verifiable. 40

B. Review of Previous Studies

The researcher finds similar cases of the previous studies. Some studies were done dealing with assessment rubric, they are:

The first study is done by Tierney & Simon from University of Ottawa in 2004. Investigated rubrics Focus on the consistency of the language that is used across the scale levels to describe performance criteria for learning and

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⁴⁰ Ndanduleni Norah Munyai. *Effect of Role-Play as A Formative Assessment Technique On Job Performance*. University of South Africa. 2011. P.28 accessed on April 14th 2016 from http://uir.unisa.ac.za/bitstream/handle/10500/6100/thesis munyai n.pdf?sequence=1

assessment. That rubric is to assess the mapping skills of elementary students.⁴¹ The differences between this previous studies with the current study are the focus of research, the previous study is only the consistency of performance criteria and this current study is for all aspect based on the standard of an effective rubric. The result shows that the verbal qualifiers of the attributes used in rubrics, and their underlying scales, have not been standardized to the degree that they are universally understood, and fuzziness is associated with the interpretations.

The second study is done Ana Filipe for her thesis under the title "A Comparative Analysis of Teacher Competence and Its Effect on Pupil Performance in Upper Primary Schools in Mozambique and Other Sacmeq Countries". This study was to describe and explore the main factors that have an effect on Grade 6 teacher competence and pupil performance in reading and mathematics. ⁴² The differences between these previous studies with the current study are in the previous study used theory of Medley's Model of Teacher Effectiveness and Cheng and Tsui's Models of Levels of Teacher Effectiveness. However that research analyzed performance in reading and mathematics. On the other hand, this study used teacher competence standard for assessment as the theory and it evaluate only for English teacher.

The third of the previous study was about "Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning" by Adnan Hakim. The purpose of the study was to

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⁴¹Robin T. & Marielle S. What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale levels. University of Ottawa. *A peer-reviewed electronic journal*. *University of Ottawa*. 2004. p. 1

⁴²Ana Filipe. A Comparative Analysis of Teacher Competence and Its Effect on Pupil Performance in Upper Primary Schools In Mozambique And Other Sacmeq Countries. (Pretoria: niversity of Pretoria, 2009).p. 47.

analyze and determine the contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this study was correlation with proportional sampling technique. The results of data analysis using multiple regressions showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The difference between this previous study with the current study is it analyzed the all teacher competencies in performance of learning. It is different because the researcher focused on the teacher competence in assessment for developing rubric.

The fourth study is conducted by Sadler from Griffith University in 2009 which attempted in describing and analyzing indeterminacy in the use of preset criteria for assessment and grading in rubric. These use preset criteria, and many also employ a formal rule for combining judgments on the criteria. The intended purposes include increasing transparency for students and achieving more objectivity in grading. The differences between these previous studies with the current study are in the previous study used six anomalous patterns that arise in grading by doing six times observations, in addition in this case specific for analytic an holistic rubrics. Then for this study the researcher uses standard to identify the rubric which create by the teacher. For the result the model is characterized by indeterminacy, and is inherently weak. Furthermore, its implementation creates a veil of rigour that makes it difficult for learners to question either the process or the outcome. Holistic appraisal, on the other hand, is

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⁴³ Adnan Hakim. Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal of Engineering and Science (IJES)*. Volume 4 Issue 2 Pages PP.01-12. 2015. p.1

not self-shielding in the same way, but the credentials of its traditional forms are not strong either. 44

The last study conducted by Khusnaini Mufarrokhah from English Teacher Education Department. The study entitled "A Study On English Teachers' Assessment Rubric Development In International Class At SMP Muhammadiyah 5 Surabaya" aimed to know the ability of the teachers to develop assessment rubric and the use of the rubric. The quality of the assessment rubrics developed were in the strong level which means that the assessment rubrics would need very little work to find them ready to use. However, there are few aspects needed to be improved. Aspects should be considered dealing with the ways the teachers develop the assessment rubrics are discussing the assessment rubric criteria together with the students, developing description of quality for each level of the criteria, trying-out using the assessment rubrics, revising the assessment rubrics as needed, and benchmarking the assessment rubrics.

However, this research has different focus from those previous researches. The previous studies from Sadler from Griffith analyze rubrics use six anomalous patterns that arise in grading by doing six times observations, in addition in this case specific only for analytic an holistic rubrics. Another study from Ana Filipe, it was about comparative analysis of teacher competence and pupil performance in reading and mathematics. That study used some models to analyze then compare the teacher competence and the pupil performance. The next previous study by Adnan Hakim analyzed about contribution of competence teacher (pedagogical,

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⁴⁴ D. Royce Sadler. Indeterminacy in the use of preset criteria for assessment and grading. *Assessment and Evaluation in Higher Education.* (Griffith University, 2009). P. 34

⁴⁵ Khusnaini Mufarrokhah, Undergraduate Thesis: *A Study On English Teachers' Assessment Rubric Development In International Class At SMP Muhammadiyah 5 Surabaya* (Surabaya: FTK-PBI Universitas Islam Negeri Sunan Ampel Surabaya 2015)

personality, professional competence and social) on the performance of learning. On the other hand, this current study analyzed the teacher competence in assessment for developing role play rubric. And the last Khusnaini Mufarrokhah focuses only with the rubric when teachers develop and use that rubric for assessment. This research has different the rubrics' investigation specificly for role play as the summative assessment based on the standard of an effective and quality rubric using metarubric. Then the second focus is about measuring teacher competence of an English teacher based on the standard in educational assessment of students which is different with the previous study that investigates the participants from 165 in-service teachers teaching various subject randomly.

In conclusion, this study examines the teacher competence in assessment process and the teacher's role play rubrics. The subject of this study is English teacher of SMPN 1 Sedati who teaches two classes.