CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the collected data from teacher's analytic scoring rubrics and teacher's responds towards the interview, also the analysis of it. The results of the checklist also the teacher's responds are showed as research findings. Furthermore, the analyzed data is explained in discussion part.

A. Research Findings

Following the research question that discuss about the teachers' rubric compliance with the characteristic of analytic scoring procedure, the researcher serves the data that found at State Vocational High School 1 Buduran. This section contains on the detail information about the result of research which is used two kinds of instrument those are observation checklist and interview. The result of observation checklist presented in tabular form which is followed by the result of teacher's explanation supporting the checklist made by the researcher which is taken from the interview section. The teacher's explanation is presented descriptively.

In particular, the two analytic rubrics are used in this research. Both of those rubrics are rubric for assessing speaking skill of Vocational students especially for hospitality students. Based on teacher's explanation, the rubrics are made by team teaching of that school then distribute to each proper class. Based on the lesson plan which the researcher gained from the teacher, the first rubric is created for assessing students speaking skill on learning material expression of intention in individual presentation. The second rubric is for dialogue congratulating others material.

Although those rubrics are created by the same person, but each rubric has differences in some aspects based on created process and natures. From the checklist of analytic rubric criteria, both of the first rubric and the second rubric show several dissimilar results in some points of analytic rubric's characteristics stated by Allen as explained in theoretical framework in chapter 2.

1. The Compliance Assessing Rubric with Analytic Scoring Procedure Based on Created Process

Compliance with effective analytic scoring procedure has particular indicators from two points of view. This section is focused on the created process' point of view; this following table explains about the result of the observation checklist for the first rubric which assesses individual presentation and short conversation, followed by the percentage, those are:

Table 4.1 Characteristic of Analytic Rubric based on Created Process

No	Indicators of Created Process	Rubric for presentation		Rubric for conversation		
		Yes	No	Yes	No	
1.	Based on the standards		√		√	
2.	Design to assess created authentic task		√		√	
3.	The number of criteria is the essential elements of the task	1			√	
4.	Everything on every task is not always assessed	1		V		
5.	Numbers of criteria are based on the kinds of assignment	√ √		4		
6.	The same number in levels of performance for each criterion within a rubric	1		1		
7.	Additional descriptors to each level of performance	√		4		
8.	Assigning point values to performance on each criterion		1	7		
9.	Equal intervals between the point values in a rubric	√		¥		
10.	Checking the rubric	√		√	V	
	Number of value: 10	7	3	7	3	
ų.	Prosentase	70%	30%	70%	30 %	

The table above is an illustration about the result of the observation checklist. Specifically, related to the research question which tries to figure out the compliance of the teacher's rubric for assessing individual presentation and rubric for assessing short conversation based on created process, these following tables represent explanation about the result of the analysis using the observation checklist and the interview.

Table 4.2 Characteristic of Analytic Rubric "Based on the Standard"

		Created Pro	cess		
			Characteristic		No
Aspects	Rubric	Teachers' Process in	s of creating	Yes	110
		creating rubric	Analytic		
			Rubric		
	Rubric of	The teacher just refers to			
	Individual	the material that would	There are three		
	Presentation	be delivered. There is	steps in		
	(Expression of	no reflection, and	deciding the		,
	Intention)	reviewing process in	standards:		V
	7//	creating it, means that	reflecting		
		those rubrics are not	(considering		
		based on the standard	what do		
		made by teachers.	teacher really		
	Rubric of Short	The rubric for	wants the		
Based on	Conversation	conversation is not	students to		
,	(Congratulating	based on the standard	know and be		
the standards	Others)	made by the teachers.	able to do		
standards		Teachers should design	when they		
		the rubric by using the standart of teaching	leave the grade		
		process. Properly,	or school),		
		standards made by	reviewing		$\sqrt{}$
		teacher or rubric	(asking	1	
		developer resulted from	students) and		
		reflection, reviewing and	writing	or ^{er}	
		writing. Otherwise, the	(making		
		teacher is designing the	rubric's		
		analytic scoring rubric refers to the material that	format)		
		would be delivered.			
					<u> </u>

The table above shows that both rubrics are not based on the standard, because the rubric developers did not make an official standard in creating the rubric with the three steps based on the theory. In addition, the teacher's respond to the interview shows that there is no standard exactly in creating an assessment rubric for speaking test, but he always considers what kind of task that he will give to the student, is the rubric relates with the lesson in the class. Actually, the

government provides rubric for speaking, but the teacher didn't adapt it, he adopted it when he will use it. Furthermore, the ways the teacher created the rubric are: first, he decided what speaking that he will assess to my student. Have they learned about that, Then he made a rubric consists of criteria and aspect that he will assess. Finally, based on the interview, the teacher indeed did not make the standard. He said that "There is no valid standard in creating assessment rubric for speaking test only suggestion from government. I created assessment rubric by myself. I consider about students ability and the material that they studied in creating assessment rubric." It means that every rubric are created are not based on some teachers' thought, that related to students need and the real fact of some learning activities.

Characteristic of Analytic Rubric "Design to Assess Created Authentic Task"

		Created Pro	ocess	parties of the same	
Aspects	Rubric	Teachers' Process in	Characteristics of creating	Yes	No
Inspects		creating rubric	Analytic Rubric		
	Rubric of	Used for assessing	Each typically		
	Individual	speaking in individual	serves different		
	Presentation	presentation. Means,	assessment		
Design to	(Expression of	rubric a are not designed	needs, so there		$\sqrt{}$
assess	Intention)	to assess authentic task.	is no		
created		Here, authentic task	preparations, no		
authentic		means assesses activities	settings of		
task		are natural activity.	students when		
	Rubric of Short	Teacher only assessed	the teacher		./
	Conversation	the materials that have	assesses their		·V
	(Congratulating	been taught by the	speaking skill.		

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¹ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Others)	teacher. they have been	As teacher
	prepared about	wants to find a
	expression of	way students
	congratulating others and	can demonstrate
	the activities are	that they are
	dialogue in pairs,	fully capable of
	conversation and short	meeting the
	role playing; which are	standard
	the script are created by	
	the students. Whereas,	
	the teacher did not give	
	specific explanation	
	about where would	
	students' use these skills	
	in the real world.	

The table above shows that both of the rubrics are not designed to assess authentic task. When the teacher was interviewed "What are the considerations in creating assessment rubric for speaking?" his answer is 'First thing the consideration in creating assessment rubric is students' ability. If they understand the lesson, that make me easier in creating rubric. In particular, decide each aspect with the criteria. It should proper with students' ability.' Furthermore, for the question 'What kind of task/assignment did you give to your students? Did you give time to your students to prepare? Is the task related to the real world or applicable in their daily life?' his answer 'was there are two kind of rubric; the first rubric is about expression of intension then individual presentation with holiday theme. Then the second rubric is about congratulating others with dialog in pair.'

² Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Table 4.4
Characteristic of Analytic Rubric "The Number of Criteria is The Essential Elements of The Task"

		Created Pro	cess		
Aspects	Rubric	Teachers' Process in creating rubric	Characteristics of creating Analytic Rubric	Yes	No
The number of criteria is the essential elements of the task	Rubric of Individual Presentation (Expression of Intention) Rubric of Short Conversation (Congratulating Others)	In this rubric, all of the criteria in the rubric are important because it contains scale. Every score of it contains percentage that explains the number of each student's ability. So, if one of the number of criteria are missed, caused the rubric are not ideal anymore. From five aspect including five criteria, some of them do not have an important impact and significant differences in achievement levels. It shown at one of criteria in grammmar aspect. There is criterion that can be complied with another criterion.	Limited the number of criteria; the rubric developer should keep it to the essential elements of the task. The criteria explained in each achievement level are important and related to the task.	1	1

It is clearly stated in the table above that the number of criteria is the essential elements of the tasks in teacher's rubric for assessing individual presentation. Meanwhile, the criteria of rubric for assessing Short Conversation (Congratulating Others) are not the essential elements of the task. To enrich the data, the teacher's respond towards the question "What are the considerations in creating the criteria in each aspect of the rubric?" is "I myself consider some

aspects during the creation of speaking rubric. Of course I include speaking competence such as intonation, pronunciation, and fluency, but I also highlight linguistic competence such as the grammatical rule, word choice, identifying theoretical feature in written discourse, and of course the usage of idioms. Meanwhile in the second rubric which is rubric for congratulating others, the criteria of that rubric based on material that I taught in the class that is expression of congratulating others."³

Table 4.5
Characteristic of Analytic Rubric "Everything on Every Task is not always Assessed"

		Created Pro	cess		
		A A	Characteristics		
Agnosts	Rubric	Teachers' Process in	of creating	Yes	No
Aspects		creating rubric	Analytic		
			Rubric		
	Rubric of	The teacher explained	Teacher does		
	Individual	t <mark>hat there</mark> is a rubric in	not have to		
	Presentation	every skill. In the first	assess		
	(Expression of	rubric, there is no other	everything on		
	Intention)	language features	every task.		
		except speaking,	Different topic,	V	
		because for others such	lesson and	V	
Everything		grammar, the content	material, of		
on every		are assessed by other	course affect		
task is not		rubrics. But, it assessed	teacher in		
always		at that same time in a	deciding target.		
assessed		performance.	Commonly,		
	Rubric of Short	Teacher only focuses on	different topic		
	Conversation	the material that	has different		
	(Congratulating	delivered by the students	objectives; so,		
	Others)	such as how they use the expression of	the targeted	$\sqrt{}$	
		congratulating others,	achievement		
		the aspects that are	can be different		
		dominantly centered are	as well.		

³ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

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the language features (grammar and vocabulary), also the important elements in		
speaking. He said that teachers need to stabilize the materials, lesson		
objectives, target and the assessment.		

Based on the table above, both of rubric for presentation and rubric for conversation are assessing every task on it. From the teacher's explanation, the students are allowed to know the rubric, the teacher wants they prepare to do the best for the speaking test. The teacher applies self-assessment in his class, that for reflect students about the material on that day. The rubric of self-assessment and speaking test are different rubric. Rubric for self-assessment simpler and the content only about reflection, but rubric of speaking test there is not about reflection. Teacher does not measure all the aspect of presentation. Otherwise, teachers do not measure how the way students delivered the material for presentation such as performance, expression and body language. Therefore, it is not necessary to measure all of the aspect of presentation. It strengthened with the explanantion from Allan.

Table 4.6
Characteristic of Analytic Rubric "Numbers of Criteria are based on The Kinds of Assignment"

		Created Pro	ocess		
Aspects	Rubric	Teachers' Process in creating rubric	Characteristics of creating Analytic Rubric	Yes	No
Numbers of criteria are based on the kinds of assignment	Rubric of Individual Presentation (Expression of Intention) Rubric of Short Conversation (Congratulating Others)	This rubric are used to assess speaking performance through individual presentation which is contains articulation and pronunciation, fluency, volume, and eye contact and each aspect has been resembled by the assignment The rubric for presentation is focused on assignment in the structure of the language as one of English expressions and the vocabulary constructed in it. It means that the number of criteria are based on the kinds of assignment given by the teacher.	Less significant tasks typically require fewer criteria. Deciding criteria for students' achievement level needs a consideration of what elements that are important for the assessment based on the lesson objectives, materials, and topic taught.	V	

The table above shows that both of the numbers of criteria are based on the kinds of assignment. When the teacher was interviewed "Do you use different assessment rubric in every speaking test? (Although the assessment has a similar assessment each other)" the teacher answered "Yes of course I do, the rubric based on the material lesson of the day, but if the material has a similar, I use the same rubric. For example, speaking about delivering a customer by phone

or directly and speaking about guiding tourist in a tourism object. Both material have similar content, such the structure should use present tense, should include greeting, etc".⁴

Table 4.7 Characteristic of Analytic Rubric "The Same Number in Levels of Performance for Each Criterion within a Rubric"

		Created Pr	ocess		
Aspects	Rubric	Teachers' Process in	Characteristics of creating	Yes	No
Aspects		creating rubric	Analytic Rubric		
The same number in levels of performance for each criterion within a rubric	Rubric of Individual Presentation (Expression of Intention) Rubric of Short Conversation (Congratulating Others)	The rubric has four criteria of each aspect. Means, every aspect in this rubric are the same number levels of performance for each criterion. Teachers do not require forcing an unnatural judgment of performance just to maintain standardization within the rubric. The important one is teacher can reflect the simple judgment and over all assessment although by using the same number in level of performance for each croterion within a rubric.	Teacher does not have to look for everything on every assessment. Rubrics are very flexible. There is no need to force an unnatural judgment of performance just to maintain standardization within the rubric.	1	

The table above shows that both of the first and the second rubric are used the same number in levels of performance for each criterion within a rubric.

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⁴ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

The students' performance in terms of articulation and pronunciation were pretty good and fairly easy to understand. But there were still some errors in pronunciation that can be tolerated. For the fluency factors, some students were quite fluent in pronouncing a word or a sentence. But there are still students that get difficulty in speaking fluency. When students do perform in the classroom, there are some students who are enthusiastic in following the lesson, so that the voice of students were quite clear and easy to listen to when speaking, but the other students felt that they are less able or ashamed of their voice, so that they talking clear less and less audible for teachers and other students. The body posture and the eye contact were very relaxed when students were enthusiastic about the subject they performed, Make eye contact with all of the objects in the class room with the high confidence, while the students who are shy will be focused on one point, and the posture of their body showed that they do not feel confident in front of the class.⁵

Table 4.8
Characteristic of Analytic Rubric "Additional Descriptors to Each Level of Performance"

		Created Pr	ocess		
Aspects	Rubric	Teachers' Process in creating rubric	Characteristics of creating Analytic	Yes	No
			Rubric		
Additional	Rubric of	Contains additional	Descriptors are		
descriptors	Individual	descriptions in each	recommended	J	
to each level	Presentation	criterion. It makes	but not required	V	
of	(Expression of	both of teacher and	in a rubric. As		

⁵ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

performance	Intention)	students will	described in		
		understand easily.	rubrics,		
		Besides, additional	descriptors are		
		descriptions help	the		
		students to know the	characteristics		
		way to get better score	of behavior		
		in each aspect,	associated with		
		especially in	specific levels		
		performing individual	of performance		
		presentation.	for specific		
	Rubric of Short	In giving score for	criteria.		
2	Conversation	students, several			
	(Congratulating	criterion have a close			
	Others)	relation with other			
	Guilers)	criterion. It shown			
		from another		,	
		descriptors that clearly			
		explain and illustrate			
		the expected			
		achievements			

From the table we know that both of rubric for presentation and rubric for conversation are having additional descriptors to each level of performance. The researcher interviewed to the teacher "Do these points (description in the rubric) represent the teacher expectation? Does it help you in assessing your students?", then the teacher answered "Yes I do, the points or description in the rubric represent my expectation. I create it carefully and make it proper with students' ability in a material. The rubric exactly help me in assessing students, not only the effective way, but also valid and objective." Furthermore, for the question "What do you think about assessing student, is it should use rubric assessment in every speaking test? If it is not, any other way to assess students?" his answer "According to me, rubric is really important for speaking test, because that is one way to assess students fairly. If the assessment not use rubric, the assessment did

not objective but will be subjective. Using a rubric is not should but must for assessing students."Then, when the researcher interviewed "Do you think about assessing students by using assessment rubric is effective?", the teacher answered "I think use rubric is effective in assessing students. In particular, assessing speaking without rubric the teacher will give score personally. There is not standard in giving score. I think that is not fair for students."

Table 4.9
Characteristic of Analytic Rubric "Assigning Point Values to Performance on Each Criterion"

		Created P	Process		
Aspects	Rubric	Teachers' Process in creating rubric	Characteristics of creating Analytic Rubric	Yes	No
Assigning point values to performanc	Rubric of Individual Presentation (Expression of Intention)	There is no aspect which is prominent in here. So, all of the aspects are having the same position in assessing speaking. The teacher assesses students' ability in performing individual presentation through all of the aspects in the rubric	Just as the number of levels of performance can vary from criterion to criterion in an analytic rubric, points or value can be assigned to the rubric in a		1
e on each criterion	Rubric of Short Conversation (Congratulating Others)	Teacher can decide which aspect that have a higher priority for assessing students' performents. that decision are not written by the teacher at the rubric format. otherwhise, it will be informed by the teacher at interview	the rubric in a myriad of ways. So, one or more criteria can be weighted more heavily when scoring the performance.	V	

⁶ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

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The articulation and pronunciation of students were quite nice and fairly easy to understand. But still there were some errors in pronunciation can be tolerated. For fluency factors, some students were quite fluent to pronounce a word and a sentence but some others were not When students do perform in the classroom, there are some students who are enthusiastic in following the lesson, so that the voice of students were quite clear and easy to listen to when speaking, but the other students feel that they were less able or ashamed of their voice, so that they talking clear less and less audible for teachers and other students. The body posture and the eye contact were very relaxed when students were enthusiastic about the subject they performed, Make eye contact with all of the objects in the class room with the high confidence, while the students who are shy will be focused on one point, and the posture of their body showed that they do not feel confident in front of the class. Some students sometimes made grammatical errors but it did not affect the meaning and some other made grammatical error that affect the meaning. Sometimes they used the appropriate vocabulary and sometimes they used inappropriate vocabulary. It is because of their limitation of vocabulary knowledge.⁷

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⁷ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Table 4.10 Characteristic of Analytic Rubric "Equal Intervals between The Point Values in a Rubric"

		Created Process			
			Characteristics		N T
Aspects	Rubric	Teachers' Process in	of creating	Yes	No
Aspects		creating rubric	Analytic		
			Rubric		
	Rubric of	The score of each aspect	Points in the		
	Individual	and another are in the	rubric should be		
	Presentation	same scale. So the level	distributed		
	(Expression of	of achievement which	across the levels		
	Intention)	consists of a criterion that	of a rubric to	V	
		is valued as 1 in one	best capture the	V	
Equal		aspect is proper and	value you		
intervals		resemble to other aspects	assign to each		
between		that are also valued as 1	level of		
the point		and so on	performance.	No.	
values in	Rubric of Short	hose two rubrics have the	So, feeling		
a rubric	Conversation	same point of view of	bound by any		
	(Congratulating	creating process.	format		
	Others)	substantively, the point	constraints	V	
		values in a rubric does	when	V	
		no <mark>t have a really</mark> crucial	constructing a	The state of the s	
		dif <mark>ference</mark>	rubric is not	7	
			necessary.		

From the table above, the aspect of equal intervals between the point values in a rubric is found at the rubric of individual presentation. The researcher also states that the rubric of short conversation is used an Equal intervals between the point values in a rubric. This following question was given to the teacher "Among all of the aspects in the rubrics, is there any aspect that is dominantly valued?" and his answer was "The articulation and pronunciation of students were quite nice and fairly easy to understand. But still there were some errors in pronunciation can be tolerated. For fluency factors, some students were quite

fluent to pronounce a word and a sentence but some others were not When students do perform in the classroom, there are some students who are enthusiastic in following the lesson, so that the voice of students were quite clear and easy to listen to when speaking, but the other students feel that they were less able or ashamed of their voice, so that they talking clear less and less audible for teachers and other students."

Table 4.11 Characteristic of Analytic Rubric "Checking the Rubric"

		Created Pr	rocess		
Aspects	Rubric	Teachers' Process in creating rubric	Characteristics of creating Analytic Rubric	Yes	No
Checking the Rubric	Rubric of Individual Presentation (Expression of Intention) Rubric of Short Conversation (Congratulating Others)	The teacher said that the rubrics are made by team teaching. It can be concluded that the rubrics are based on the set of agreement among the teachers. This rubric for conversation is designed by the team teacher. it means that this rubric is already analyzed by collague. It complied with the nature of creating rubric which is The final step in creating a rubric is checking section before applying them.	Another nature of creating rubric also complied with this analytic rubric for conversation. Those are whether the rubric was consistent or compatible with the standard, check if it is managed, and to consider an imaginary student achievement on the rubric.	\ \ \	

⁸ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

The table above serves the data whether both the rubric of individual presentation and the rubric of short conversation are already checked before applied to the students. The table above shows that all of the rubrics are checked by the team of teacher before applied to the students. When the researcher interviewed "Did you let your colleague or your students review your rubric?" he said that ", the rubrics are made by team teaching of that school then distribute to each proper class. Based on the lesson plan which the researcher gained from the teacher, the first rubric is created for assessing students speaking skill on learning material expression of intention in individual presentation. Besides, the second rubric is for dialogue congratulating others material."

2. The Compliance of Assessing Rubric with Analytic Scoring Procedure Based on the Natures

Following the created process' point of view, this section is focused on the natures. Compliance with effective analytic scoring procedure has particular indicators from two points of view. The second is based on the natures, this following table explains about the result of the observation checklist for the first rubric which assess individual presentation short conversation, and the result in form of percentage is also provided, those are:

⁹ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Table 4.12 Characteristic of Analytic Rubric based on the Natures

No	Indicators of the Natures	Rubric for presentation		Rubric for conversation	
		Yes	No	Yes	No
1.	Helps to examine efficiently complex products or behaviors		V	√	
2.	Helps to precisely define targets or expectations		1	V	
3.	Criterion-referenced	1		√	
4.	Ratings can be done by students to assess their own work or others		1	√	
5.	Gives diagnostic information to teacher	√		√	
6.	Gives formative feedback to students		√	√	
7.	Easier to link to instruction than holistic rubrics	4		< √	
8.	Accessible for formative assessment	1		V	
9.	Adaptable for summative assessment	<u>√</u> √		1	
10.	Can be combined when overall score for grading is needed	1		4	
	Number of value: 10	6	4	7	0
	Prosentase	60%	40%	100%	0 %

Those tables above are illustration about the result of the observation checklist. Following the created process' point of view, this section tries to figure out the compliance of the teacher's rubric for assessing individual presentation and rubric for assessing short conversation based on the natures of an effective analytic rubric, these following tables represent explanation about the result of the analysis using the observation checklist and the interview.

Table 4.13 Characteristic of Analytic Rubric "Helps to Examine Efficiently Complex Products or Behaviors"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
	Rubric of Individual	the teacher did not provide a criteria about	Specific criteria		
	Presentation (Expression of	the complex products or behaviors for students. It	in analytic rubric help		
	Intention)	shows in the rubric, in particular in the criteria	teacher a lot in examining		1
Helps to examine		of each aspect most all the explanation was general in explaining.	complex products created by students or		
efficiently		/ L	behaviors that	V	
complex products or	Rubric of Short Conversation	the teacher provides a criteria about the	are going to be measured. The		
behaviors	(Congratulating Others)	complex products or behaviors for students. It shows in the rubric, in	levels also give specific and clearer	,	
		particular in the criteria of each aspect most all	explanation for characteristics	1	
		the explanation was general in explaining.	that have good or bad scores.		

It can be seen from the table the table that rubric for presentation is not helps the reader to examine efficiently complex products or behavior. Hence, the rubric for conversation is not. The teacher interviewed "Do these points (description in the rubric) represent the teacher expectation? Does it help you in assessing your students?" and hid answer "Yes I do, the points or description in the rubric represent my expectation. I create it carefully and make it proper with students' ability in a material. The rubric exactly help me in assessing students,

not only the effective way, but also valid and objective." Furthermore, when the researcher interviewed "What do you think about assessing student, is it should use rubric assessment in every speaking test? If it is not, any other way to assess students?" the teacher answered "According to me, rubric is really important for speaking test, because that is one way to assess students fairly. If the assessment not use rubric, the assessment did not objective but will be subjective. Using a rubric is not shall but must for assessing students. "Other question has been interviewed to the teacher is "Do you think about assessing students by using assessment rubric is effective?" the teacher answered "I think use rubric is effective in assessing students. In particular, assessing speaking without rubric the teacher will give score personally. There is not standard in giving score. I think that is not fair for students."

Characteristic of Analytic Rubric "Helps to precisely define targets or expectations"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
	Rubric of	The criteria and aspect	The specific		
	Individual	in rubric of expression	criteria		
Helps to	Presentation	of intension include	mentioned in		
precisely	(Expression	significant features in	analytic rubric		
define	of Intention)	assessing students'	can facilitate	$\sqrt{}$	
targets or		speaking ability. Also in	teacher in		
expectations		that rubric showed	indicating the		
		scales in form of	definition of		
		percentages, but there is	targeted or		

¹⁰ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

	no explanation about	expected		
	that scale clearly, the	achievement for		
	target cannot be clearly	students'		
	defined.	products,		
Rubric of	In the rubric of	performances,		
Short	conversation, the aspect	and behaviors		
Conversation	facilitated for assessing	that are going to		
(Congratulati	students' performance	be assessed.		
ng Others)	and behavior and the		V	
	percentage of scale		V	
	influence the attainment			
	of the target in assessing			
	students' performance.			

The researcher explains at the table above that the result of reviewing both of the rubrics indicated all of the rubrics helps to precisely define targets or expectations. Moreover, when the researcher interviewed about kinds of activity measured by rubrics and the material which measured, the teacher answered "There are two kinds of rubrics; the first rubric is about expression of intension then individual presentation with holiday theme. Then the second rubric is about congratulating others with dialog in pair."

Table 4.15 Characteristic of Analytic Rubric "Criterion-referenced"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
Criterion-	Rubric of	Related the rubric of	Each criterion	V	
referenced	Individual	expression of intension,	of the criteria	٧	

¹¹ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

	Presentation	in every aspect there is a	mentioned in		
	(Expression of	score and a criterion of	the rubric has to		
	Intention)	each score. It can guide	have specific		
		the teacher in deciding	description in		
		the score for each	each scale; what		
		student and giving	kind of		
		feedback. This rubric is	achievement is		
		already criterion-	targeted or		
		referenced.	expected. In		
	Rubric of Short	According to the result	addition, the		
	Conversation	of observation about	description		
	(Congratulating	the rubric of	should be		
	Others)	conversation, in the	referenced		
		criterion of the aspect	based on the		
		provide a detail	criterion.		
		information which		,	
J.		used by the teacher in		No.	
25		guiding and giving			
		feedback to students.			

The table clearly shows that both rubrics are criterion-referenced. Related the rubric of expression of intension, in every aspect there is a score and a criterion of each score. It can guide the teacher in deciding the score for each student and giving feedback. This rubric is already criterion-referenced. According to the result of observation about the rubric of conversation, in the criterion of the aspect provide a detail information which used by the teacher in guiding and giving feedback to students.¹²

¹² Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Table 4.16
Characteristic of Analytic Rubric "Ratings can be done by students to assess their own work or others"

		Natures	8		
	Rubric	Characteristics of the	Characteristics	Yes	No
Aspects	Rubiic	teacher's Analytic	of appropriate	165	
		Rubric	Analytic Rubric		
Ratings can be done by students	Rubric of Individual Presentation (Expression of Intention)	The provided aspect with each criteria clear enough. But that rubric are applied by students is not capable enough for them. If the students will do self-assessment, the teacher should provide another rubric for them.	In analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read		V
to assess their own work or others	Rubric of Short Conversation (Congratulating Others)	The students apply that rubric and the rubric is accomplished for them. The student do not find the difficulties of description in the rubric, as the result they can assess their own work using the rubric which created by the teacher.	it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends.	1	

The table above shows whether the aspect of ratings can be done by students to assess their own work or others is applied by teachers' rubric. The researcher reviews that the aspect above does not find at the rubric of individual presentation. On the other hands, it written at the rubric of short conversation. This question was interviewed to the teacher: "Do the criteria in each aspect of the rubric help you in giving score to your students? "Do you give the rubric to your students? Do you think your students can get feedback from the rubric?" and his answer was "I gave the rubric to students and the students got the

feedback from the second rubric because the second rubric was easy to understand by the students. While the first rubric, students were difficult to get the feedback."

Table 4.17 Characteristic of Analytic Rubric "Gives diagnostic information to teacher"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
Gives diagnostic informati on to teacher	Rubric of Individual Presentation (Expression of Intention) Rubric of Short Conversation (Congratulating Others)	Based on the rubric of expression of intension, the aspect and the criteria give the information in general, but there is an diagnostic information about students' achievement that present in the criteria. Thus the teacher can assume the level of students' performance. In the rubric of conversation, the detail diagnostic information is needed based on the criteria and the explanation about the target that students have to achieve related to students' achievement.	As this is talking about analytic rubric, the result of the assessment process using the rubric should be analytic as well. It means the information should be clear and detail based on the criteria and the explanation about the target that students have to achieve.	√	

¹³ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

From the table data above, both of individual presentation rubric and short conversation rubric contains the aspect of giving diagnostic information to teacher. When the researcher interviewed this question: "Do these points (description in the rubric) represent the teacher expectation? Does it help you in assessing your students?" his answer was "Yes I do, the points or description in the rubric represent my expectation. I create it carefully and make it proper with students' ability in a material. The rubric exactly help me in assessing students, not only the effective way, but also valid and objective."14

Table 4.18 Characteristic of Analytic Rubric "Gives formative feedback to students"

	17	Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
Gives formative	Rubric of Individual Presentation (Expression of Intention)	The rubric of expression of intention there is no additional information related to scales in the criteria of the rubric. As a result, the formative feedback is given by teacher for the students, not the rubric.	Analytic rubric is accessible for everyone, both students and teacher to assess something. This means, the feedback that is		7
feedback to students	Rubric of Short Conversation (Congratulating Others)	it contains clear enough explanation. However, students still could measure their improvement by using their formative feedback. It also could be used by teacher to assess their students during learning process in formative	reflected as a result of measurement using the rubric is clearer for everyone as well; moreover for students whose product to be assessed.	√	

¹⁴ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

The researcher found the differentiation between individual presentation rubric and short conversation rubric. Short conversation rubric contains the aspect of giving formative feedback to students but it does not work at individual presentation rubric. "Do you give the rubric to your students? Do you think your students can get feedback from the rubric?" was the question interviewed to the teacher in interview. His answer was "I gave the rubric to students and the students got the feedback from the second rubric because the second rubric was easy to understand by the students. While the first rubric, students were difficult to get the feedback."¹⁵

Table 4.19
Characteristic of Analytic Rubric "Easier to link to instruction than holistic rubrics"

		Natures Natures			
	Rubric	Cha <mark>racteristic</mark> s of the	Characteristics	Yes	No
Aspects	Kubiic	tea <mark>che</mark> r's Analytic	of appropriate	165	
		Rubric Rubric	Analytic Rubric		
	Rubric of	The rubric presents the		100	
	Individual	instruction by teacher.	When teacher		
	Presentation	The criterion of the			
	(Expression of	aspect based on the	gives task to		
	Intention)	lesson plan that made by	students, there		
Easier to		the teacher. The teacher	must be	V	
link to		expects students to	instructions as		
instruction		understand the	well. Therefore,		
than		instruction very well	every criterion		
holistic		before doing the task.	in the rubric has		
rubrics	Rubric of Short	Considering the	to be connected		
	Conversation	teachers' analityc rubric	to the		
	(Congratulating	for conversation should	instruction from		
	Others)	contains of instructions	the teacher as	V	
		that comply with the	well		
		criteria of the rubric in			

¹⁵ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

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lesson plan, it brings teachers' analitic rubric for conversation is easier		
to link to instruction than holistic rubrics.		

From the table above, it shows that all of the rubrics are easier to link to instruction than holistic rubrics. When it was interviewed to him about "How do you usually give score to your students?" his answer was "Sometimes I use rubrics. It helps me a lot in giving scores to my students." Furthermore, the next question was "are there any difficulties in creating assessment rubric for speaking test?" and his answer was "Of course there are some difficulties in creating a rubric. I should think about the aspect that proper for students. Sometimes the aspects consist of language content and language function such as pronunciation, fluent, vocabulary, etc. Then each criterion of an aspect should be proper with the aspects."

Table 4.20
Characteristic of Analytic Rubric "Accessible for formative assessment"

		Natures	S		
	Rubric	Characteristics of the	Characteristics	Yes	No
Aspects	Rubiic	teacher's Analytic	of appropriate	168	
		Rubric	Analytic Rubric		
	Rubric of	The criteria show the	The goal of		
	Individual	description of each	formative		
	Presentation	score in different	assessment is to		
Accessible	(Expression of	aspects for students'	monitor student		
for	Intention)	performance. Students'	learning to	V	
formative		performance in the	provide on-	V	
assessment		rubric is included into	going feedback		
		formative assessment	that can be used		
		for it shows the	by teacher to		
		improvement of their	improve their		

¹⁶ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

	speaking skill.	teaching and by		
		students to		
Rubric of Short	Containing the form of	improve their		
Conversation	assessing students'	learning.		
(Congratulating	improvements during	Specifically, it		
Others)	learning process. It	helps students		
	designed by the team of	to identify their		
	teacher. the	strengths and		
	improvemet of students	weaknesses and	V	
	could be monitored by	target areas that	V	
<u> A</u>	the teacher as the	need works.		
	assessment feedback.			
	Those criteria were			
	written at the teachers'			
	analitic rubric for			
	conversation.			

Based on the table data above, both of individual presentation rubric and short conversation rubric are accessible for formative assessment. The question that was being interviewed in interview section was "Is there any other way in assessing students without assessment rubric?" then the teacher answered "There is other way assessing students without rubric, but only for revise or remind student about the material last meeting. That cannot valid if for speaking test". ¹⁷

Table 4.21 Characteristic of Analytic Rubric "Adaptable for summative assessment"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
Adaptable	Rubric of	Based on the description	Summative		
for	Individual	of the aspect in the	assessment can	V	
summative	Presentation	rubric, it presents that	be measured by	٧	
assessment	(Expression of	the teacher expect	this rubric when		

¹⁷ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

Intention)	students in assessing students' speaking skill in their final examination in practical test. As the result, this rubric is adaptable for summative assessment.	it is adapted. The goal of summative assessment is to evaluate students learning at the		
Rubric of Short Conversation (Congratulating Others)	This conversation rubric is created for formative assessment. But, it also can be used to assess both of summative and fromative assessment.	end of an instructional unit by comparing it against some standards. It often has a high point value.	√	

Based on the table data above, both of individual presentation rubric and short conversation rubric are adaptable for summative assessment. Relating to this, the researcher gave question to the teacher in interview section, "Is there any task that is assessed using these rubrics?" and his answer was "Yes, sometimes I used this rubric for final exam, it was speaking practice exam. This rubric helped me to give score in final exam."

Table 4.22
Characteristic of Analytic Rubric "Can be combined when overall score for grading is needed"

		Natures			
Aspects	Rubric	Characteristics of the teacher's Analytic Rubric	Characteristics of appropriate Analytic Rubric	Yes	No
Can be	Rubric of	There are four aspects	It is easier for		
combined	Individual	and each aspect consists	teacher to wrap		
when	Presentation	of criteria as achievement	up the result of	$\sqrt{}$	
overall	(Expression of	levels, then the teacher	students'		
score for	Intention)	give students score and	achievement		

¹⁸ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

grading is		combine as overall score	during the	
needed		for grading the students.	learning process	
		however this rubric has	or the result of	
		the same levels of	the task by	
		performance for each	combining the	
		criterion within a rubric,	scores based on	
		as the result the teacher	the scales in	
		easier to sum up the	each criterion.	
		score.	As long as the	
			scales are	
	Rubric of Short	Thiscan be combined	countable and it	
	Conversation	when overall score for	can be rated	
	(Congratulating	grading is needed. By	based on the	
	Others)	using the analytic	grade, the	
		rubric, the way of	analytic rubric	
		teacher for assessing	is considerable	$\sqrt{}$
		students' performents		
2		are easier with the scale		
		are countable and it can		
		be rated based on the		
		grade.		

Rooted in the table data above, both of individual presentation rubric and short conversation rubric can be combined when overall score for grading is needed. In particular, the researcher interviewed to the teacher: "How do you give final score using this rubric for your students?" and his answer was "By giving score in every criteria and summed with calculations that have been determined by the English teacher team in the school."

B. Research Disscussions

The presented data and the explanation above draw the, the characteristics of the teachers' analytic rubric. The researcher consolidates the information from

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¹⁹ Interview with Mr. Anwar at State Vocational High School 1 Buduran, Sidoarjo. (11th June 2016)

the finding data above is correlated to the theory about characteristics of analytic rubric stated by Allen that mentioned at the chapter two. The detail explanation is presented as these following explanations:

1. The Compliance of the Analytic Rubric in Created Process' Point of View In order to create better rubric for assessing students' speaking, evaluating teacher's rubric whether it resembles to the characteristic of appropriate analytic rubric is quiet considerable. According to Allen, the characteristics of effective analytic scoring rubric are approached from two points. The first point is *created process*. This aspect focuses on how rubric developer creates

a. Based on the standards

an analytic rubric in both the process and the stages.

As explained in the research findings in the previous point above, even though the teacher considered the writing form of the analytic rubric, he did not reflect the lesson process and the assessment and did not review students' responds towards the processes. Basically, based the theory stated by Allen, there are many sources that teachers can find examples of goals and standards that might be appropriate for students. However, a clear and specific standard based on the teaching, learning and assessing process, materials, lesson also students are deliberately considered.

Basically, every rubric is not created based on some teachers' thought, which related to students need and the real fact of some learning activities. So, the teacher just refers to the material that would be delivered.

Commonly, reflection and reviewing are not conducted in the creating process; this means that those rubrics are not based on the standard made by the teachers. Whereas, in creating a rubric, especially analytic rubric, standards made by teacher or rubric developer resulted from reflection, reviewing and writing are essential, yet this rubric is not created based on standards.

b. Design to assess created authentic task

Allen stated that an analytic rubric is designed to assess authentic task; which this means the analytic rubric can be used as a tool in measuring students' achievement in lessons and materials linked to the real world. This rubric is created for various kinds of oral assessments in students' activities. So, basically, it can be practical for assessing authentic task; yet, it is not specifically created to measure authentic task only.

It is the same as the previous analyzed rubric; this rubric is practically not used for assessing authentic task prepared by the teacher for students. As the teacher did not really bring authentic material in teaching the lesson, it cannot be considered as authentic task. The material being assessed is expression of congratulating others and the activities are dialogue in pairs, conversation and short role playing; which are the script are created by the students containing materials that have been taught by the teacher. As the consequences, the students cannot really use it in the

real world, because the teacher did not give specific explanation about where would use these skills in the real world.

c. The number of criteria is the essential elements of the task

In link to the consistence of the characteristics of good criterion, this rubric inputs all numbers of criteria that are the essential elements of the task. Principally, it is actually not a rule in creating an analytic rubric, but it is a guideline that is expected to help teachers in constructing the rubric. However, it is important to make sure that the score of each criterion is necessary. In particular, this rubric draws on four criteria which explain about the description of different levels in students' achievements towards the assessment. The explanations are clear and can be measured; this means the criteria of the rubric are essential elements for the task and cannot be reduced.

There are five aspects to be measured in this rubric. Those are 'pengucapan' (pronunciation), 'tata bahasa' (grammar), 'kosa kata' (vocabulary), 'kelancaran' (fluency), and 'pemahaman' (understanding). Each aspect has five criteria. Not all of those criteria are actually important to get self-determining score. Specifically, in grammar aspect, there is a criterion stating that

'Often produce grammar mistakes that cause change in meaning' which is valued 3 and a criterion saying that 'lots of grammar mistakes that obstruct meaning and rearranging sentences' valued as 2. These

actually do not give a strong impact and do not show significant differences in achievement levels, therefore it actually can be concocted; so one of them is reduced. In addition, in 'understanding' aspect, 'understand almost all, even though there are some repetition' also can be concocted to 'understand most of what he/she is saying, speak slowly, and there are some repetition'. Moreover, criterion valued as 2 stating 'difficult to pursue what she/he says' is unclear.

d. Everything on every task is not always assessed

Different assignment means different scoring method as well. It is actually not really necessary to assess every aspect in different task of speaking activity. Teacher might value grammar in details, but sometimes he/she needs to give more attention on pronunciation aspects. This rubric tends to focus on the students' performance; as the speaking activity is classroom individual presentation, the teacher prefers to assess how students do the presentation rather than how students produce the language features. It can be seen from the aspects that are being measured in the activity, those are: articulation and pronunciation, fluency, volume, posture and eye contact.

As explained in the result of the previous analysis of the rubric A, assessing speaking skill has various aspects to be measured; it is based on the target and the expectation of the teacher towards students' achievement and improvement. As this rubric is created to score students'

performance in doing the dialogue in pairs focused on how they use the expression of congratulating others, the aspects that are dominantly centered are the language features (grammar and vocabulary), also the important elements in speaking; fluency and pronunciation. However, particular aspects that focus on performance, expression and body language are not measured. As Allen explained, teachers need to stabilize the materials, lesson objectives, target and the assessment. So, it is not really necessary to input aspects that are not dominantly targeted.

e. Numbers of criteria are based on the kinds of assignment

Regarding to the two previous points, the teacher here has tried to match the rubric with the assignment that is given to the students. In Allen, quick check might be needed by teachers for in-class assignments. As this rubric is only centered on measuring students' performances in doing the presentation about expression of intention for their holiday, the criteria is specified to measure articulation and pronunciation, fluency, volume, posture and eye contact.

There are five criteria in each aspect in rubric B. Less significant tasks typically require fewer criteria; it is called as smaller. For short homework or in-class assignments you might only need a quick check on the students' work. Two or three criteria might be sufficient to judge the understanding or application you were after in that task. Less significant tasks require less precision in your assessment than larger, more comprehensive tasks

that are designed to assess significant progress toward multiple standards. The assignment of rubric B is focused on the structure of the language as one of English expressions and the vocabulary constructed in it.

The same number in levels of performance for each criterion within a rubric

This is actually very basic created process of an analytic rubric and it is seemingly being neglected by rubric developer, however it is necessary to highlight that number in levels of performance for each criterion within a rubric does not always have to be the same. Most of teachers or rubric developers, especially in Indonesia, mostly use the same rate in all of the aspects; it can be because of easier to be counted, or might be other reason. Specifically, this rubric using the same numbers of levels in each criterion in purpose to make sure that the level of aspects are equally explained.

In rubric B, the case is exactly the same as rubric B. Commonly, teachers have question "Do I need to have the same number of levels of performance for each criterion within a rubric?" regarding to this, Alaska Moose explained that here is no need to force an unnatural judgment of performance just to maintain standardization within the rubric. If one criterion is a simple either/or judgment and another criterion requires finer distinctions, then the rubric can reflect that variation. So, teachers can have five levels of performance for three criteria in a rubric, three levels

for two other criteria, and four levels for another criterion, all within the same rubric.

g. Additional descriptors to each level of performance

Additional descriptors to each level of performance are one of characters in the process of creating that makes analytic rubric different from holistic rubric. In addition, if descriptors are provided students will be more certain what are expected to reach each level of performance on the rubric. This rubric providing the descriptors in every aspects and criteria means it is an appropriate analytic rubric in this point.

As can be seen in the rubric, descriptors that clearly explain and illustrate the expected achievements for students in this skill. Each level of performances is of course valued as different score for each criterion. For example, in vocabulary aspect, "Use wrong vocabulary and have limited vocabulary, so that difficult to be understood" is valued as 2 and "have very limited vocabulary, so that conversation cannot happen" is valued as 1. 'Difficult to be understood' is of the additional descriptors to each level of performance from 'conversation cannot happen' showing that it is better and valuable to get better score. It is appeared to indicate that the teacher really knows about what she/he wants.

h. Assigning point values to performance on each criterion

As the rubric in general prefers to assess students' performance for their speaking skill, the aspects are of concourse considerable for speaking assessment. Here, the purpose of maintaining the specific aspects for assessing the task is to center teacher's measurements towards students' progress in achieving the targets that are expected by the teacher. Even though this point is just optional, it is quite considerable to add an aspect(s) that intentionally assigns point values to students' performance. This can be rooted on the materials, vocabulary, or the lesson topic.

As the number of levels of performance can vary from criterion to criterion in an analytic rubric, points or value can be assigned to the rubric in a myriad of ways. Teacher who creates the rubric decides that certain criteria are more important to the overall performance on the task than other criteria. So, one or more criteria can be weighted more heavily when scoring the performance. For example, in this rubric for assessment in conversation with decided materials, the teacher considers five criteria as mention above. For this teacher, language features (grammar and vocabulary) might be the most important materials that he has stressed. So, he might give grammar and vocabulary more weight in her rubric. He can assign weights in different ways. It is not written in the rubric format; however it is stated by the teacher in the interview.

i. Equal intervals between the point values in a rubric

The equal intervals mean the scale of the score in each criterion between one aspect and another are balanced. So the level of achievement which consists of a criterion that is valued as 1 in one aspect is proper and resemble to other aspects that are also valued as 1 and so on.

The two rubrics are actually almost the same in the creating process' point of view. This rubric also has the equal intervals between the point values in a rubric. 'Easier to be counted' is teacher's reason in constructing an analytic rubric in this way. Basically, equal intervals between the point values in a rubric is not a very crucial regulation in creating a rubric, however it often become a big deal for rubric developer. Allen explores that rubrics are flexible tools. Shape them to fit your needs, not the other way around. In other words, points should be distributed across the levels of a rubric to best capture the value you assign to each level of performance.

j. Checking the rubric

This rubric is fundamentally created by a team that is formed by the school consisting of English teachers in that school. For that reason, it can be assumed that they came on resulting the rubric is based on the set of agreement among the teachers. Allen explores that allowing colleague to review it is one of the ways in checking an analytic rubric. As this rubric is created by the team, being reviewed is of course assumedly has been done.

The final step in creating a rubric is checking the rubric before applying it. That can be done by doing all of these following points or choosing one or two of them: let a colleague review it, let students' review it? (Is it clear to them?), check if it aligns or matches up with the standards, check if it is manageable, and consider imaginary student performance on the rubric. Similar to the rubric A, this rubric is also created by the team; means that at least it is reviewed by colleague.

2. The Compliance of the Analytic Rubric in Natures' Point of View

As the teacher's rubric has been presented and analyzed in created process' point of view, for further aspect is natures. Here, as effective characteristics of analytic rubric are discussed, so natures of an effective analytic scoring rubric is described in advantages and strength of analytic rubric to facilitate teacher in assessing students speaking skill.

a. Helps to examine efficiently complex products or behaviors

Not all of the criteria in the analytic rubric created by the teacher help him in examining complex products created by students or behaviors that are going to be measured. There are two aspects in the rubric consisting of unclear explanation about the score. Scales presented by using percentage cannot be evidently identified during the students' performances. Even so, the two other aspects still give specific and clearer explanation for characteristics that have good or bad scores.

Rubric is expected to facilitate teacher in examining students' products or behaviors. Criteria in every aspect represent students' achievement level and can be measured by watching their performances in the classroom. In particular, criteria explained for each achievement level are described as operational verb and can be measured. Only, there is one aspect that seemingly cannot be measured; it can be only predicted by the teacher as the criteria are "understand all sentences, understand almost all..., and so on". For some rubric developer, "understand" is not an operational verb and how to measure it is still uncertain.

b. Helps to precisely define targets or expectations

Commonly, students' achievements that are being assessed are products, performances, and behaviors. As this rubric is used in assessing performance in form of individual presentation, the aspects included are indeed significant features in speaking skill to be measured. Based on the teacher interview, the specific criteria mentioned in analytic rubric can facilitate teacher in indicating the definition of targeted or expected achievement for students' products, performances, and behaviors that are going to be assessed. However, as there is no clear explanation about the scales that are in form of percentages, the target cannot be clearly defined.

Indicating analytic rubric can be used to facilitate teachers in assessing students' products, performances, and behavior. However, the ambiguous explanations of the scale in terms of percentage influence the attainment of the target in assessing the performance in the form of individual presentations that will be assessed.

c. Criterion-referenced

Allen states that each criterion of the criteria mentioned in the rubric has to have specific description in each scale; what kind of achievement is targeted or expected. In addition, the description should be referenced based on the criterion. This is the other characteristic showing that analytic rubric is obviously different from holistic rubric. Criterion in every aspect is very important as it will be guidance for the teacher in scoring and giving feedback to students. Considering that the scores given to the students are based on the criteria in every aspect of speaking skill, this rubric is already criterion-referenced.

The analytic rubric should mention the specific description in each scale referenced based on the criterion indicate the differentiation between the analytic rubric and the holistic rubric. This criteria formed as the detail information that used by the teacher for guiding in scoring and giving feedback to students.

d. Ratings can be done by students to assess their own work or others

In an analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends. However, although the explanation of the scores are provided, further explanation about the percentage scales are still missing, this can cause students' confusion when they have to do self assessment, pair assessment or group

assessment using this rubric for speaking task. Therefore, unfortunately, this rubric is not capable enough to facilitate students in measuring speaking activity, especially presentation.

e. Gives diagnostic information to teacher

As the task given to the students measured using this rubric is in-class activity, a quick evaluation is needed by the teacher. Also, the result of the assessment process using the rubric should be analytic as well. It means the information should be clear and detail based on the criteria and the explanation about the target that students have to achieve. The diagnostic information related to students' achievement is available for the teacher as presented in the criteria. So, from the rubric, teacher at least can presume which level of performance done by the student.

This rubric used for quick evaluation with the analytic result from the assessment of the activity in class. The detail diagnostic information is needed based on the criteria and the explanation about the target that students have to achieve related to students' achievement.

f. Gives formative feedback to students

As explained in the previous point, analytic rubric is accessible for everyone, both students and teacher to assess something. This means, the feedback that is reflected as a result of measurement using the rubric is clearer for everyone as well; moreover for students whose product to be assessed. Specifically, formative feedback here means students acknowledge the scoring for their improvement during the learning

process. Unfortunately, additional information or explanation towards the scales in some criteria is not provided; therefore, formative feedback is totally suspended on teacher, not the rubric.

For the result of analytic assessment, it could be used for both students and teacher to assess something for measuring the result by using the rubric. Moreover, students could measure their improvement during the learning process in formative feedback. On the other hand, the rubric does not cover the detail information or explanation toward the scales in some criteria.

g. Easier to link to instruction than holistic rubrics

Assignment or task that is given by the teacher for students should be following some particular instructions, based on the target of the lesson expected by the teacher. When teacher gives task to students, there must be instructions as well. Therefore, every criterion in the rubric has to be connected to the instruction from the teacher as well. Instruction that given by the teacher can be seen from the lesson plan is actually resembled to the criteria in the rubric. So the students are expected to understand the instruction well before doing the task so that they can get high score.

In order to get the high score, students should follow the target of the lesson expected by the teacher from the task that given by the teacher.

while for giving the instruction, teacher should comply the instruction that written by the teacher and the criteria of the rubric in lesson plan.

h. Accessible for formative assessment

According to Susan, analytic rubric is designed to assess formative assessment. The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by teacher to improve their teaching and by students to improve their learning. Specifically, it helps students to identify their strengths and weaknesses and target areas that need works. Basically, this rubric is created to measure formative assessment. As the team of the teacher has planned it, this rubric is created. The criteria explain the description of achievement for each score in different aspects for students' performance. Students' performance here is included into formative assessment for it shows the improvement of their speaking skill.

This analytic rubric was designed by the team of teacher. It formed for identifying the improvement of students' speaking skill. Some criteria written for explaining the description of achievement for each score in different aspects for students' performance. Monitoring students' learning for taking feedback and improving their teaching is the goal of formative assessment. Indeed, according to Susan this rubric is designed to assess formative assessment.

i. Adaptable for summative assessment

As explained above, analytic rubric is created for formative assessment; as consequences, summative assessment can be measured by this rubric when it is adapted. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards. It often has a high point value. This rubric indeed is designed to assess the progress of students in their speaking skill during the process of learning in the classroom, in the middle of semester. It is not a final project, but it is aimed to figure out their improvement in the activity designed in the lesson plan. However, this rubric is also expected to help teachers in assessing students' speaking skill in their final examination in form of practical test. So, this rubric can be adapted by giving additional aspects, specifying the criteria and adding explanation about the scales in some criteria mentioned in the rubric by the teacher.

Essentially, analytic rubric Indeed complying with the formative assessment to monitor students' progress in their speaking skills during the learning process in the classroom. otherwise, this rubric is not designed for summative assessment that evaluate students learning at the end of an instructional unit by comparing it against some higher standards. yet, this rubric can be adapted by giving additional aspects, specifying the criteria and adding explanation about the scales in some criteria mentioned in the rubric by the teacher when used for summative assessment.

j. Can be combined when overall score for grading is needed

Allen describes that it is easier for teacher to wrap up the result of students' achievement during the learning process or the result of the task by combining the scores based on the scales in each criterion. As long as the scales are countable and it can be rated based on the grade, the analytic rubric is considerable. This rubric consists of four aspects to be measured and four criteria as achievement levels; the score given to the students can be combined as overall score for grading is needed. Moreover, this rubric has the same number in levels of performance for each criterion within a rubric, so it makes the teacher easier to sum up the score.

According to Allen, analytic rubric also could be used for taking the overall score for grading by combining the scores based on the scales in each criterion as long as the scales are countable and it can be rated based on the grade. This rubric consists of four aspects to be measured and four criteria as achievement levels with the same number in levels of performance for each criterion within a rubric.