CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present and examine the data which had been collected during the research. The first data was concerning on the analysis of the teacher's role play rubric. The second data was about the teacher competence in educational assessment students. The first data was obtained to answer the first research question, while the second data was examined to get the answer of the second research question. The researcher obtained all of the data through interview and documentation study.

A. Research Finding

1. The Teacher Assessment Competence Based On The Standard For Teacher Competence In Educational Assessment of Students

Data of the use of the role play rubrics in scoring process was examined to answer the second research question. The data was also collected from interview technique and the observation checklist¹. Some indicators have been examined by the researcher. The research subjects and interpretation of the subject were the same. This study of the teacher competence at SMPN 1 Sedati was based the standard for teacher competence in educational assessment of students point 1 to 4.² The points were focused about four big things, these were: choosing

¹ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

² Accessed on 5 April 2016 http://buros.org/standards-teacher-competence-educational-assessment-students

assessment methods appropriate for instructional decisions, developing assessment methods appropriate for instructional decisions, administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods and using assessment results when making decisions about individual students. The research finding was explained below based on the observation of the teacher activities and the interview of both the teacher and the students.

a. Teacher Competence in Choosing Assessment Methods Appropriate For Instructional Decisions.

This teacher was one of teacher who had taught this school for about six years starting to teach English Extracurricular then continuing to teach in the regular class up to now³. In choosing assessment methods in the school, teacher should have the conceptual and application skills about concepts of assessment error and validity that always be used the when developing or selecting their approaches to classroom assessment of students. Teacher should also understand how valid assessment data could support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures because teacher had to understand if how invalid information can affect instructional decisions about students ⁴. Based on the interview that the researcher asked about the valid assessment data to

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the teacher, she said that for last assignment role play for both two classes she taught. She knew their characters so if these students understand could do it or not for everyday activity she knew them all. The teacher also added example in her explanation so for example one day if there was a test then suddenly her students got high score but usually not then she would know that. However for this role play assignment especially in understanding aspect she thought that the data was very suitable with them because she used interview method so when reading test she also interviewed them one by one how far the students understand about their character besides she also brought the script so she knew what they should be like what in the story. If writing yesterday because it was a group work so she gave the same score for the groups member and it could also help the students with low score⁵.

The other things that also important was the teacher should be able to use and evaluate assessment options available to them, considering among other things like the cultural, social, economic, and language backgrounds of students. Then the teacher's answer about that statement she stated that it was also she saw like the students capability sometimes one by one if the task one by one. But it would be different like the other task then she showed some pictures on the school's wall, continuing her answer she gave example the notices on the wall, fortunately the material about notice then she would see the students competence and also their

⁵ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

feeling, feel bored of what and happy of what, if in the class the students looked bored so for making task she would decide the task must be there was fun aspect but also there was exploration aspect, so it depended on everything some of them like capability and the psychology of the students⁶.

However the teacher had understood well about her students, until she told about some of her students from her experience like this:⁷

"The best and fun when assessment, in the last year the last semester I found one student who was in Java called "Di Celup Gak Teles Di Peh Gak Garing" so it was so difficult to give the score. If I gave task he only silence yah just silence, I asked him to find a group he did not do it, when I gave a group he did not do his part but when I asked about the task he only said "I am sorry Mom yesterday..." when I asked his teacher of the chief class, the fact he is what he was. So it was so difficult and up to now he did not do the role play task and he did not follow the show then I asked him to make a video story telling alone but he did not make it yet.

There was a special students last year in the 7 grades now in 8 grades he did not want to do the task if the instruction task for all the whole class so I had to be closed to him "Farel please do this task and which one you do not understand" after that he wanted to do the task. Actually his English was very good, one day I ever wanted to explain on the board three words hair, fur, and feather when I still asked the meaning in front of the class, he directly came forward then wrote down the meaning whereas his friends did not know at all."

Teacher should know, for each assessment approach she used, it was appropriateness for making decisions about her pupils. Moreover, teacher should know of where to find information about and/or reviews of various assessment methods. Then the teacher explained that if the task she would match it with syllabus KD, then because there was narrative

⁷ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

⁶ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

text so because the first, students should know the form, so from that she asked them to explore what was narrative text then she just had to add additional information. After that there was task to make a story then she changed it to be creating a scenario because it was also making story about narrative. In addition she said that she ever did to do this task between 2011 and 2012. Besides that she had explained the plan from the beginning, so the whole material schedule had explained since the first meeting for material one semester, also the task or the assessment to them by the teacher. It could be seen from the teacher lesson plan⁸. She repeated her announcement to her students that we would have this material, this material and the last we had a role play assessment she said⁹.

Based on the interview, teacher was good at choosing the assignment for assessment because she always counted on the students' capability, condition, and psychology however she did not forget to match the task with the syllabus and KD of curriculum K-13 in this country. In addition because she knew well about the students so she could guarantee the valid assessment data for the assignment.

b. Teacher Competence in Developing Assessment Methods Appropriate For Instructional Decisions.

Based on this standard in this point teacher should be skilled in planning the collection of information that facilitates the decisions teacher

⁸ See appendix 10

⁹ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

would make. That point made the teacher gave the same statement that she would pay attention to the students one by one especially for individual task and chose the task based on their capability, their feeling and the syllabus or what material that the teacher should assess. She also added other statement about why finally she decided role play assignment from creating the script or scenario then reading the scenario until practicing it in group; she said that after understanding their capability she felt that this assignment was suitable for them. Here the complete statement from her ¹⁰:

"The consideration for this making scenario I try to understand the students' ability and I think the students' ability to make the scenario is not really difficult for them so I match it with their ability and fortunately they can so I give it to them."

In addition teacher should also knew and followed appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. The teacher was asked about this she did not say about the specific principle that she used but she said that she chose to be more guiding them in her students' process to get good result, it could be seen from what she said bellow¹¹:

"I allow more about practicing so students' focus *kan*, so to make the focus for the students so they will explore it alone with their ability to make story by themselves but I am still guiding in writing scenario. So after making the scenario I will check it, it is also for the score of grammatical and diction nya. So if there is a mistake I will give a sign circle or line in that word or if it is still less of what then they will edit it, so they will not directly use it. The steps make scenario like making, editing, reporting, and then using it. In addition it also based on the curriculum of scientific observe first explore then practice."

¹¹ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

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¹⁰ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

Another important thing that teacher should be skilled in selecting the techniques which were appropriate to the intent of the teacher's instruction. Then in this occasion she stated in her story that she realized the common problem in testing for example in testing speaking not all of the students wanted to speak so it would be so important for the students to select the appropriate task, then she chose this role play assignment to test the all aspects. It was also to make teacher easier gave successful instruction in group work. However it was concluded from the teacher's statement and this was the complete answer¹²:

"How the important for me like this for example when I want to test speaking in the class not all the students want to speak eventhough they can speak some students are shy to speak so it is so difficult. Then reading if just only answer question yah they sometimes can cheat but that is not guarantee that they understand right... like that. So that I make system like this so I can test all the skills, grammatical, reading, writing, and listening. For listening I don't write here but I think if they can respond the other students so their listening is good. Yeah so it takes a role for deciding the assessment and it will not give heavy job for them. It is different with storytelling I think it will give heavy job them like they have to make a story alone, practice alone and memorize alone. Pressing the students more than role play and may be they will push their own self."

Completing the question about the teacher role play assignment, the researcher also asked about the differentiation this role play assessment with the other assessment that made the teacher put it on her lesson plan. And here the teacher's answer¹³:

"The difference, I make system like this so I can test all the skills, grammatical, reading, writing, and listening. For listening I don't write

¹³ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

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¹² The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

here but I think if they can respond the other students so their listening is good. Yeah so it takes a role for deciding the assessment and it will not give heavy job for them. It is different with storytelling I think it will give heavy job them like they have to make a story alone, practice alone and memorize alone. Pressing the students more than role play and may be they will push their own self."

The next information from the teacher about the performance assignment that she used, the researcher asked to the teacher more because the researcher was curious to the teacher, did she always give performance assignment to the students for the final exam. After that the teacher answered in her short story completely¹⁴:

"Emm yah, for 8 grades but for 7 grades because it about description text. They descript about many things like family for the first semester then for the second semester about future so what are their imagination about the future. For eight grades about report text so they make report about this school taking one theme then writing the report."

Meeting this standard teacher should also be skilled in using student data to analyze the quality of each assessment technique that teacher used. When asking this directly the teacher answered that she sometimes do that both to find the quality of the assessment technique and the quality of the students' work she also added more explanation and story like these¹⁵:

"Yah, so I sometimes do it not only for this scenario like other writing or essay I asked them to make and explain about this one thing if they copy from other and if they make by themselves the words will be so different, so between their own words and their copy is really so different so I will know it.

"Yah I will evaluate it like the last about a student who was not active I did not know about one student at that time he did not come then I was less check. I just check he was active or not like asking question "He

¹⁵ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

¹⁴ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

was active *gak...* follow *gak...*" "oh he did not come Miss" other students said. Then I said oh tell him again, then I just said to him "Dito please join the group work" and he just said "yah Miss". Then I did not check again before the performance and he did not come again."

In this deep interview the researcher also asked specifically about the role play assignment that teacher gave to the students. Asking the teacher opinion about the students' responses, did they enjoy doing the assessment? Then this was the teacher's answer completely ¹⁶:

"Almost them enjoy it but some students sill stress because their friend in their group some of them do not want to join the practice then in the show day he still not memorize well you know and see that right...(ask the researcher). Something like that can make stress the students and say *haduh*..."

In addition, after the researcher asked to the students about the same question. Then the all of students answered compactly that all of them were enjoy and like the role play assignment. This was the complete answered that could support the teacher opinion:

"Yes, i like it so much because it was fun. The exercises nya was so interesting. No boring ang add our experience also. For example if usually the teacher explained it was so bored but in that time we explained too."

From these explanations about the teacher competence in developing assessment methods appropriate for instructional decisions based on the result of the interview the teacher was always considered on students' capability and also the task effectiveness itself like one of the assignment which was in this occasion as the choice of the teacher. It was because this assignment could assess all of the skills writing, reading,

¹⁶ The interview was conducted on Thursday August 28th 2016 at SMPN 1 Sedati Sidoarjo.

listening and practicing even there was no specific point for listening but it included other skills. In addition teacher also did evaluation when using this assignment both for the quality of the assignment itself and the students score to make it better. In addition based on the students interview they were so glad to have this opportunity and also they felt that they were more understand about narrative text after doing this assessment.

c. Teacher Competence in Administering, Scoring and Interpreting the Results of Assessment Methods.

This point of the standard, the researcher used observation checklist and divided into two times observation because the performance shows held in two days of two classes eight grades for 4.1 and 4.2. To find the teacher competence in this point the researcher also used teacher's answer in the interview section. In the performance shows each class decided into three groups that consist of 8-9 students.

Here the observation checklist was divided into two parts about administration of role play assignment and the assessment of role play assignment. Each part had four scales which each scale had their own explanation. The researcher had chosen one of the scale from 4 points to 1 point as much as possible the result point, it meant that the teacher had skilled and this point of the standard.

No	Points To		Crite	ria	
	Observe	4	3	2	1
1.	Administr	Teacher	Teacher	Teacher	Teacher does
	ation of	administers the	administers the	administers the	not do anything
	role play	role play	role play	role play	to administer the
	assignme	assignment	assignment before	assignment	role play
	nt	before, during	and during or	before or	
		and after	before and after	during or after	
		performance	performance	performance	
		show	show	show	
2.	Assessme	The way	The way Teacher	The way	The way teacher
	nt of role	Teacher assess	assess the	Teacher assess	assess the
	play	the students'	students'	the students'	students
	assignme	performance	performance only	performance	performance
	nt	sometimes look	once-twice	never look for	without write or
		for the rubric	(seldom) look for	the rubric	bring any book
		_	the rubric		or paper just
					always watch
					the performance

Table c. 1 The observation criteria for point one and two^{17}

¹⁷ See appendix 7

No	Points To				
	Observe	Result of 4. 1 class	Result of 4.2 class		
1.	Administrati	4. Teacher administers the role	4. Teacher administers the role play		
	on of role	play assignment before, during	assignment before, during and after		
	play	and after performance show like	performance show like helping the		
	assignment	helping the students to prepare	students to prepare the stage,		
		the stage, costume and the audio	costume and the audio place.		
		place.			
2.	Assessment	4. Teacher used smartphone to	4. Teacher used smartphone to see		
	of role play	see the rubric in her phone and	the rubric in her phone and took the		
	assignment	took the score one by one of the	score one by one of the students		
	A	students while watching the	while watching the tsudents'		
	4	students' performance	performance		

Table c. 2

The Research Finding: observation research result 8 grades 4.1 and 4.2 class 18

In this point would be about assessment then here teacher should use guiding for scoring scales for rating performance assessments. Teacher would be able to use these in ways that produce consistent results. Based on the table above, it showed about the result of the observation checklist. The researcher knew that the teacher guiding for scoring that was scoring rubric for role play assignment.

¹⁸ See appendix 7

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That was the table result for the first class eight grades 4.1 which the observation held on June 14th 201619. And for the other class eight grades 4.2 class the observation checklist also same was divided into two parts about administration of role play assignment and the assessment of role play assignment. Each part had the same four scales which each scale had their own explanation. The researcher had chosen one of the scale from 4 points to 1 point as much as possible the result point, it meant that the teacher had skilled and this point of the standard. That was the table result for the observation held on June 17th 2016²⁰.

For the first criteria, teacher also should be able to administer standardized achievement tests and be able to interpret the commonly reported scores. The researcher also took a look at the table then found that for both 4.1 and 4.2 classes teacher administered the role play assignment before, during and after performance show like helping the students to prepare the stage, costume and the audio place, the purpose to keep all the students' performance could get the maximum show. Even the teacher also helped the some students to bring her clothes for the show. Because of that the researcher also gave the same level of the class before that was four points for both classes. To support the result, the students also said the same thing that the teacher helped them in preparing for scenario, costume and expression. This was the complete statement below:

See appendix 7See appendix 7

"Yes, helped. Like for costume, expression, the right pronunciation. But when show began she just watched us. No one got comment because it was short time in Friday." (4.1 class)

"Ya like the dialog was needed revision, Mrs. Ria helped us by borrowing our costume." (4.2 class)

For the second criteria, teacher also should be able to analyze assessment results to identify pupils' strengths and errors. If they got inconsistent results, they would seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. Based on the observation, result showed that for these two classes the teacher used smartphone to see the rubric in her phone and took the score one by one of the students while watching the students' performance. So in her result fortunately got the consistent result so that she did not need to look for another data. Teacher used her smart phone the strengths and the errors of the students during the performance show even sometimes teacher did not have a doubt to help them like helping the student to get a good position camera etc. supporting this observation result, based on the students' interview. They said that they were satisfied with the score result even one of the classes could not see directly the score because of the time was not enough. But there was a student that did not satisfied because of his own mistake.

For the third criteria, teacher also should be able to use assessment methods in ways that encourage students' educational development and that did not inappropriately increase students' anxiety levels. From this explanation point based on the observation on the field when teacher scored the students in the corner of the stage with happy and calm face so all the students looked like still comfort with that and they focused on their role play performance without felt anxiety with the score. In addition the students also made the result stronger from their statement in interview section. They said that the teacher showed the score two days after the show, she told us kindly, as good as possible depend on our performance even one of the class could not be treated the same. Here the complete students' opinion:

"No one for the second class performance got knowing the score because we got a trouble so the seclude was late. This for final project, so it would be added the last score." (4.1 class)

"When showing the score two days after the show, she told us kindly *ko*, as good as possible depend on our performance." (4.2 class)

Having finished observing the teacher's way to assess the students and also based on the observation checklist which showed 4 points for both of them, in can be seen that the teacher skilled at this point of the standard. This was for the result for both of the classes, eight grades 4.1 which held the first class that performed on the stage.

d. Teacher Competence in Using Assessment Results When Making Decisions About Individual Students and Planning Teaching

Continuing the next the standard, it focused on the teacher's competence in using the assessment result. The teacher should be able to use assessment results to inform about the results of the assessment for the

pupil. And also the teacher should be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development for students.

The assessment result here was the students' score about the way teacher announce the score and also about the way teacher gave feedback for the students to bring them be better.



Figure d. 1 Condition when the teacher gives feedback and the score

The observation checklist and the result for both classes were showed and explain below:

No	Points To	Criteria							
	Observe	4	3	2	1				
3.	Use	Teacher gives	Teacher gives	Teacher gives	Teacher				
	assessment	feedback to the	edback to the feedback to the feedback to		does not				
	results	students kindly	students kindly	students rudely	give any				
	when	one by one	group by group	(angrily) group by	feedback				
	giving			group or one by					

	feedback			one		
			m 1	m 1	m 1	
4.	Communic Teacher		Teacher	Teacher	Teacher	
	ation for announcing the		announcing the	announcing the	does not	
	assessment	score result to	score result to	score result to the	announce	
	results	the students	the students	students rudely one	the score	
		kindly one by	kindly group by	by one or group by	result	
		one	group	group		

Table d. 1 the observation checklist for point three and four 21

No	Points To Observe	Result of 4. 1 class	Result of 4.2 class			
3.	Use	3. Teacher did not give	4. Teacher gave the feedback two			
	assessment	feedback like the class before	days after the show in the class			
	results when	beca <mark>use there was n</mark> ot enough	one by one for every group with			
	giving	time to meet in the class but	watching the video together to			
	feedback	teacher gave short comment	review the action for the students			
		when meeting out of the class	kindly based on the score like			
			need more practice for the			
			expression the script etc			
4.	Communicati	3. Teacher did not announce	4. Teacher showed the score of			
	on for	the score one by one but	the whole class in front of the			
	assessment	directly teacher gave the score	class for all of the students group			

²¹ See appendix 7

results	to the whole class and also said	by group in the rubric but
	some comments for the	everybody can keep seeing one by
	students kindly in short out of	one both her/his own score and
	the class because there was not	the other scores kindly
	enough time.	

Table d. 2 The Research Finding: observation research result 8 grades 4.1 and 4.2 classes²²

On the observation checklist the researcher divided the table into two groups based on the class, they were eight grades 4.1 and 4.2. It was because these two classes held in the different day each other. For the eighth grades 4.2 the teacher special gave time to the students heard the feedback and also saw the result in the class on June 16th 2016. On the other hand for eighth grades 4.1 this was held on June 17th 2016.²³

The first thing that would be explained from that table was about the way teacher use the assessment result when giving feedback. But the fact for the class 4.1 teacher did not give feedback like the class before because there was not enough time to meet in the class but teacher gave short comment when meeting out of the class. Because of that, the researcher finally gave only thee point on the teacher's way. However it was good because teacher still announce the score and gave short feedback kindly with supporting words and good words even it was not really

²² See appendix 7²³ See appendix 7

effective like the class before. And the students also supported this result based on the interview. They said that no one got comment and knew the score because it was short time and there was also trouble. However it made the researcher took only three points for 4.1 class. Then here the complete statement from students in 4.1 class:

"No one got comment because it was short time in Friday. No one for the second class performance got knowing the score because we got a trouble so the seclude was late. This for final project, so it would be added the last score."

Based on the table above, for 4.2 class the teacher called the group one by one then told them one by one student for the strength and weaknesses kindly while also teacher played the video in front of them together. In addition when the students heard the teacher feedback they could also see their score on the teacher desk. Teacher told the students feedback in good voice and used motivated word so for the students' respond, no one of them looked like scared, shy, disappointed or even angry. Because of that the researcher gave 4 points for the observation to 4.2 class. The table above of the observation checklist, the researcher used to know the teacher's competence²⁴.

²⁴ See appendix 6

2. An Analysis of The Teacher's Rubrics

In this study, data of the analysis of the teacher's rubrics was examined to answer the second research question. There were some indicators set up by the researcher in order to answer the second research question. The data was collected through document studies and metarubic checklist result.

The data from document studies techniques would be presented first. Here, the researcher explained the documents both role play rubrics and the lesson plan by checking with the metarubric checklist. In the explanation below, the analysis showed the quality of the teacher's rubrics in assessing the students' role play performance.

a. Teacher developed Rubrics

Teacher's rubrics used by a teacher at SMPN 1 Sedati had three rubrics for assessing studens competence in role play assessment. These three rubrics were rubrics for writing script or scenario rubric, reading script rubric and role play practice rubric. The teacher made it by herself and the inspiration was from her post graduate thesis and combination from standard evaluation book for skill and the target learning. This was the complete answer from the teacher in the interview below:

"Fortunately in that time I made by myself, the inspiration from my last thesis post graduated and I took it from standard evaluation book for skill but then I combined with what target that I wanted from that."

The teacher also did some steps to develop the role play rubric based on the deep interview section. ²⁵

²⁵ Appendix 8

- Teacher was focused on what evaluation that the teacher wanted to make. Then that was about assessing the students' skill.
- Then the teacher planned the activity and told to the students in the
 beginning of the semester. She informed about the role play project
 that would be assessed in the end of semester in group work. She
 also told about the criteria for the assessment.
- Then creating the rubric assessment formally and completely with the explanation which combined from standard evaluation book and file from her post graduate thesis. However it was also based on the students' capability.
- Then starting to do the lesson plan step by step while assessing the students' skill based on the task.

From the steps above, here the teacher's role play rubric which was created by the teacher of three skills:

NO	NAME	WRIT	ING
		GRAMMAR	DICTION
		 100 no mistake 2mistakes lesspoint 3 (From that scenario The highest score is 95 if there is only little mistake) 2-5 mistakes score -3 points for each mistakes 	Different with grammatical if the S undestand the meaning well 80-90 Because the word in script is not high enough like daily words

Table 1.1 Teacher's Rubric for Writing $skill^{26}$

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²⁶ Appendix 5

NO	NAME	READING	
		UNDERSTANDING	FLUENCY
		 Purpose: To make them understand what they read. If understand all the scenario and the character is 90-95 No 100 points If sometimes the S do not understand what the thers character so maksimum 96 	• if Sometimes they understand the scenario but not all of them so only 95

Table 1.2 Teacher's Rubric for Reading skill²⁷

NO	NAME	PRACTICE									
		FLUENCY	FLUENCY ACCURACY INTONATION EXPRESSION								
		37,600	• 1-100								
		It is about how the s can practice the script well									
		if they look confused so they get basic score 80									
		 but 70 if they don't really understand 									
				4 100							
	4			The second second	h.						

Table 1.3 Teacher's Rubric for Practice skill²⁸

In this study the researcher analyzed these three rubrics using metarubric and supported by the teacher's lesson plan.²⁹ Here the metarubric checklist for the teacher's rubric which had five rubric parts and each part had evaluation criteria. Beside the evaluation criteria was the line for each skill complete with yes no options and note column. The result of the analysis based on metarubric. 30

²⁷ Appendix 5
²⁸ Appendix 5

²⁹ See appendix 8

³⁰ Dannelle D. Stevens and Antonia Levi. 2005. INTRODUCTION TO RUBRICS: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning. Stylus Publishing. Sterling, Virginia. p. 93

No	Rubric Part	Evaluation Criteria	Writing Script Rubric		Reading Script Rubric			Practice Rubric			
			Yes	No	Note	Yes	No	Note	Yes	No	Note
1.	The	Does each									
	dimens	dimension of									
	ions of	rubric cover									
	rubric	important parts									
		of the final									
		performance?									

Table 1.4 Metarubric checklist³¹

The result of metarubric checklist which was explained for each skill of role play rubric below:

1. Writing Script Rubric

In this writing script rubric only special for assessing the role play script made by each group of the students. The teacher divided the criteria or the dimension of the rubric into two parts: grammar and diction. Based on the metarubric here was the result:

> 1) The First was The Dimensions of Rubric For The Writing Rubric

The first part of rubric was the dimensions of rubric for the writing rubric based on the metarubric for the evaluation criteria dimension.³² The writing script rubric covered important parts of the role play script such as grammar and diction. The dimensions also were clear enough and distinctly different from each other, it meant the teacher used different words like grammar and diction.

Appendix 2See appendix 6

 The Second Evaluation Criterion Was The Description of Rubric

The researcher checked yes for the criterion about the descriptions that match the dimensions of writing script rubric because it gave descriptions that was clear enough and different from each other.

3) The Third Part of Rubric Was The Scale of Rubric

It was about the descriptors under each level that represent the level of writing skill³³. It's based on the students' mistakes in choosing the word. Here the rubric did not use labels for the scale but it used number or point level from 1-95 or 100. The scale level in this writing script rubric encouraged and still quite informative without being negative and discouraging because there was no negative word like bad judgment or scared word.

4) The Forth Part of Rubric Was The Overall Rubric

Here the result, the evaluation criteria were about the writing script rubric which were clearly connected to the outcomes that it was designed to measure the students' competence. The writing rubric could be understood by other people especially the students because it avoided jargon and too technical language. It was understandable with simple language. This writing rubric also reflected teachable skills of the teacher like grammar and the diction for the daily words. This

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³³ See appendix 6

writing rubric also gave reward students based on skills related to the outcomes being measured that teacher had or taught before. In addition all the students had the same opportunity to learn it.

Next this writing rubric was also appropriate for the conditions under which the assignment was completed, it could be seen after the all students had done do the assignment. Poorly this writing script rubric did not include the assignment description or title on the top of the rubric and the rubric did not inform the students about the evaluation procedures when their work was scored. However because this writing rubric for final exam so the rubric did not emphasize the appraisal of individual or group performance and indicate ways to improve.

5) The Fifth of The Rubric Part Was Fairness and Sensibility

The result were this rubric could be used for all the students because it looked fair for all, there was no unfair word or others. Unfortunately this writing script rubric was only for scoring and weak of feedback explanation. However it still made sense to the reader like students because the role play assignment used free topic for that.

2. Reading Script Rubric

This rubric was for assessing the students' skill in reading the role play script. Understanding and fluency were the aspects or dimension in the rubric which the teacher had focused so after reading the script teacher asked the students about their understanding about the story and the character in the script. Here the result from metarubric standard:

 The First Part of Rubric was Each Dimension of Reading Rubric

It covered some important parts but not all of them because it was only understanding and fluency parts. However the dimensions were clear enough for reading skill and also both were different each other in meaning and purpose.

The Second Part was The Description of Reading Script
 Rubric

The result the descriptions match the dimensions of rubric, it meant the description for understanding the story was represented enough but still not for the fluency because it was too simple description needed more explanation.

3) The Third Part of Rubric was The Scale of Reading Script
Rubric

The scale in this rubric, it did not use label but use number or points like writing rubric average 1-95 or 100, but in fluency the teacher only showed the maximum points.

4) The Forth of The Rubric Part was The Overall Rubric

The reading script rubric clearly connected to the outcomes that it was designed to measure but many things still should be repaired especially for the description. It could not be really unclear even the dimension was understandable. For reward students in this rubric was good enough based on the teacher material before related to the outcomes being measured. Similar with the writing rubric before, for the opportunity all the students had an equal opportunity to learn the content and the skills necessary to be successful on the assignment because teacher had already told the students before so students could practice based on the rubrics.

The reading script rubric was appropriated for the conditions under which the assignment was completed based on the result of the assignment. The reading script rubric did not include the assignment description or title. The reading script rubric did not inform the students about the evaluation procedures when their work is scored so any information about the procedure. The reading script rubric did not emphasize the appraisal of individual or group performance to feedback improvement because it was for final examination assignment.

5) The Fifth Rubric Part was about The Fairness and Sensibility of The Reading Script Rubric

The result for evaluation criteria were the reading script rubric was fair because there was no unfair word for some groups or others so it could be used for all the students. However it was only for scoring and weak of feedback explanation so it was not useful to students as performance feedback. Different from writing script rubric for reading script rubric was weak to make sense to the reader, because it is too simple for reading skill test.

3. Practice Rubric

The third rubric was practice rubric and as writing and reading rubric above this rubric had evaluated by the researcher using metarubric. Practice rubric was special evaluated for the students' skill for practicing their role play performance. In this role play divided into four aspects or four dimensions such as fluency, accuracy, intonation, and expression. In metarubric this was the result:

1) The First Rubric Part Role Play Practice was The Dimensions of Role Play Practice Rubric

It assessed by some criteria those were each dimension of rubric covered important parts of the final performance then teacher gave the rubric enough points of practicing. The dimensions of role play practice rubric were clear enough like fluency, accuracy, intonation, and expression. The dimensions of rubric was distinctly different from each other and there were no the same word or the same purpose. It was also represented skills that the student knew already because students learned how to act based the story character by showing expression and others.

 The Second Rubric Part for Role Play was about The Description of Practice Rubric

It evaluated by some evaluation criteria. Here the result of evaluation. The descriptions did not match the dimensions of role play rubric because the teacher directly gathered all the dimension however it had each specific description which should be different. In addition, it was because teacher directly gathered all the descriptions and not different for each four dimensions so it made unclear descriptions.

3) The Third Rubric Part was about The Scale of Rubric

The scale of role play practice rubric did not use labels but number or points. The scale of practice rubric used number or scale level, it was average number or points 1-95 or 100, but unfortunatunately it was gathered into one.

4) The Forth Part of Rubric for Practice Rubric was The Overall Rubric.

The rubric clearly connected to the outcomes that it is designed to measure but many things still should be repaired especially for the description. The role play practice rubric could not be understood by external audiences, other people could be confused to decide the point because the description for each dimension was same or became one.

This practice rubric was appropriate for the conditions with result of the assignment. Unfortunately the rubric was not include the assignment description or title. This rubric also did not inform the students about the evaluation procedures when their work was scored by the teacher.

5) The Fifth Part For Practice Rubric was Fairness and Sensibility

This practice rubric could be used for all the students because there were no unfair word some groups only etc. However it was only for scoring and weak of feedback explanation for the students' performance. This rubric made sense to the readers even it still needed improvement especially for the descriptions but for the dimensions was enough.

B. Discussion

1. The Teacher Assessment Competence Based On The Standard For Teacher Competence In Educational Assessment of Students

Measuring the teacher competence specifically in assessment competence, the researcher used the standard for teacher competence in educational assessment of students.

There were seven points in the standard but here in this study the researcher only focused on four points such as³⁴:

Teacher's competence in choosing assessment methods

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³⁴ Teacher competence standard in educational assessment of students which developed by the American Federation of Teachers, in the University of Florida.

- Teacher's competence in developing assessment methods
- Teacher's competence in administering, scoring and interpreting the results of assessment methods
- Teacher's competence in using assessment results when making decisions about individual students and planning teaching.

The first point, teacher should know of where to find information about various assessment and should be able to use and evaluate assessment options available to students, considering among other things, the cultural, social, economic, and language backgrounds³⁵.So that because the teacher always decided everything based on the syllabus and always considered the students' capability like the theories said. It showed that teacher did it well at choosing the assignment for assessment. However it was also because she knew well about the students' capability. She had high sense for the students work to keep it becoming the valid assessment data for the assignment. So it meant that teacher was capable in choosing the assessment well for the students because she could do all the criteria gave.

The second point for developing assessment methods. The teacher was also developing the assignment that she had been chosen like one of the assignments that was role play assignment. Teacher chose this assignment because it could assess all of the skills writing, reading, listening and speaking. Then teacher also evaluated when using this assignment both for the quality of the assignment itself and the students score after giving all the instructions from the

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³⁵ Accessed on 5 April 2016 http://buros.org/standards-teacher-competence-educational-assessment-students

beginning. Because the teacher was good for doing all the criteria, it meant that she was also capable in this point for developing the assessment.

The third point of the standard was using observation checklist result to find the teacher competence in administering, scoring and interpreting the results of assessment³⁶. Teacher got the highest point for both these two classes. Like the standard state that teacher should be able to use guides for scoring the project and scales for rating performance assessments. The teacher should be able to use these in ways that produce consistent results. It could be seen from the way teacher took the score for each student, she looked their performance while her hand brought her smart phone which there was table score rubric for the students. So that, the researcher could say that the teacher was capable in the criteria of processing the score result.

The fourth point showed that teacher was quite good. Here on the field, the teacher announced the students score and also gave feedback two days after the show for the first class. Unfortunately the second class could not get the same opportunity because there was no enough time to gather in the class. But teacher took initiative to give comment even only short comment out of the class. However in the end of the assignment teacher had evaluated it. It was what she had explained on the interview and also the statement was supported by the students on the interview. In this point the teacher was not really capable because she could not organize the result as a feedback for all the students like what the standard said that teacher should be able to analyze assessment results to identify

³⁶ Accessed on 5 April 2016 http://buros.org/standards-teacher-competence-educational-assessment-students

pupils' strengths and errors and organize a sound instructional plan for facilitating students' educational development³⁷. However the teacher should manage the time well from the beginning of the semester and prepare for the optional plan if there was disruption.

2. An Analysis of The Teacher's Rubrics

In this study, the discussion of the analysis result dealing with the analysis of the teacher's rubrics through metarubric checklist and documentation study were presented based on each skill. Here the teacher's rubric for each skill such as writing skill for writing script rubric, reading skill for reading script rubric and combination of speaking and listening skills for practice rubric. Even it focused on different skills but teacher created the rubric becoming one rubric but still has each own area. Each rubric had own strength and weaknesses that was going to discuss based on the result.

For writing skill in writing script rubric teacher gave two dimensions or criteria such as grammar and diction. It had purpose to know the students capability in arranging the sentence in the dialog one by one. However the diction also had function to know the students skill creating the sentences using daily words or new uncommon words. Based on the metarubric, teacher gave explanation in each dimension in short explanation with the number level for scale. But it is still less of description especially for the diction because it was too short and unclear number scale.

³⁷ Accessed on 5 April 2016 http://buros.org/standards-teacher-competence-educational- assessment-students

The teacher created reading script rubric which had also two dimensions or criteria such as understanding and fluency. Like the writing rubric teacher gave explanation or description for each criterion and put number scale there. Unfortunately fluency criteria served unclear description. Teacher only gave short explanation including the number scale. However Vagle who stated that "a rubric, or proficiency level descriptor: describes the simple learning goals as the early or emerging levels of achievement, and describes the more complex learning goals as the meets and exceeds levels of achievement³⁸. It meant for the reading role play rubric teacher should be clearer giving the description.

The last part of the rubrics was practice rubric as a rubric that special assesses students' performance in acting. In this practice rubric, the teacher gave four criteria or dimensions such as expression, fluently, intonation and accuracy. But unfortunately these four criteria had the same description becoming one. Following the theory from what Vagle said about the description. It should be better if each criterion had own description because each criterion assess different aspects of the students and it must be confusing for other readers to understand the rubric. Nevertheless the description had clear enough number scale for level.

For all the role play rubrics based on the metarubric still need improvement. Meanwhile, Orrell suggests that:

"One useful design strategy is to take a generic assessment rubric that matches well with the assessment task objectives, discipline, level and other contextual setting, and adapt it for teachers own use, rewriting the

³⁸ Nicole Dimich Vagle, Creating Rubrics for Feedback and Assessment Design (Solution Tree Press), 2014, 2

attribute descriptions to reflect the course context, aims and learning outcomes, and to apply to the specific assessment task"³⁹

Unfortunately some important information were missed like title of the rubrics, more additional criterion, more detail description, and clearer number scale level. The teacher should be more consider this information such as description of the rubrics and procedure in scoring students because it could increase the students' understanding about the task. However Scott claims that "sharing and discuss contents of rubrics that will be used to assess an activity early in the process can give clear expectation" to the students⁴⁰. Based on that theory, the teacher did what Scott said. She had shared it in the beginning of the semester and also had given clear instruction to guide the students' activity.

John Scott, *Authentic Assessment Tools* (Georgia: The University of Georgia), 41.

³⁹ As cited in Assessment Toolkit, *Using Assessment Rubrics* (USNW Australia, 2014), 2.