AN ANALYSIS OF PRE-SERVICE TEACHERS' RUBRICS FOR ASSESSING SPEAKING PERFORMANCE AT SMA NEGERI IN SIDOARJO

THESIS

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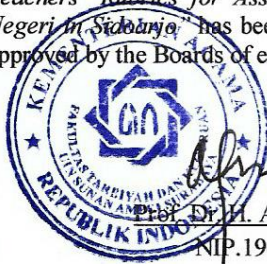
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ABSTRACT

Wulandari, Dhini (2018). *An Analysis of Pre-Service Teachers' Rubrics for Assessing Speaking Performance at SMA Negeri in Sidoarjo.* A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya.

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Key Word : Rubric, Speaking Performance, Misconception about Rubric

Rubric is being one of the assessment tool that teachers use in gaining students learning outcome especially in authentic assessment. Based on K13 curriculum, Performance based assessment is being one of the example of authentic assessment. Moreover, in doing teaching internship, Pre-Service teacher can't do variety of assessment because of the limited time, thus speaking performance is one of the activities that mostly chosen by the pre-service teacher in gaining students learning outcome. Therefore, it is essential for pre-service teacher being able to create good rubric for assessing speaking performance. Danelle D Steven stated that there are four aspects of rubric; which are task description, scale, dimension, and description of dimension, each rubric definitely has its own criteria that should be fulfilled. This study aim to know how the Pre-service teachers' rubrics meet the criteria of good speaking performance rubric and what the common misconception that mostly arises among the Pre-service Teacher about rubric. Qualitative descriptive design is used in this study. In particular the documentation of rubrics from 6 Pre-Service teachers in 6 different school of teaching internship in State Senior High School in Sidoarjo were analyzed by doing document observation. Interview with the pre-service teacher also hold for supporting order to know the common misconception that mostly arises about rubric among them. Based on the findings and the discussion, from all of the criteria that distributed into 4 aspects, there are 8 criteria that fulfilled in the pre-service teachers' rubric and for the misconception that mostly arises among them is omitting important aspect of learning objectives.

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ABSTRAK

Wulandari, Dhini (2018). *An Analysis of Pre-Service Teachers' Rubrics for Assessing Speaking Performance at State Senior High School in Sidoarjo.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya

Pembimbing: Dra. Irma Soraya, M.Pd dan Drs. Muhtarom, M.Ed, Gred, Dip. Tesol

Kata Kunci : Rubric, Speaking Performance, Misconception about Rubric

Rubric menjadi salah satu instrument penilaian yang digunakan oleh guru untuk mengetahui pencapaian siswa,. Dalam melaksanakan PPL 2 mahasiswa tidak dapat melakukan penilaian yang bervariasi karena keterbatasan kesempatan dan waktu mengajar, sehingga penilaian unjuk kerja pada keterampilan berbicara sering dilakukan oleh mahasiswa PPL 2 untuk mengukur pencapaian siswa. Maka dari itu, menjadi hal yang penting bagi mahasiswa PPL 2 untuk mampu membuat rubric penilaian unjuk kerja keterampilan berbicara dengan baik. Dannelle D Steven menyatakan bahwa ada empat aspek dalam rubric yaitu; task description, scale, dimension, dan description of dimension yang masing masing aspek tersebut memiliki criteria yang harus dipenuhi untuk menjadi rubric yang baik. Penelitian ini bertujuan untuk mengetahui bagaimana rubrik yang dibuat oleh mahasiswa PPL 2 memenuhi kriteria dari rubric untuk penilaian unjuk kerja berbicara dan kesalahan konsep apa yang paling sering muncul diantara mahasiswa PPL 2 tentang rubric. Metode kualitatif deskriptif digunakan dalam penelitian ini. Ada 6 rubrik mahasiswa dari 6 sekolah berbeda yang digunakan untuk praktik PPL 2 di SMA Negeri di Sidoarjo yang telah dianalisis dengan observasi dokumen. Interview dengan mahasiswa PPL juga dilakukan sebagai data pendukung untuk menjawab masalah penelitian ke dua yaitu tentang kesalahan pemahaman tentang rubric. Berdasarkan hasil penelitian, rubric mahasiswa memenuhi 8 kriteria dari keseluruhan criteria rubric yang baik, dan untuk kesalah pahaman tentang rubric yang sering muncul adalah mengurangi/menghilagkan criteria yang mewakili tujuan pembelajaran.

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CHAPTER I
INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of Study

Assessment is being one of the important things that teachers do when they want to know students' learning outcomes. Assessment may include testing, measuring and evaluating.[1] A good assessment will help teacher monitor students' progress in learning. There are two kinds of assessment that can be done for gaining the students outcome, they are summative and formative assessment. The function of summative assessment is to measure the students' outcomes at the end of a unit or material, to promote students, to make sure that they fulfill the standard of school's or companies regulation, or as a method for selecting students in the other field.[2] Summative assessment refers to the assessment that is hold in the end of the semester. In the other hand, formative assessment is done frequently and it defines as interactive assessments that hold to know about the student's progress and understanding in identifying learning needs and adjust teaching appropriately in educational field.[3] Formative assessment means teacher do the assessment while the learning process is running. Formative assessment is important to do as the teacher can know the progress of the students.

In doing formative assessment it is very important to make the assessment authentic. Authentic assessment refers to assessments where students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned.[4] J. Mihael O' Malley and Lorraine Valdez Pierce stated

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[1] Dan Doughlas, "*Understanding language testing*" , (USA : Routledge, 2014), 5

[2] CERI *" Assessment for Learning Formative Assessment"* 1

[3] CERI *" Assessment* 1

[4] https://citl.indiana.edu/teaching-resources/assessing-studentlearning/authentic-assessment/ (Accessed on, 20th June 2018)

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that authentic assessment is multiple forms of assessment that can show the students' learning, achievement, motivation and attitudes on instructionally relevant classroom activities.[5] It definitely will help the teacher to monitor the students' progress in learning. Moreover by doing assessment it will help teacher to know whether the learning objectives that desired by the teacher are already achieved by the students or not.

The objectives of the study definitely are broken down from KI and KD that stated in the syllabus of K13 Curriculum 2017 revised. KI is Generic competence consists of 4 (four) dimensions that represent spiritual attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and skills (KI 4).[6] While KD is basic competence from each subject that should be achieved by students, it is derived from basic competence.[7] Actually KI is always in linear with KD, but KD in KI 1 and 2 are only stated in religious education for KI 1 and civic education for KI 2.[8] It means that for other subject KI 1 and 2 are taught indirectly, and it will be a nurturing for the learning process In KD in KI 3 and also KD in KI 4. KI 3 or also known Cognitive/knowledge aspect focus on students' factual, conceptual, procedural and meta cognitive ability as well students lower order and higher order thinking skill.[9] KI 4 or Skill aspect focuses on students' ability in applying their knowledge in order to do certain task.[10] When KI 1 and 2 only taught in religion and civic education, it means that in English language learning the students will be more focus on achieving the KD from KI 3 and 4.

Talking about English language learning, most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. Listening and reading are known as the receptive skills; while speaking and writing are

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[5] J. Michael O' Malley - Lorraine Valdez Pierce. Authentic Assessment For English Language Learners. (California : Longman, 1996) , 4.

[6] Permendikbud 2016 No.021

[7] Permendikbud 2016 No.021

[8] Permendikbud 2016 No.021

[9] Kemendikbud, Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikanuntuk Sekolah Menengah Atas 2017, 23

[10] Kemendikbud, *"Panduan Penilaian* 23

known as the productive skills.[11] Receptive skill means, student receive the language and decode the meaning so they can get the message, while productive means students use the language that you have acquired and produce a message through speech or written text that you want others to understand.[12] All the skill will be integrated when English is taught in the classroom, not only in the learning process, in the assessment those skills also will be integrated to figure out the achievement of the students through some activity or task that can be done in the classroom.

Talking about English language learning assessment, based on Syllabus Curriculum K 13, assessment of learning processes and outcomes is conducted on some principles. The first Assessment is done in an integrative manner, including attitudes, knowledge, and skills in using oral and written English contextually according to its social objectives and functions.[13] It means that the assessment in form of task that can be done in the classroom is orally (speaking) or written (writing). The second is Attitude assessment focuses on visible attitudes in behavior during learning to communicate orally and write in English inside and outside the classroom.[14] It means that although attitude aspect will be the main focus on the other subject, it still have to be assessed briefly what attitude that occur in the every teaching and learning process.

Assessment guideline of K13 Curriculum stated that speaking and writing are used to assess the students competence.[15] In assessing speaking, teacher can give students some task that can be done in the classroom. Sari Luoma stated that speaking tasks can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation.[16] Some activity that can be done such as portfolio, project based task, performance based task and so on.

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[11] Christian A Clausen. MCAEL Teacher Toolkit. www.mcael.org. 8

[12] Christian A Clausen. MCAEL 8

[13] Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak)

[14] Kemendikbud, *"Panduan Penilaian*...34

[15] Kemendikbud, *"Panduan Penilaian* 34

[16] Sari luoma, "Assessing Speaking" (Cambridge : Cambridge University Press 2004), 31

Performance based assessment is being on of the ways in assessing students' speaking outcomes, O'Mally and Valdez Pierce considered performance based assessment to be one of authentic assessment.[17] Performance based assessment bring the authentic assessment that relates the students to real world context. As what Buku Assessment guidelinestated that assessment in K13 Curriculum should be authentic.[18] Therefore it can enhance and engage the students critical thinking and creativity. There are many kinds of activities that can be done as a part of performance based assessment. According to Blaz, some task or activeties that mostly used for performance assessment are debate, demontration, dialogue, newscast, monolog and so on[19]. Based on preliminary research, those kinds of activities are also usually used by Pre-service Teacher in assessing speaking skill in their teaching practice, because they just have limited time to do the teaching practice and performance base activities is can be done in that limited time.

When teacher is designing task for the Pre-service Teacher definitely make scoring tool or scoring guidance that will help them in assessing students' achievements. There are many kinds of scoring tools that can be used by teacher. For assessing performance such as Speaking K 13 curriculum recommend teacher use scoring rubric. According to Susan M Brookhart rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.[20] Making a good rubric is very important to do because with well-designed rubric teacher can easily assess the students' skill. When the guideline is clear and well-designed, the outcome that will be gotten will be authentic and reliable. To make a good rubric for any kind of task at least it includes a task description (the assignment), a scale of some sort (levels of achievement, possibly in the form of grades), the dimensions of the assignment (a breakdown of the skills/knowledge involved in the assignment), and descriptions of what constitutes each level of performance (specific feedback)

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[17] J. Michael O'Malley, "Authentic 4

[18] Kemendikbud, *"Panduan Penilaian* 33

[19] Ülkü Ayhan, "Key of Language Assessment: Rubrics and Rubric Design". *International Journal of Language and Linguistics Vol. 2, No. 2; June 201*. p 87

[20] Susan M Brookhart, *"How to create and use rubric for formative assessment and grading"*, (USA: ASDC Publisher), 4

all set out on a grid.[21] All of the aspect of rubric definitely has to represent the learning process.

In fact, designing a good rubric that assesses whole activity in the classroom is not easy for teacher. It is also happens to the Pre-service Teacher who are doing their micro teaching class. In teaching practice at micro teaching classes, Pre-service Teacher do the assessment in the peer teaching that follow K13 curriculum. The purpose of the assessment is to gain the learning outcome from the learning activity and measure whether the objectives of the study that they designed are reached or not. Based on the preliminary research that conducted by briefly checking the students teachers' rubric Sometimes, they are not able to design a rubric that represents all aspect that must be assessed in the learning process. In some cases they don't put the task description correctly and also make some confusing description. It may happen because they have some misconception about rubric itself. They don't really understand and usually misunderstand about what they should do to each part of rubric when they are designing rubric. Those misconception lead them to make a trouble rubric that also difficult them to do the assessment.

From that phenomenon, the researcher is interested to do this research because it can figure out the Pre-service Teacher quality of the designed rubric for classroom assessment as all of Pre-service Teacher should able to design a good rubric for good classroom assessment that can cover the learning objectives. And it also wants to figure out what misconception that leads them when in case they make a trouble in designing rubric.

This research will take place at senior high school in Sidoarjo, in some school that Pre-service Teacher of English Teacher Education Department of UINSA do their teaching internship. Teaching internship program is a program where pre-serviced teacher will do teaching practice in a real class and real condition. The research will take state senior high school in Sisoarjo because some of the state schools in sidoarjo that used for teaching internship are listed as referral school *(sekolah rujukan)*.

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[21] Dannelle D steven and Antonia D Levi, *"Introduction to rubrics : an assessment tool to save grading time, convey effective feedback, and promote student learning"*, (Virginia : Stylus Publishing, 2005), 6

Referral school is a high school that has met or exceeded the National Education Standards (SNP) and developed a program of excellence in accordance with school potential and community needs.[22] It means that the referral schools have good standard in many aspects and those schools are designed to be learning model for other schools around them. Besides that, the teachers of state senior high school usually already certified and given some workshop related with assessment by the Government, hopefully Pre-service Teacher who are doing teaching internship in state high school will get a good guidance in doing assessment especially in making rubric. Moreover, English Department's Pre-service Teacher at Sunan Ampel State Islamic University is chosen because Sunan Ampel State Islamic University is in ongoing process to be the World Class University. To be World Class University definitely requires better quality of students especially for pre-service teacher when they are distributed to many schools to do internship program and bring the name of the institution.

In line with the issue, there are some previous studies that have been conducted before by some researcher. The first study is from Silvy Millata Shallianah under the title "An Analysis of the Teacher Competence on Developing Rubric to Assess English Competence of Eignt-Grade Students in SMPN 1 Sedati Sidoarjo. (Case Study)". This study was designed to describe the teacher competence in assessment based on the standard of teacher competence by American Federation of Teachers and also described about teacher competence in developing rubric in role play assignment.[23] This research is focus on the teacher competence in creating a rubric after getting some training from certification program. This research use qualitative descriptive approach. The second previous study is from Robin Tierney & Marielle Simon under title "What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale

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[22] Sekolah   Rujukan   Sebagai   Model   Pembelajaran. https://psma.kemdikbud.go.id/index/index.php?page=berita_detail&id=OTg5#.W0H0_tIzbIU (Accessed, 08 July 2018)

[23] Silvy Millata Shallianah thesis : *"An Analysis Of The Teacher Competence On Developing Rubric To Assess English Competence Of Eighth-Grade Students In Smpn 1 Sedati Sidoarjo (Case Study)."* (Surabaya: UINSA,2016)

levels". This research examines the guidelines and principles in current educational literature that relate to performance criteria in scoring rubrics. Language consistency in describing performance of the criteria for assessment and learning in the scale level is become the main focus.[24]

In sum this study is conducted to make a difference from the previous studies. This study will focus on the rubric that has been created by the Pre-service Teacher of English Teacher Education Department at teaching internship (PPL 2) program academic year 2018/2019. The Pre-service Teacher' rubrics were analyzed based on the theory of good rubric that developed by Dannelle D Stevens and also the theory of Susan M Brookhart. Moreover this study also try to figure out what are the misconception that appear while the Pre-service Teacher making a rubric. This study is expected to be useful for everyone especially for students teacher in micro teaching class to be a guideline to make a good rubric assessment in assessing students speaking skill in the classroom.

B. Research Question

In relation to the background of the study that previously outlined above, the problem of the study can be formulated as these following questions:
1. How do Pre-service teachers' rubrics for assessing speaking performance meet good rubric's criteria?
2. What is the misconception that mostly appears among Pre-service Teacher about rubric?

C. Objectives of The Study

In relation to the research question above, this research will be aimed to finding out:
1. To describe how the Pre-service Teacher' rubrics for assessing speaking performance meet good rubric's criteria
2. To describe the misconception that mostly appears among the Pre-service teachers about rubrics

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[24] Tierney, Robin & Marielle Simon (2004). What's still wrong with rubrics: focusing on the consistency of performance criteria across scale levels Practical Assessment, Research & Evaluation, 9(2). Retrieved October 18, 2004

D. Significance of The Study

The result of the study is expected to give contribution for Pre-service Teachers and also the lecturer or department. In particular, this study can increase Pre-service teachers' and lectures' awareness about how the design of rubric assessment is expected.

For the Pre-service Teacher, this study will increase their knowledge and awareness about the content or aspect of a good assessment rubric which is expected to represent and measure the whole activity in the classroom especially for speaking skill based on the learning objective. It will help the Pre-service Teacher understand more about what should exist in the rubric and what kind of criteria and description that needed in the rubric that can help them in assessing speaking skill. After knowing it, hopefully the Pre-service Teachers can design a good rubric that can be used to measure the students' achievement.

For the lecturer or department, this research may help them to be more aware with the Pre-service Teachers' ability in creating assessment rubric. It also helps the lecture or department to prepare the Pre-service teacher to be a good future teacher where the Pre-service teachers must able to create good rubric.

E. Scope and Limitation

The scope of this study is in the aspect of rubric. The rubrics are gotten from lesson plan and the curriculum used in designing lesson plan is K 13 curriculum. This curriculum has four aspects; theology aspect, attitude aspect, knowledge aspect and skill aspect. From those four aspects only skill aspect that become the main focus. For the second research question about misconception, the scope is about the Pre-service Teacher' conceptual misconception about the criteria of rubric's aspect.

The first limitation of this study is Pre-service Teacher that doing their teaching internship practice academic year 2018/2019 which took place at state senior high school in Sidoarjo. The schools are SMAN 1, SMAN 2, SMAN 3, SMAN 1 Taman, SMAN 1 Gedangan and SMAN 1 Porong. The rubric that will be used are rubric for assessing speaking performance only. From each school only one Pre-service Teacher's rubric will be analyze. Before the

teaching process, Pre-service Teacher made the lesson plans that integrating some English skills in the learning process, so the English skills were not taught sparately but based on Assessment guidelineSMA K13 Curriculum, assessment can be done in oral (speaking) form or written (writing) form. So that, the English skill that been the focus is only speaking skill because in limited time of teaching attempts, only speaking that can be done easily in the classroom.

F. Definition of Key term
1. Rubric

 Rubric is one of the tools that can be used in gaining the students' outcomes that provides specific expectation for an assignment, separate a task into small components parts   and provides   clear description of the acceptable and unacceptable levels of performance.[25]

 In this research, Rubrics is scoring tool that are made by pre-service teacher for assessing students' speaking performance in their teaching internship program

2. Speaking Performance

 According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.[26] According to Brown, Performance based assessment refers to productive, observable skills such as speaking and writing.[27]

 From all of the definitions of those experts, it can be said that speaking performance is how the speakers deliver their idea to the audience through words and sentences where their performance in speaking will show their competence automatically. In this research, speaking performance is an activity that is used by the teacher in assessing students' competence in speaking.

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[25] Dannelle D steven. *"Introduction to rubrics* 3
[26] Nunan, D. "Practical English Language Teaching". (New York: Mc Graw-Hill 2003), 23
[27] Doughlas Brown, "Language Assessment - Principle and Classroom Practice" (England: Longman Pearson 2010), 255

3. Pre-service Teacher

   Pre-service Teacher is 7th semester of English Education Department students at Sunan Ampel State Islamic University who already pass the precondition to take micro teaching class and now join microteaching class.[28]

4. Misconception about Rubric

   Conceptual misunderstandings arise when students are given information in a way that does not lead them to face paradoxes and conflicts resulting from their own preconceived notions and beliefs.[29]

   In this research misconception means misunderstanding the concept about rubric that experienced by the pre-service teachers.

5. Teaching Internship

   Teaching Internship (PPL 2) at Tarbiyah Faculty and Teacher Training UIN Sunan Ampel Surabaya is a series of activities to apply various educational theories in the form of learning exercises in schools. The form of activity of PPL II is the stage of teaching practice that is confronted with real students, known as real classroom teaching and training of teaching and learning tasks others[30]

   Here teaching internship means teaching practice that will be done by student teacher in some schools, in real condition with the real students that possibly the student teachers to explore their selves in teaching.

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[28] UINSA "Pedoman Praktik Pengalaman Lapangan (Ppl) II Tahun Akademik 2017/2018 Fakultas Tarbiyah Dan Keguruan Uin Sunan Ampel Surabaya" (Surabaya: UINSA 2018), 1

[29] Science teaching reconsidered : a handbook. Committee on Undergraduate Science Education. Washington : National Academy Press. 1997

[30] UINSA "Pedoman Praktik Pengalaman Lapangan... 1

CHAPTER II
REVIEW OF RELATED LITERATURE

The literature in this chapter the researcher describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field. This review consists of several subheadings. The first is talking about ELT, the second is about assessment, third is about speaking performance assessment, the fourth is about rubric for speaking performance assessment and the last is about the previous studies.

A. Theoretical Framework
1. English Language Teaching

Language is a complex skill covering four sub-skills; listening, reading, speaking and writing.[31] For the teaching of English to be successful, the four skills should be integrated in an effective way. In teaching and learning process there are three important elements, they are learning objectives, instructional activity and assessment.[32]

Learning objectives or also called instructional objectives or performance objectives, are the statements that describe what students will be able to do when they successfully complete a unit of instruction.[33] A good learning objective should be specific, measurable, and clearly stated. Learning objectives gives the students expectation about what will they get or achieve after the learning process is done.

After defining the learning objectives, teachers design the instructional activities that will help students to reach the learning objectives. Some activities that can be done, such as teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher who use the target language, to a song, to each other in a pair activity), *speak* (pronunciation practice,

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[31] Dr. Noushad Husain, "Language and Language Skills", Research Gate https://www.researchgate.net/publication/274310952 (accessed on September 23rd 2018, 20:28 pm)

[32] Carneige Mellon University, Design and Teach a Course. https://www.cmu.edu/teaching/designteach/design/learningobjectives.html (accessed on 5th november 2018, 11:57 am)

[33] Carneige Mellon University, Design and..1

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greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read (*instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).[34] Classroom activities should be designed as well as possible so that it can engage students during the learning process and help them to develop their language skill.

Moreover, after designing the instructional activity, one of the important thing that tecaher should do to know whether students' already achieved the learning objectives or not is thorough Assessment. Assessment is the process of gathering information to monitor progress and make educational decisions if necessary.[35] Through assessment, teacher knows how far the students progress in learning, from that teacher can design what will they do next, giving the students remidial or enrichment.

2. **Assessment**

Assessment is the process of gathering information to monitor students' progress and make educational decisions.[36] Brown stated that assessment is an ongoing process that includes wider domain.[37] It means that assessment is happen during the learning process includes testing, measuring and also evaluating. Moreover, it can be stated that assessment is one of the teachers' action to know the students learning outcomes whether the students is already reached the target competence and learning objectives or not. Assessment also provides feedback for the students so that they can improve themselves to achieve the learning objectives.

a. **Types of Assessment**

According to Brown there are two types of assessment, they are formative assessment and summative assessment.

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[34] PhD Cand. Lorena Manaj Sadiku. The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*. April 2015 Vol.1, Nr. 1. Pp 30
[35] Dr. Bob Kizlik, *"Measurement, Assessment, and Evaluation in Education".2012*
[36] Dr. Bob Kizlik, *"Measurement,* 1
[37]H. Doughlas Brown. Language Assessment 5

1) Summative assessment.

The purpose of summative assessment is to measure, or summarize, what a student has achieved, and usually happens at the end of a course or unit of instruction.[38] It is a summation of what students has already learned, how students already accomplished objectives but not focus on the process. Summative assessment refers to the assessment that is hold in the particular time. The example of summative assessment is final test, mid test, proficiency exam and many more.

2) Formative Assessment

Formative assessment is an assessment which is done during the learning process when students are forming their competencies and skills with purpose to help them improve their growth process of skill.[39] Formative assessment is done frequently and it defines as interactive assessments that hold to know about the student's progress and understanding in identifying learning needs and adjust teaching appropriately in educational field.[40] Formative assessment means teacher do the assessment while the learning process is running, so it assesses the students' progress.

Therefore, those two kinds of assessment are necessary to be done in the classroom because both types of assessment have different purpose in gaining students' outcomes.

b. Assessment in K13 Curriculum

1) Assessment of Learning dimension in K13 Curriculum

According to Assessment Guideline of K13 Curriculum, there are three major learning dimensions that must be assessed. They are attitude dimension, knowledge dimension and skill/psychomotor dimension.[41]

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[38] H. Doughlas Brown. Language Assessment 6
[39] H. Doughlas Brown "Language Assessment 6
[40] CERI " Assessment for Learning 1
[41] Kemendikbud, "Panduan Penilaian..15

Affective aspect assessment assesses the students' behavior as a result of educational process inside or outside classroom. [42] Cognitive aspect assessment measure students' factual, conceptual, procedural and meta-cognitive ability as well students lower order and higher order thinking skill.[43] This assessment related to the students' competence that must be reached based on core competence and basic competence. The last is psychomotor/skill aspect assessment which measures students' ability in applying their knowledge in order to do certain task.[44] Moreover, Psychomotor/skill assessment focuses on assessing performing sequences of motor activities.[45]

2) Authentic assessment in K13 Curriculum

Based on the Regulation of Department Education in Indonesia no 23 Thn 2016 authentic assessment is used in K13 curriculum.[46] According to Woster Authentic assessment is an assessment where the student demonstrates his/her skill towards an attitude in real life context and is assessed based on this fundamental performance.[47] Moreover, Olfos & Zulanta stated that authentic assessment relates learning with real and complicated situations and contexts.[48] It means that authentic assessment promote students in learning that relates with real world situation, enhance their critical thinking and problem solving.

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[42] Kemendikbud, *"Panduan Penilaian* 15
[43] Kemendikbud, *"Panduan Penilaian* 23
[44] Kemendikbud, *"Panduan Penilaian* 33
[45] Gowrishankar Kasilingam, Assessment of learning domains to improve student's learning in higher education. Journal of Young Pharmacists Vol 6 Issue 4 Jan-Mar 2014
[46] Permendikbud No 23 tahun 2016, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016
[47] Woster, J. S, Authentic assessment: A strategy for preparing teachers to respond to curricular mandates in global education. Theory into Practice, 1993. 32(1), 47-51.
[48] Olfos, R., & Zulantay, H. (2007). Reliability and validity of authentic assessment in a web based course. Educational Technology & Society, 10(4), 156-173.

There are three types of authentic assessment in curriculum 2013 can be performed in the class, such as;[49]

(a) Performance assessment

According to Brown, Performance based assessment refers to productive, observable skills such as speaking and writing.[50] Performance assessment is done by observing students' activities in doing the tasks. This assessment can be used to assessing whether the competence is achieved or not and demand students to do some certain tasks, such as practice, presentation, role play, demonstration and so on.[51] In observing performance assessment, it is necessary to be done in any kinds of context to define the achievement level of certain competence. For example, to assess speaking performance, some observations are done in some activities such as discussion, speech, storytelling and interview, so that the students' speaking skill will be seen clearly.

(b) Portfolio assessment

Portfolio assessment is the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities.[52] In portfolio assessment, teacher can gather the students' works from the very first work until the last work to know the progress of the students. Teacher can utilize portfolio to stimulate and motivate students to reach and develop students' self esteem when students look at their development through students' works. Indirectly, it can impact students' effort to reach their individual objectives.

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[49] Kemendikbud, *"Panduan Penilaian* *34*
[50] Doughlas Brown, "Language Assessment - Principle and Classroom Practice" (England: Longman Pearson 2010), 255
[51] Kemendikbud, *"Panduan Penilaian* *34*
[52] Kemendikbud, *"Assessment guideline*...*35*

(c) Project assessment

Project is a kind of assessment which includes planning, data collecting, organizing, analysis, and presenting within a period. [53] As the result, the students should make a report as for the result of the task. Project assessment can be done to figure out students' understanding, ability in applying something, innovation and creativity, ability of investigation and ability of presenting something clearly.

3. Speaking Performance Assessment

There are many different definitions about speaking from some experts. Thornbury states that speaking is an activity in real life that is carried out by speaker to express his/ her ideas to interact with listeners.[54] According to Ladouse in Nunan's book, speaking is described as the activity as the ability to express something in the situation, or the activity to report acts, or situation in appropriate words or the ability to talk or to express an order of ideas fluently.[55] According to Assessment guidance K13 Curriculum, spoken form and written form are being the way in assessing students competence.[56] It happens because speaking and writing are productive skill that can be observed (hear and see).

According to CARLA, there are some aspects/dimension that should be paid attention in assessing speaking such as content, vocabulary, accuracy/ grammar/language use, task fulfillment, appropriate use of language, creativity, sentence structure/text type, comprehensibility, fluency, pronunciation.[57] Those dimension are in line with Brown who stated that some aspects in speaking are pronunciation, fluence, vocabulary use, grammar, comprehensibility and etc.[58]

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[53] Kemendikbud, *"Panduan Penilaian*..*35*
[54] Thornbury, S. "How to Teach Speaking" (London: Longman 2005), 20
[55] Nunan, D. "Practical English Language Teaching". (New York: Mc Graw-Hill 2003), 23
[56] Kemendikbud, *"Panduan Penilaian*..*33*
[57] University of Minnecosta. CARLA. Open dictionary University of Minnecosta (http://carla.umn.edu/research.html, accessed on 27th 8 2018)
[58] Doughlas Brown, *"Language Assessment - Principle and Classroom Practice"*(England: Longman Pearson 2010), 140

a. **Basic Types of Speaking and the criteria that should be measured in speaking performance**

There are two kinds of language skill. They are the receptive skill (listening and reading) and productive skill (speaking and writing).[59] Speaking as the communication tool is important to master in learning language. The teacher should teach the learner with the sequence of basic types of teaching speaking. It consists of imitative, intensive, responsive, interactive, and extensive. Moreover, in assessing students speaking performance, there must be some tasks that can be used and also criteria that will be assessed. According to brown, each types of speaking has its own criteria of that should be mastered by the students that will also be assessed by the teacher

Brown propose five types of speaking as explained in the following[60]

1. Imitative

This type of speaking requires the students to copy word, phrase or a sentence. Pronunciation is being the main focus of the assessment, but grammar also can be included into the criteria. In this types of speaking communicative competence is not being the main focus because students are only imitate orally without adding extra explanation.

Some activities that can be done in this kind of speaking are drilling or phone pass. Phonepass is an activities that makes the students read aloud, repeat sentence, say words, and answer questions. The rates, which are measured, are pronunciation, reading fluency, repeat accuracy, repeat fluency, and listening vocabulary. Thus, in imitative speaking, the teacher focuses on speech sounds and phonemes, which are produced by students.

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[59] Christian A Clausen. MCAEL Teacher Toolkit. www.mcael.org. 8
[60] Doughlas Brown, *"Language Assessment* 141

2. Intensive

This kind of speaking doesn't focus on phonological aspect. Understanding meaning is being the main focus in this type of speaking but interaction is minimal. In Intensive speaking the teacher focuses on assessing of producing word, phrases, or sentences (no more than a sentence).

The activity example is reading aloud, sentence, dialogue completion, and oral questionnaires. Fluency and pronunciation is become the main focus of intensive speaking

3. Responsive

In responsive speaking, conversation is important although the length of sentence is still limited. Therefore the speaker is required to speak correctly. To response a short conversation, making a simple request comment, Question and Answer, Giving Instruction and Directions, Paraphrasing, Test of Spoken English are the example of responsive speaking. Communication is being one of the important criteria in this type.

4. Interactive

The length and complexity of the interaction which sometimes includes the multiple participations is being the main focus of interactive speaking. In interactive speaking students also learn about the literal meaning

of the sentence in a high level but it is different with responsive speaking which has learned the literal meaning of phrase and sentence in low level.

Some activities that support this type of speaking are interview, roleplay, discussion and conversations, games and etc. To assess interactive speaking, the teacher measures grammar, vocabulary, comprehension, fluency, pronunciation, and task.

5. Extensive

Extensive speaking involves a wide range of speech production. Also the speaker should interact with the audience such as answering some questions in discussion session. Some activities that support this kind of speaking are oral presentation, story telling, retelling a story/news item and etc. In extensive speaking important criteria that should be paid attention are content and how to deliver the material such as grammar, pronunciation, gesture, eye contact, fluency, aids, expression, volume, rate of speech, and communication.

4. Rubric for assessing speaking performance

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.[61] Rubrics give structure to observations.[62] Teacher can match the students' works to the description in the rubric to get the result. Instead of judging the performance, the rubric describes the performance. An assessment of quality based on a rubric also contains some descriptions of performance that can be used for feedback and teaching. This is different from an assessment of the quality from a score or a grade that is done by the teacher without a rubric. Judgments without descriptions stop the action in a classroom.[63] It is happens because when the teacher don't show the quality of the students performance and directly give score or grsde without any reason, the students' skills will not develop.

However rubrics separate a task into small components parts and provide cleared description of the acceptable and unacceptable levels of performance.[64]. Rubrics can be used for grading a large variety of assignments and tasks: performance, research papers, book critiques, discussion participation,

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[61] Susan M Brookhart, *"How to create and use rubric for formative assessment and grading"*, (USA: ASDC Publisher) 4
[62] Susan M Brookhart, *"How to create and use* 5
[63] Susan M Brookhart, *"How to create and use rubric for* 5
[64]Dannelle D steven and Antonia D Levi, *"Introduction* 3

laboratory reports, portfolios, group work, oral presentations, and more.[65]

a. Types of Rubric

There are some kinds of rubric based on Susan M Brookhart, such as analytic and holistic rubric, and general and task-based rubric. Analytic rubrics separately describe works based on the each criterion.[66] In the other hand, by applying all the same criteria, holistic rubric describe the works at the same time and apply the coveralls judgment to the works' quality.[67]

The next types are general and task based rubric. General rubrics use criteria and descriptions of performance that general, or can be used for different tasks.[68] Task-specific rubrics are rubrics that are specific to the performance task with which they are used.[69] Task specific rubrics contain the answers to a problem, or explain the reasoning students are supposed to use, or list facts and concepts students are supposed to mention.

b. Criteria for good Speaking Performance rubric

According to Danelle D Stevens, there are 4 parts or aspects of rubric; such as task description, scale, dimensions, and also description of the dimensions. Each parts definitely has its own criteria that should be followed to create a good rubric.

1) Task description

According to Dannelle, there are some criteria of good task description;[70]

   a) Taken from the syllabus. The task that will be given to the students should be taken from the syllabus as the syllabus contains target of what students will achieve in the learning process.

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[65] Dannelle D steven and Antonia D Levi, *"Introduction* 3
[66] Susan M Brookhart, *"How to create and use rubric for* 6
[67] Susan M Brookhart, *"How to create and use rubric for* 6
[68] Susan M Brookhart, *"How to create and use rubric for*...................................6
[69] Susan M Brookhart, *"How to create and use rubric for*..................................6
[70] Dannelle D steven and Antonia D Levi, *"Introduction to* 7

b) placed at the top of the rubric to remind the teacher what assignments that should be graded and also to remind students

c) Put the full assignment at the top of the rubric. If the task is too long, the teacher can sorter the task description but still give additional explanation. For example, "Rubric for Oral Presentation" and teacher can add the word "see the syllabus" or put a larger task description that contains descriptive title and also task description.

2) Scale

The scale describes how well or poorly any given task has been performed and occupies yet another side of the grid to complete the rubric's evaluative goal. According to Dannelle, there are some criteria of good task description;[71]

a) Terms used to describe the level of performance should be tactful but clear. Words such as "mastery," "partial mastery," "progressing," and "emerging" provide a more positive, active, verb description of what is expected next from the student and also mitigate the potential shock of low marks in the lowest levels of the scale. According to Huba, Some scale that mostly used are;

(1) Sophisticated, competent, partly competent, not yet competent

(2) Exemplary, proficient, marginal, unacceptable

(3) Advanced, intermediate high, intermediate, novice

(4) distinguished, proficient, intermediate, novice

(5) accomplished, average, developing, beginning

b) There is no set formula for the number of levels a rubric scale should have. Most professors prefer to clearly describe the performances at three or even five levels using a scale

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[71] Dannelle D steven and Antonia D Levi, *"Introduction to* 8

3) Dimensions

In dimension, the students' task will be broken down into some important component that will be assessed. In dimensions the important aspects of the task will be mentioned and it will help students to know what they should do with the task

Based on Susan M Brookhart, there are some criteria that should be paid attention in creating dimension such as[72]

a) Appropriate, means each criterion represents an aspect of a standard, curricular goal, or instructional goal or objective that students are intended to learn. It means that when teacher set the objectives is about speaking, the dimension should cover some aspect of speaking. Brown and CARLA stated that some aspect that being the part of speaking are; content, vocabulary, accuracy/ grammar/language use, task fulfillment, appropriate use of language, creativity, sentence structure/text type, comprehensibility, fluency, pronunciation.[73]

b) Definable, means each criterion has a clear, meaning that both students and teachers understand. It means that the teacher should share the rubric to the students so there is no miscommunication when students are doing the task

c) Observable, means each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing.

d) Distinct from one another, means each criterion identifies a separate aspect of the learning outcomes the performance is intended to assess. In this criterion, dimension should not be repeated.

e) Complete, means all the criteria together describe the whole of the learning outcomes the performance is intended to assess. In this criterion,

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[72] Susan M Brookhart, *"How to create and use rubric* 25
[73] University of Minnecosta. CARLA. Open dictionary University of Minnecosta (http://carla.umn.edu/research.html, accessed on 27th 8 2018)

the dimension that is defined should follow the goal that had been stated earlier. For example, when the goal is students are able to present about something, teacher should pay attention to the dimension that should be assess in extensive speaking because presentation is one of the activities in extensive speaking.

f) Able to support descriptions along a continuum of quality, means each criterion can be described over a range of performance levels.

4) Description of the Dimension

It is very important to describe the level of the performance with language that describe what will be observed in the work rather that judging the works. There are many cases that teacher directly judge the students work by directly giving them grade like ABCD or excellent, poor, good, fair without any explanation why they receive those kind of grade. Susan M Brookhart define some criteria of good criteria or description for rubric, such as[74]

a) Descriptive, means the performance is described in terms of what is observed in the work. It means when teacher put a dimension about grammar, so the description also must talking about grammar, not the other dimension.

b) Clear, means both students and teachers understand what the descriptions mean. In this criterion, teacher should show the rubric to the students, so that the students can know how the descriptions for each level, so they can achieve the highest score.

c) Cover the whole range of performance, means performance is described from one extreme of the continuum of quality to another for each criterion. It means, the description should be described from the lowest level to the highest level of the performance

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[74] Susan M Brookhart, *"How to create and use* 28

d) Distinguish among levels, means the performance descriptions are different enough from level to level that work can be categorized unambiguously. It should be possible to match examples of work to performance descriptions at each level. In this criteria, the use of ambiguous term such as some, enough, little, rarely and so on should be avoided.

e) Center the target performance (acceptable, mastery, passing) at the appropriate level, means the description of performance at the level expected by the standard, curriculum goal, or lesson objective is placed at the intended level on the rubric. In this criterion, the performance description should be placed in appropriate place. For example when the highest level is advance so the desired performance quality of description/the best description of performance should be placed at advance level don't be inverted.

f) Feature parallel descriptions from level to level, means erformance descriptions at each level of the continuum for a given standard describe different quality levels for the same aspects of the work. in this criterion, the description should be described in parallel way with the same language but we have to avoid emphasizing the performance quantity.

c. Misconception about rubric

Creating rubric is quite complicated especially for Pre-service Teacher because they must know the right concept of rubric as evaluation tool. Moreover they have to understand what should they do with the rubric, what are the aspect and what should they assess with the rubric. Sometimes creating rubric can be confusing so many teachers sometimes just grading the students work by giving them evaluative score.

Susan M Brookhart there are three major misconceptions about rubric that usually appeared between the teachers, they are:[75]

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[75] Susan M Brookhart, *"How to create and use rubric* 15

1) Confusing learning outcomes with tasks

Rubrics should not confuse the learning outcome to be assessed with the task used to assess it. The biggest mistake teachers make when they use rubrics with performance assessment is that they focus on the task, the product, and not the learning outcome or proficiency the task is supposed to get students to demonstrate.[76] In this misconception most of the teachers only focus on what they see in the students' performance at particular time but not paying attention to the aspect that must be assessed in particular objective.

Moreover Meghan Oakleaf also stated that omitting important aspect of learning objectives and including unimportant aspect are become the criteria of this misconception.[77]

2) Confusing rubrics with requirements or quantities

Rubrics are not about the requirements for the assignment, nor are they about counting things.[78] Rubrics with criteria that are about the task—with descriptions of performance that amount to checklists for directions—assess compliance and not learning. Rubrics with counting requirement instead of quality descriptions assess the existence of something and not the quality of the performance. Most of the time this also means the intended learning outcome is not assessed.

3) Confusing rubrics with evaluative rating scales

Another misconception about rubric is when teacher use a numerical scale for each criterion, with higher numbers usually intended to mean better work. But another way that rating scales called as rubrics is in graphic scales that use such images as emoticon. Rubrics with evaluative scales instead of descriptive scales assess work quality by "grading" it and therefore miss the main advantage of rubrics. The main function of rubrics is to allow you to match the performance to a description rather

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[76] Susan M Brookhart, *"How to create and use rubric* 15
[77] M. Oakleaf, Writing Rubrics Right: Avoiding Common Mistakes in Rubric Assessment, ACRL 2009, Pp 1
[78] Susan M Brookhart, "*How to Create and use rubric for* 16

than immediately judge it. The rubric description is the bridge between what teacher sees the evidence in students work and the judgment of learning.

B. Previous Study

In this part, the researcher wants to show about the previous studies to find the difference with this research.

The first study came from Susan M Brookhart under the title "Appropriate Criteria: Key to Effective Rubrics".[79] This paper reviewed studies of rubrics in higher education from 2005 to 2017. There are some types of rubric that had been analyzed, but and some studies called their assessment tool a "rubric" but in fact it was a rating scale. Finally, no relationship was found between type or quality of rubric and study results. All studies described positive outcomes for rubric use.

The next study was from Craig A. Mertler under the title "Designing Scoring Rubrics for Your Classroom"[80]. This research focuses and explains about types of rubrics that can be used in the classroom. There are 2 kinds of rubrics that generally used in the classroom, they are holistic rubric and analytic rubric. Here also explained about steps that should be done in designing rubric. Moreover in this study also provide two examples of effective rubrics.

Another previous study came from Barbara M Moskal under the title "Recommendations for Developing Classroom Performance Assessments and Scoring Rubrics"[81] This paper provides a set of recommendations for developing classroom performance assessments and scoring rubrics similar to the sets of recommendations. The recommendations are divided into five categories: 1) Writing Goals and Objectives, 2) Developing Performance Assessments, 3) Developing Scoring Rubrics, 4) Administering Performance Assessments and 5) Scoring, Interpreting and Using Results.

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[79] Susan M Brookhart. "Appropriate Criteria: Key to Effective Rubrics" Open dictionary Frontiers in education (doi: 10.3389/feduc.2018.00022, Accessed on 20th September 2018)

[80] *Craig A. Mertler. "Designing Scoring Rubrics for Your Classroom" Practical Assessment, research and evaluation.* Volume 7, Number 25, December, 2001, pp 1

[81] M. Oakleaf, Writing Rubrics Right: Avoiding Common Mistakes in Rubric Assessment, ACRL 2009, Page 1 of 4

Research of M. Oakleaf under the title Writing Rubrics Right: Avoiding Common Mistakes in Rubric Assessment being the next previous study. This research discuss about common mistakes in designing rubric. The result of this study showed that there are some mistakes that commonly appear such in criteria, performance description, performance level and mistakes in general. This research also show some recommendation of how criteria, performance description, performance level should be written in rubric.

The last previous study came from thesis from Mutiara Ni'mah under the title "Psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya, Undergraduate thesis of UIN Sunan Ampel Surabaya.[82] This study was aimed to find out the practice of psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya. In this research, the researcher used descriptive qualitative as the research method. The data showed that English teacher had already practiced psychomotor domain in speaking performance assessment.

In general, previous studies of rubric and speaking performance assessment focused on types of rubric, steps of developing rubric, mistakes on developing rubric and psychomotor domain in assessing speaking performance. Therefore, this research will focus on how pre-service teachers follow the criteria of good speaking performance rubric assessment. Moreover, this research tries to figure out misconception about rubric that mostly appears among pre-service teachers.

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[82]Mutiara Ni'mah. *Psychomotor Domain in Speaking Performance Assessment of English Teaching at SMPN 24 Surabaya.* A Thesis. English Education Department, Faculty of Tarbiyah Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya, 2017.

CHAPTER III
RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers research design and approach, research presence, research location, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Research Design and Approach

Research design in this study was to seek the data needed and to be able to answer the question of the study. The researcher tended to use descriptive qualitative research. Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or materials.[83] Moreover, Beverley Hancock, Elizabeth Ockleford and Kate Windridge defined qualitative research is as a way in describing and interpreting and might lead to development of new concepts or theory and it leads to have natural setting as the data.[84]

Natural phenomenon which was being the focus in this study is how the pre-service teachers design their rubric for assessing speaking performance follow the criteria of good rubric for speaking performance and what misconception that mostly appears among them about rubric. In line with that definition, the researcher would observe and describe the real condition that The researcher faces in analyzing pre-service teachers rubric and their misconception about rubric.

B. Research Presence

The research presence in this study was as a nonparticipant observer. Cresswell stated that nonparticipant observer is someone who observes something by visiting a site and recording notes

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[83] Jack R Fraenkel, *"How to design and evaluate research in education"* (New York: McGraw-Hill, 2012) 426

[84] Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009),6.

without joining in the activities of the participants.[85] The researcher collected the document of Pre-service Teacher lesson plans that contain speaking performance's rubric assessment. Then, the researcher analyzed the aspect of rubric and misconception about rubric based on the mixing theories which was explained in chapter two.

C. Research Setting

This study had taken take place in some state schools in Sidoarjo that used for teaching internship program of Tarbiyah Faculty of SunanAmpel State Islamic University in academic year 2018/2019. The schools that were chosen are SMAN 1, SMAN 2, SMAN 3, SMAN 1 Taman, SMAN 1 Gedangan and SMAN 1 Porong. Those schools were chosen because those school already apply K13 Curriculum and some of those school are considered as referral school. Referral school was a high school that had met or exceeded the National Education Standards (SNP) and developed a program of excellence in accordance with school potential and community needs.[86]

D. Data and Source of Data
1. Data

The data that were used in this study were Rubrics which are made by Pre-service Teacher. Before the teaching process, Pre-service Teacher made the lesson plans that integrating some English skills in the learning process, so the English skills were not taught sparately but based on Assessment guidelineSMA K13 Curriculum, assessment can be done in oral (speaking) form or written (writing) form. The rubrics that were used are rubrics which focus in assessing speaking performance. Pre-service Teacher' rubrics were collected and then analyzed by the theory of Susan M Brookhart and Dannelle D Steven to figure out the data about how the Pre-service Teacher rubrics follow the criteria

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[85]John W.Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, fourth edition (Boston: Pearson Education Inc., 2012), 214.

[86] Sekolah Rujukan Sebagai Model Pembelajaran. https://psma.kemdikbud.go.id/index/index.php?page=berita_detail&id=OTg5#. W0H0_tIzbIU (Accessed, 08 July 2018)

of good performance rubric. Moreover, Pre-service Teachers were interviewed about misconception dealing with rubric based on theory of Susan M Brookhart about misconception about rubric also been the main information to answer the other research question.

2. Source of Data

The Source of data was the Pre-service Teachers who were in teaching internship program of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya. The Pre-service Teachers were in seven semester academic year 2018/2019. In addition, from all schools (SMAN 1, SMAN 2, SMAN 3, SMAN 1 Taman, SMAN 1 Gedangan, SMAN 1 Porong) the sample is defined using purposive sampling. Purposive sampling is the deliberate choice of a participant due to the qualities the participant possesses.[87] It means that the sample was chosen because the sample was fulfilled the quality to be the subject of the study. There were 6 rubrics which were made by pre-service teachers had been analyzed, those rubrics were owned by each representative of each school. It happened because, in one school, pre-service teachers divided their job especially in creating lesson plan. So, one lesson plan can be used by the entire pre-service teacher for different classes. The researcher took the lesson plans that focused in assessing speaking performance to be the data of research.

E. Research Instrument

Gaining the data was also an important step in doing a research, so that a tool which was called as instrument is needed. In gaining the data, there were some instruments that were used in this study;

1. Main Instrument

In this research, the researcher was the main instrument since it was qualitative research. The researcher will collect the Pre-service Teachers' lesson plans that consist of speaking

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[87] Ilker Etikan, Sulaiman Abubakar Musa. 2015. *Comparison of Convenience Sampling and Purposive Sampling. American Journal of Theoretical and Applied Statistics* (http://www.sciencepublishinggroup.com/j/ajtas.ISSN: 2326-8999 (Print); ISSN: 2326-9006 (Online). 2

performance assessment rubric that was designed for Senior High School.

2. Instrument Tools

These particular tools were needed for collecting the data in this study:

a. Documents

Specifically, documents in this research were the collected rubric which included in lesson plans of Pre-service Teachers. The speaking performance assessment rubric in those lesson plans would be the most important instrument for this research. Those rubrics were used as the basic data in analyzing how the Pre-service Teachers followed the criteria of good speaking performance rubric

b. Checklist

After the lesson plans were collected, to answer the first and the second research question, the researcher used checklist. There were two different checklists for each research question. The first checklist was adapted from theory of Susan M Brookhart and DannelleD Steven about characteristic of good rubric to figure out the data about how the Pre-service Teacher rubrics met the criteria of good performance rubric. The second checklist was adapted from theory of Susan M Brookhart, about misconception about rubric to figure out the misconception that mostly appeared among the Pre-service Teachers

c. Interview guideline

In this study, the researcher used interview guideline as the secondary instrument to get the data about misconception about rubric in supporting the checklist instrument in answering second research question. The questions from the instrument guideline were adapted from theory of Susan M Brookhart about misconception about rubric to figure out what misconception that mostly appeared among the Pre-service Teacher in designing rubric.

F. Data Collection Technique

For answering first and second research questions, this study used documents and interview in collecting the data. The data were

collected from Pre-service Teachers' speaking performance assessment rubric based on their lesson plan. The lesson plan was only on K13 curriculum for Senior High School. After the Pre-service Teacher practice in the classroom, the researcher asked the copy of lesson plan to be analyzed that will be explained more in data analysis technique. Interview was also hold to support the data that was already gotten from document analysis in answering second research question about misconception about rubric.

G. Data Analysis Technique

Data analysis technique played an important role in conducting a research, since analysis could help the researcher to get a valuable meaning to solve the problem. According to Cresswell, there were 6 steps that can be done for data analysis techniques:[88]

1. Step 1, Collecting Data.
    In this step, the data was collected. It involved the documents (Pre-service Teacher' lesson plan that contains rubric for assessing speaking) and Pre-service Teacher' interview results
2. Step 2, Preparing and Organizing Data for Analysis.
    Here, the data were arranged into different types depend on the source of information and the purpose of collecting the data.
3. Step 3, Reading all the data.
    After data were prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher gave notes in the data.
4. Step 4, coding the data.
    In this step, the researcher started to analyze the data or information. This is also to identify which information that needed to be used in this study or needed to be reduced
5. Step 5, Coding to Build Descriptions/Theme.
    Here, the researcher identified the data based on the research question in this study; for the first research question, the researcher analyze the Pre-service Teacher' rubric by using theory of Susan M Brookhart and Danelle D Steven about criteria of good rubric. For the second research question the researcher

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[88] John. W. Cresswell. *Research Design: Qualitative, Quantitative and Mixmethod Approach.* (London: Sage Publications, 2014) 247

analyze the Pre-service Teacher misconception by using theory of Susan M Brookhart.

6. Step 6, Interpreting the Findings.

The analyzed data above were explored and explained in the chapter 4 of this study; finding and discussion. The findings relateed to the theory mentioned above. Finally, the last step of analyzing data is to conclude the whole research.

H. Checking Validity Finding

Before doing the research, checking the validity was needed. In qualitative method, there were three validation procedures such as member checking, triangulation and auditing.[89] This research use triangulation in checking the validity of the data finding. According to Creswell, triangulation is checking the validity of the research with different data sources by examining evidence from the sources.[90] In this study the researcher used different data source which were from document analysis and interview. The researcher also asked validation from the advisors and the lecturer who expert about the issues (about criteria for good rubric assessment and misconception about rubric).

I. Research Stages

The process of the research will be explained in these following stages;

1. Preliminary research

The researcher did small observation to the lesson plan which contained speaking performance assessment rubric of Pre-service Teacher in microteaching class academic year 2018/2019. Although Pre-service Teachers already pass the English Curriculum course, Pre-service Teacher still have some problems in designing their assessment rubric. For example, Pre-service Teacher are still confuse in creating the description of dimension for their speaking performance rubric.

2. Decide the research design

For the first, researcher defined the title of the study,defined the research question and objectives of the study. After that the

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[89]John W. Creswell, Educational Research: Planning 262
[90]John W.Creswell, Research Design: Qualitative 191

researcher defined the scope and limitation of the study and after that decides the research design by making outline of the research.

3. Conduct the research
   a. Collecting the data

      The researcher started to collect the data by copying the lesson plans of Pre-service Teacher which contained speaking performance assessment after they had a teaching practice in their classroom.

   b. Interviewing the subject

      To gain supporting data for the second research question, the researcher interviewed the subject. There were 6 subjects who had been interviewed. Six Pre-service Teachers who had been interviewed were those whose rubrics were being analyzed by the researcher. The questions were about misconception about rubric based on the theory of Susan M Brookhart.

   c. Analyzing the data

      The data from documentation and interview that had been collected were analyzed based on the theory of experts. To know how students teachers rubrics whether followed the characteristic of good performance rubric, the combined theory of Susan M Brookhart and Dannelle D Steven were used. Furthermore, to analyze the Pre-service Teacher misconception about rubrics, theory of Susan M Brookhart about misconception about rubric were used.

   d. Concluding the result of the research

      After all the data, the result of the analysis and the theory were combined the researcher made the conclusion of the research based on the whole study that had been discussed.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present and examine the data which have been collected during the research. The first data was concerning on criteria in the aspects of the speaking performance assessment's rubric. The second data was the misconception of Pre-service Teacher about rubric. 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 document study and interview.

A. Research Findings

This research was conducted from August until October 2018. There were 6 Pre-service Teacher of UINSA who was doing their teaching internship in 6 state high school in Sidoarjo such as; SMAN 1 Sidorjo, SMAN 1 Taman, SMAN 1 Gedangan, SMAN 1 Porong, SMAN 2 Sidoarjo and SMAN 3 Sidoarjo. From those 6 Pre-service Teacher, each person had their own rubric for assessing speaking performance, and those rubrics will be the data that will be analyzed to answer the research questions. There are two research questions dealing with this study; (1) How do the Pre-service Teachers' rubrics meet the criteria of good speaking performance rubric? And (2) What is the misconception that mostly appearsamong the Pre-service Teacher about rubric?. The researcher has presented the findings as follow

1. Analysis of Pre-service Teacher' rubric for assessing speaking performance.

To answer the first research question, the researcher used observation checklists *(see appendix 2)*. These following descriptions will describe about the result of the observation checklist. The observation checklist covers four aspects of rubric. The first aspect is aspect of task description which has three criteria describing what task description should be written. The second aspect is Scale which has two criteria describing how scale must be chosen. The third aspect is dimension which consists of six criteria describing how dimension should be chosen to be applied in rubric. And the last is performance

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description which contains six criteria describing how performance descriptions must be written in the rubric. The result of the analysis will be presented in table and chart that will make the results are easier to be understood.
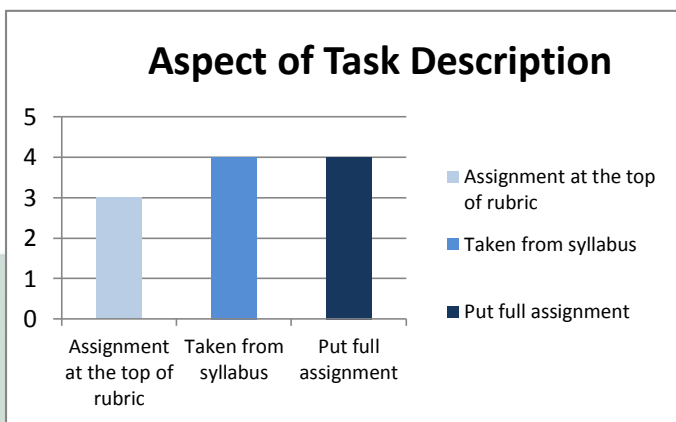
a. **Task Description**

In this aspect, there are three criteria that must be followed by the Pre-service Teacher in creating a good rubric they are; Placed assignment at top of rubric, the task should be taken from syllabus, and Pre-service Teacher should write the full task description. The following table will show the result of the task description analysis

Table 4.1 Analysis of Task Description

No	Criteria for Task Description	Pre-service Teacher' Rubric						Total
		A	B	C	D	E	F	
1	Placed assignment at top of rubric	-	v	v	-	v	-	3
2	Taken from syllabus	-	v	v	v	v	-	4
3	Full assignment	-	v	v	v	v	-	4

The data finding shows form the first criterion which is placed assignment at the top of rubric, there are 3 rubrics which task description is placed at the top of rubric and 3 other are not. From the second criterion which is taken from the syllabus there are 4 rubrics which the task description is taken from syllabus and 2 other are not. And the last criterion which is put the full assignment description there are 4 rubrics which put the full assignment description and 2 other are not. The result will be shown in the following chart to make it easier to be understood.

Chart 4.1 Analysis of task description

It can be concluded that from three criteria; put assignment at the top of rubric, taken from syllabus, and put full assignment description that have been proposed, none of those criteria are fulfilled by all of the pre-service teachers. Only half of pre-service teachers' rubric which meet the criteria, the others are not.

Figure 4.1 Example of Pre-service Teacher' rubric which followed the criteria of task description

Figure 4.1 is the example of Pre-service Teacher rubric which follow all of the criteria of performance description. The performance description which is written in the rubric is placed exactly at the top of rubric, taken from the syllabus as it can be seen that the Pre-service Teacher also put the indicator of the lesson which is broken down from the core competence and basic competence as "given a task for making a dialogue about congratulating and complementing others and present it in front of the classroom", and the last is the task description is also fully written as "Please make the dialogues about congratulating and complimenting others and present it in front of the classroom"

b. Scale

In this aspect, there are two criteria that must be followed by the Pre-service Teacher in defining scale for rubric they are; Terms used to describe the level of performance should be tactful but clear and using 3 to 5 level scale. Here the scales which used in Pre-service Teacher rubrics are analyzed and the following table will show the result of the task description analysis.

Table 4.2 Analysis of Scale aspect

No	Criteria for Scale	Pre-service Teacher' Rubric						Total
		A	B	C	D	E	F	
1	Terms used to describe the level of performance should be tactful but clear	-	v	v	-	-	-	2
2	3 – 5 level	v	v	v	v	v	v	6

The data findings show that from the first criterion, there are 2 of 6 rubrics which terms used to describe the level of performance are tactful but clear; and 4 other are not. And for the second criterion, there are 6 rubrics which use 3- 5 level scale. All of the Pre-service Teacher also

chose 4 level scales. The result will be shown in the following chart to make it easier to be understood

Chart 4.2 Analysis of Scale Aspect
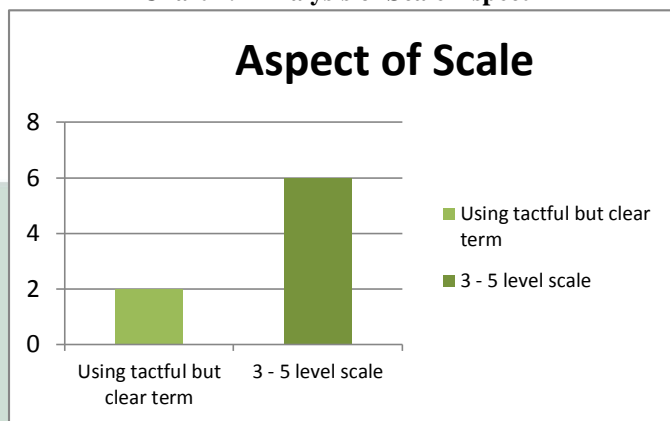
It can be concluded that from two criteria in defining scales, all of the pre-service teachers' rubric only meet one criterion which is using 3-5 scale. In the other hand, not all of the pre-service teachers' rubrics meet the second criterion which is using tactful but clear term.

Figure 4.2 Example of Pre-service Teacher' rubric which follow the criteria of scale

- *Reading aloud:* Rubrik

No	Criteria to assess	Score			
		1 Beginner	2 Pre Intermediate	3 Intermediate	4 Advance
1.	Fluency	Sangat terbata - bata	Sering terbata - bata	Sedikit terbata bata	Sangat lancer dan tidak terbata bata
3.	Pronunciation	Semua pengucapan tidak benar	Hampir semua ucapan tidak benar	Terdapat sedikit ucapan tidak benar	Pengucapan benar

Figure 4.2 is one of the examples of the scale which Pre-service Teacher used in their rubric. The rubric uses tactful but clear term, it can be shown that the characteristic is using positive and active term for the scale which are "beginner, pre intermediate, and intermediate, advance" and it also uses 4 levels scale.

c. **Dimension**

In this aspect, there are six criteria that should be followed by the Pre-service Teacher in defining dimension for rubric they are; appropriate, definable, observable, distinct from one another, complete, Able to support descriptions along a continuum of quality. Here the dimensions which used in Pre-service Teacher' rubrics are analyzed and the following table will show the result of the task description analysis.

**Table 4.3 Analysis of Dimension aspect**

N o	Criteria for Dimension	Pre-service Teacher' Rubric						Total
		A	B	C	D	E	F	
1	Appropriate	v	v	v	v	v	v	6
2	Definable	-	-	-	-	-	-	
3	Observable	v	v	v	v	v	v	6
4	Distinct from one another	v	v	v	v	v	v	6
5	Complete	-	-	v	-	-	-	1
6	Able to support descriptions along a continuum of quality	v	v	v	v	v	v	6

The table shows that there are six criteria for defining the dimension. For the first criterion which is appropriate, 6 the Pre-service Teacher' rubric are appropriate, it means that all of the dimensions in Pre-service Teacher' rubric are appropriate to be included in the speaking performance rubric in speaking there are content, vocabulary, accuracy/ grammar/language use, task fulfillment, appropriate use of

language, creativity, sentence structure/text type, comprehensibility, fluency, pronunciation.[91] For the second criterion which is definable, none of the dimensions in Pre-service Teacher' rubrics are definable because pre-service teachers didn't share the rubric to the students. For the third criterion which is observable, all of Pre-service Teacher' rubrics are observable; it means that all of the Pre-service Teacher' rubrics are fulfilling the criteria of observable which is can be seen or heard. The next criterion is distinct from one another. All of the Pre-service Teacher' rubrics are distinct from one another and there is no repetition dimension in one rubric. The fifth criterion is complete, from 6 of Pre-service Teacher' rubrics, only 1 rubric which can be defined as complete, 5 other are not complete, it can be categorized as complete because the criterion is match with the criteria of kind of speaking that is used in the learning activity that have been discuss in chapter 2. The last criterion is able to support descriptions along a continuum of quality. All of the Pre-service Teacher' rubrics are able to support descriptions along a continuum of quality because all of the criterion can be described in performance quality from the lowest level to the highest level. The result will be shown in the following chart to make it easier to be understood

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[91] University of Minnecosta. CARLA. Open dictionary University of Minnecosta (http://carla.umn.edu/research.html, accessed on 27th 8 2018)

Chart 4.3 Analysis of Dimension aspects
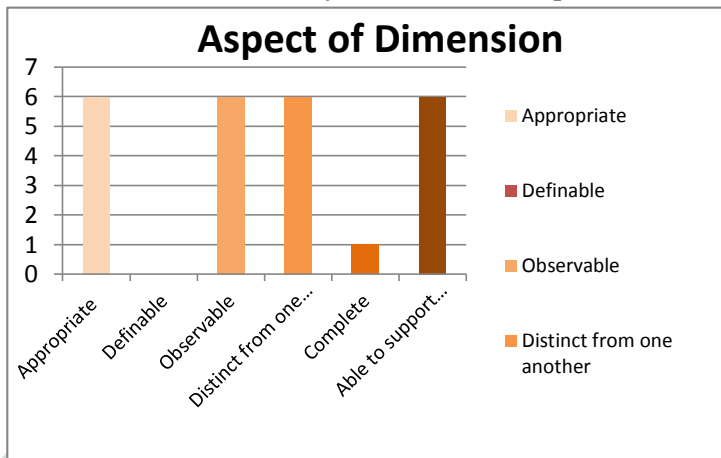
It can be concluded that from six criteria that have been proposed, all of the pre-service teachers' rubric meet four criteria of defining good dimension, they are appropriate, observable, distinct from one another, and able to support description along a continuum of quality. In the other hand, pre-service teachers' rubric don't meet two criteria of defining good dimension, they area definable and complete.

Figure 4.3 Example of Pre-service Teacher's Rubric which follow 5 criteria of dimension

- *Reading aloud:* Rubrik

Dimension/criteria

No	Criteria to assess	Score			
		1	2	3	4
1.	Fluency	Sangat terbata - bata	Sering terbata - bata	Sedikit terbata bata	Sangat lancer dan tidak terbata bata
3.	Pronunciation	Semua pengucapan tidak benar	Hampir semua ucapan tidak benar	Terdapat sedikit ucapan tidak benar	Pengucapan benar

Figure 4.3 is an example of Pre-service Teacher's rubric which fulfills 5 of 6 criteria for defining dimension. Activity that is used is reading aloud and the dimensions are fluency and pronunciation. The first criterion is appropriate. It is categorized as appropriate because fluency and pronunciation are the aspects of speaking. The next is Observable, those dimensions are can be heard by the listener. The next is distinct from one another, the dimensions are different and there is no repetition. The next is complete, because fluency and pronunciation are dimension that should be assess in reading aloud activity as the part of responsive speaking. The last criterion is Able to support descriptions along a continuum of quality, because the dimensions are can be described from the lower level to the highest level in performance quality.

d. Description of Dimension

In this aspect, there are six criteria that should be followed by the Pre-service Teacher in creating description of dimension for rubric they are; descriptive, clear, cover the whole range of performance, distinguish among level, Center the target performance and Feature parallel descriptions from level to level   Here the description of the dimensions which are used in Pre-service Teacher' rubrics are analyzed and the following table will show the result of the task description analysis

Table 4.4 Analysis of Description of dimension

No	Criteria for Description of Dimension	Pre-service Teacher' Rubric						Total
		A	B	C	D	E	F	
1	Descriptive	v	v	v	v	v	v	6
2	Clear	-	-	-	-	-	-	0
3	Cover the whole range of performance	v	v	v	v	v	v	6
4	Distinguish	-	v	-	v	-	-	2

	among levels							
5	Center the target performance	v	v	v	v	v	v	6
6	Feature parallel descriptions from level to level	-	v	v	-	v	v	4

Table 4.4 shows the data finding that has been obtained. From the table, it is known that in Description of dimension aspect contains six criteria. The first criterion is descriptive, the table shows that in this criterion all of the Pre-service Teacher' descriptions in their rubrics are descriptive. It happens because each description described the right dimension without being swapped. For the second criterion, there is no Pre-service Teacher' description of dimension in the rubric are clear because they didn't share the rubric to the students. For the third criteria, all of the Pre-service Teacher descriptions of dimensions are covers the whole range of performance, because all of the descriptions are describing the performance from the lower to the highest level. For the fourth criteria which is distinguish among levels, there is only 2 Pre-service Teacher' description of dimension in their rubric which can be distinguished among level, while 4 others are not, it is fulfilled because the description didn't use vague term like "some, rarely, enough". The next criterion is center the target performance, all of the Pre-service Teacher' description of dimension is center the target performance because each description is placed in appropriate level. The last criterion is feature parallel descriptions from level to level, 4 of Pre-service Teacher' descriptions of dimensions in their rubric are described in parallel language which is not counting the quantity while 2 other are not. The result will be shown in the following chart to make it easier to be understood.

Chart 4.4 Analysis of description of dimension
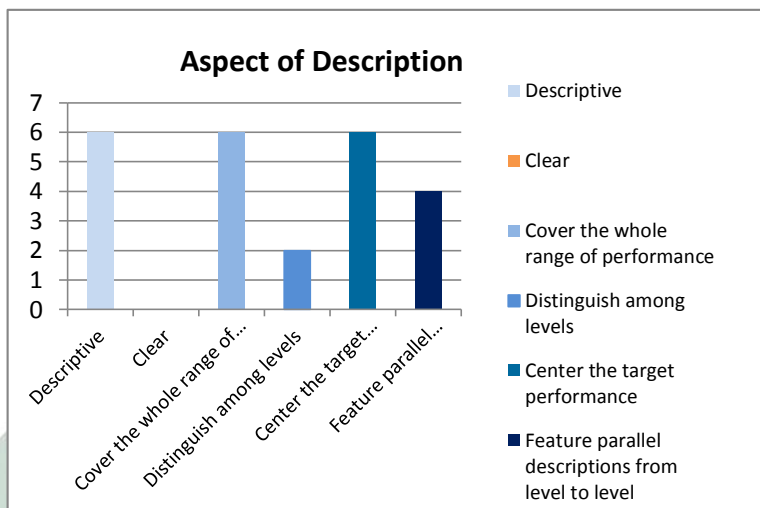
It can be concluded that from six criteria in defining good description of dimension, all of the pre-service teachers' rubric meet three criteria of good description of dimension. They are descriptive, cover the whole range of performance description, and center the target performance. While, the rubric of pre-service teachers don't meet three criteria of defining description of dimension, they are clear, distinguish among level, and feature parallel descriptions from level to level.

Figure 4.4 Example of Pre-service Teacher' description of dimension in rubric which follows 5 criteria in description of dimension

Pronunciation	Having accurate pronunciation and can be understood clearly what they said	Pronounced well and can be understood what they said	Can't pronounce difficult words but still can be understood	Can't pronounce every single word correctly
Structure	Excellent use of grammar added with complex sentences	There is no grammar error but still use simple sentence	There is still grammar error in simple sentence but the sentence's meaning still can be understood	all of the sentence that they use contains grammar error so, the meaning can't be understood
Vocabulary	Using variety of vocabularies that related to the topic so the meaning can be understood	The vocabularies are related with the topic and the meaning can be	The vocabularies are related but the use in the sentence are not appropriate so the meaning becomes confusing	The vocabularies are not related with the topic that chosen and the meaning can't be understood or confusing at all

Descripti on of Dimensi on

Figure 4.4 is an example of description of dimension which follows 5 of 6 criteria of description in dimensions of rubrics. The first criteria which is fulfilled is descriptive, it can be seen that all of the description in each dimension describe what should be described, for example in pronunciation the description is also about dimension not about the other aspect. For the second criteria is cover the whole range of performance, it can be seen that all of the dimension are described from the lower range to the higher range. The third criterion is distinguish among level, it can be seen that the description don't use ambiguous term like some, little, many and so on. The fourth is center the target performance, it can be seen that each description of each level are placed in appropriate

level, for example for the lower quality of performance is placed in the lowest level of scale. And the last is feature parallel descriptions from level to level, it can be seen that the description is not described the quantity of the performance

2. Misconception about rubric among the Pre-service Teacher

In order to find misconception about rubric that mostly appears among the students, the researcher collect 6 rubric for assessing speaking performance which are made by the Pre-service Teacher and then analyze the rubric using observation checklist. After analyzing the rubrics, the researcher classified the misconception which occurred and then counts the total of each kind of misconception. Moreover, the researcher interviews the Pre-service Teacher as a secondary instrument to make sure that the misconception that researcher found in the rubrics are the same as what Pre-service Teacher experienced.

According to Susan M Brookhart there are three kinds of misconception that appear among teachers in creating rubric. they are Confusing learning outcome with task which cover 2 misconception which are Omitting criteria that represent significant aspects of the learning teacher want to measure and Including criteria that do not represent significant aspects of the learning. The second is confusing rubric with requirement or quantities. The last is Confusing Rubric with Evaluative Rating Scale.[92] The result and the total calculation of the classification can be seen as follows:

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[92] Susan M Brookhart, *"How to create and use rubric 15*

Table 4.5 Misconception about rubric among the Pre-service Teacher

N o	Misconception	Pre-service Teacher' Rubric						Tot al
		A	B	C	D	E	F	
1	**Confusing learning outcome with task**							
	a. Omitting criteria that represent significant aspects of the learning teacher want to measure.	v	v	-	v	v	v	5
	b. Including criteria that do *not* represent significant aspects of the learning	-	-	-	-	-	-	0
2	**Confusing Rubric With Requirement or Quantities** Counting how often students complete the task or emphasizing the performance quantity not the quality	v	-	-	v	-	-	2
3.	**Confusing Rubric with Evaluative Rating Scale** Directly put grade/score/number/emoticon in each level	-	-	-	-	-	-	0

	of performance without creating any performance description						

Table 4.5 shows the finding of misconception about rubric which mostly appears among the Pre-service Teacher. Based on the finding, for the first misconception which is omitting criteria that represent significant aspects; this type of misconception is appears in 5 of 6 Pre-service Teacher rubrics. The second misconception is including criteria that do *not* represent significant aspects of the learning; there is no rubric which shows this misconception. The third is emphasizing performance quantity; this misconception is owned by 2 of 6 Pre-service Teacher rubrics. And the last is directly put grade/score/number/emoticon in each level of performance without creating any performance description. in this misconception, there is no rubric which show this kind of misconception. The result of misconception will be shown in the following chart;

Chart 4.5 Misconception about rubric among the Pre-service Teacher
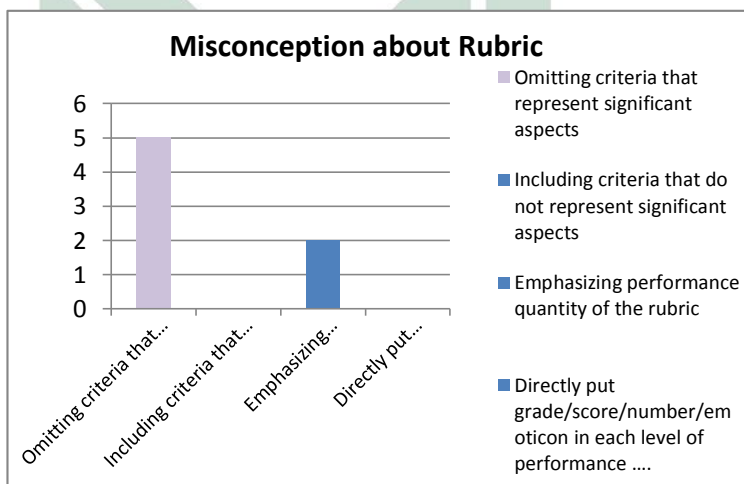
From chart 4.5, it can be known that there are 2 misconceptions which appear among the Pre-service Teacher' rubrics. The most misconception that appears is omitting criteria that represent significant aspect. The following is the elaboration and the examples of each type of misconception that appears among the Pre-service Teacher' rubric:

a. **Omitting criteria that represent significant aspect**
   1) **Checklist result**

   In this kind of misconception, 5 Pre-service Teacher omit the important dimension or criteria that should be assessed in speaking performance.

Figure 4.5 Example of misconception; Omitting criteria that represent significant aspect

c. Rubrik Penilaian unjuk kerja (Speaking)

No	Nama Peserta didik	Content	Grammar	Pronunciation	Fluency	Total Score

Figure 4.5 is the example of misconception which is omitting criteria that represent significant aspect of speaking performance dimension. Figure 4.5 is an example of rubric E, it shows that Pre-service Teacher's dimension of rubric includes content, grammar, pronunciation, and fluency. The task is about performing a dialogue or conversation. In the Pre-service Teacher's dimension of rubric, it lost comprehension criteria.

   2) **Interview Result**

   Based on interview that had been done for figure out misconception about omitting criteria that represent significant aspect of speaking performance dimension, the result found that 5 of pre-service teachers experienced this misconception. For

instance here is one of the interview result with pre-service teacher E dealing with first misconception.

> *Q: What kind of objectives and activity that you use for students to accomplished in achieving students speaking performance ability?*
>
> *A: One of my objectives for psychomotor skill is I want my students to be able to perform a role-play in front of the classroom. So, the activity that I use is I ask my students to make dialogue in pair and perform the dialogue/conversation about congratulating and complementing in front of the classroom*
>
> *Q: What are the criteria that you put in your rubric in assessing students speaking performance in that activity? how do you define it ?*
>
> *A: There are some criteria that I put in my speaking rubric such as grammar, comprehension, content, fluency and pronunciation. I define it just as what my objectives and activity that I decided.*

Pre-service teacher E stated that her objective is students are able to perform a dialogue but they don't know what exactly dimension/criteria that must be included into the rubric.

b. Including criteria that do not represent significant aspects of the learning

1) Checklist result

From all types of misconception, Including criteria that do not represent significant aspects of the learning is not appear in pre-service teachers' rubric. From 6 rubrics that had been analyzed, there is no rubric which includes unimportant criteria/dimension.

2) **Interview Result**

The data finding that have been got from interview shows that all of the pre-service teacher don't experience this misconception. The interview result shows that the criteria/dimension that pre-service teacher put in their rubric is part of dimension that should be included in particular activity but not adding un important aspect especially out of speaking aspect.

c. **Emphasizing performance quantity**

1) Checklist Result

From 3 misconceptions which appear among the Pre-service Teacher rubric, emphasizing performance quantity is the least misconception that arises. The checklist result shows that 2 Pre-service Teachers' description of the dimension are emphasizing performance quantity rather than emphasizing performance quality.

**Figure 4.6 Example of misconception;
emphasizing performance quantity**

Rubrik Penilaian presentasi (speaking)

Kriteria	Skor			
	1	2	3	4
Fluency	Lebih dari 5 kali terbata - bata	3 – 4 kali terbata – bata	1 – 2 kali terbata - bata	Lancer dan tidak terbata - bata
Pronunciation	Terdapat lebih dari 5 kali kesalahan pelafalan	Terdapat 3 – 4 kesalaha pelafalan	Terdapat 1 – 2 kesalahan pelafalan	Pelafalan bagus dan tidak ada kesalahan
Grammar	Terdapat lebih dari 5 kesalahan pada grammar	Terdapat 3-4 kali kesalahan pada grammar	Terdapat 1 – 2 kesalahan pada grammar	Sama sekali tidak ada kesalahan pada grammar

Figure 4.6 is the example of misconception which is emphasizing performance quantity. Figure 4.6 is an example of Rubric D, we can see that in the description of dimension or performance descriptions of rubric for assessing speaking performance is emphasizing performance quantity, for instance "good pronunciation and there is no mistake for scale 4, there is 1-2 mispronunciations for scale 3, there are 3-4 mispronunciations for scale 2, and there are more than 5 times mispronunciations for scale 1".

2) Interview Result

The interview result shows that 2 Pre-service Teachers are counting the quantity of the performance in describing the performance quality. Following is one of the interview results that had been done with pre-service teacher D.

> *Q: What kind of term that you use in differentiating each description of level in one dimension/criterion? Do you use term or you count what the students have done? Can you give a reason?*
>
> *A: I count the mistakes that the students do. Actually it help me in classifying the score rather than I use term like some, enough, little and so on*

The Pre-service Teacher said that by counting the quantity, it will make her easier to assess the student rather than using terms like some, little, enough or etc.

d. Directly put grade/score/number/emoticon in each level of performance without creating any performance description

1) Checklist Result

From four types of misconception, Directly put grade/score/number/emoticon in each level of performance without creating any performance

description is not appear in pre-service teachers' rubric. From 6 rubrics that had been analyzed, all of the rubrics put description of dimension in each level of performance

2) **Interview Result**

The data finding that have been got from interview shows that all of the pre-service teacher don't experience this misconception. The interview result shows that the All of the pre-service teachers put the description in each level of performance level. Here is one of the example of interview with pre-service teacher B dealing with this misconception

Q: do you describe all of the performance level in each dimension that you put in your rubric? why do you do that ?

A: Yes, I describe each level of the dimension that I put in my rubric. Why I do that, because it will help me to give a fair score to all of the students.

From the finding, it can be conclude that from all of the types of misconception, omitting the criteria that represent significant aspect is the mostly appeared misconception among the pre-service teachers' rubric.

B. Discussion

In case of having the same interpretation between the reader and the researcher about the findings, this session discusses those findings by reflecting on some theories related to these following research questions. The theories are already stated in the chapter 2 of this study. Thus, the research questions are (1) how do the Pre-service Teachers' rubrics meet the criteria of good speaking performance rubric? And (2) what is the misconception that mostly appears among the Pre-service Teacher about rubric?

1. **Pre-service Teachers' rubrics for assessing speaking performance based on the criteria of good speaking performance rubric**

Based on the finding, from total 17 criteria which are distributed into 4 aspects of rubric, all of the pre-service teachers' rubrics meet 8 criteria of good rubrics. They are using 3-5 level scale in scale aspect; appropriate, observable, distinct from one another, and able to support along a continuum of quality in dimension aspect; descriptive, cover the whole range of performance, and center the target performance in description of dimension aspect. In the other hand, the rubrics don't meet 9 criteria. They are all of the criteria in task descriptions; using tactful but clear term in scale; definable and complete in dimension aspect; and clear, distinguish among level, and feature parallel description from level to level in description of dimension aspect. The following are the elaboration of the research finding and the theory of criteria for each aspect of rubric.

The first aspect of Rubric is aspect of task description. There are 3 criteria in this aspect. The data finding shows that the pre-service teachers' rubrics don't meet all of the criteria in task description.

The first criterion in task description is placing the task description at top of the rubric. The finding shows that not all of the rubrics meet this criterion. One of the cases is one rubric from Pre-service Teacher D placed the task description at the beginning page of appendix. She gathers all of the task description from all learning dimension become one page. And the rest 2 rubrics from Pre-service Teacher A and F don't put any task description in the rubrics. This finding is in contrast with Danelle D Steven theory which stated that task description should be put at the top of the rubric to ease the teacher in remembering what task they should assess.[93] While in fact only half of pre-service teacher who put the task description at the top of rubric.

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[93] Dannelle D steven and Antonia D Levi, *"Introduction to rubrics 6*

For the second criterion in task description which is taking the task from the syllabus, not all of the pre-service teachers' rubrics meet this criterion. There are 4 rubrics which meet the criteria. For example, in figure 4.1, rubric of Pre-service Teacher E, the task description are taken from the syllabus that is broken down from basic competence (KD 4.2) which is about congratulating and complementing. [94] The syllabus stated in that the indicator is presenting dialogue about congratulating and complementing others. In the other hand there are 2 rubrics which don't put any task description in rubric. This finding is in contrast with the theory of Danelle D Steven who stated that in creating task description, it should be taken from the syllabus.[95] In fact only four pre-service teachers' rubrics meet this criterion. All of the rubric should take the assignment from the syllabus, but two rubrics don't put any task description in their rubrics.

The third criterion of task description is putting the full assignment description. The finding shows that the pre-service teachers' rubrics don't meet this criterion. In creating good task description, all of the pre-service teachers should put the full assignment description, but in fact not all of the rubrics doing so. The task description is fully described that will ease both the teacher and students in doing the activity. This finding is in contrast with the theory of Danelle D Steven that task description should be put in full description, if it doesn't possible; give a note for the students to look at syllabus.[96]

The second aspect of rubric is aspect of scale. In scale aspect there are two criteria that should be fulfilled. The data finding shows that pre-service teachers' rubric don't meet one of two criteria in defining scale.

The first criterion in scale aspect is using tactful but clear term. The data finding show that the pre-service teachers' rubrics don't meet the criteria of using tactful

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[94] Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak)

[95] Dannelle D steven and Antonia D Levi, *"Introduction to rubrics 7*

[96] Dannelle D Steven and Antonia D Levi, *"Introduction to rubrics....................6*

but clear tem. This criterion is identified by the use of positive and active term in the rubric scale. One of the examples of those terms is "beginner, pre intermediate, intermediate and advance"[97] In fact there are 4 rubrics which use numeric scale. This finding is in contract with the theory of Danelle D Steven which in defining the scale, it should use positive or active term. Those kinds of term are used to manage potential shock when the students do not reached the good score.[98] By giving direct number in scale, it possibly the students being shock when they are looking at their low score in speaking practice. It possibly affects the students' self confidence in further speaking activity.

The second criterion of scale aspect is using 3 – 5 levels performance. Based on the finding, all of the rubrics meet the criteria of using 3-5 levels. All of the Pre-service Teacher rubrics use 4 level scales. This finding is affirmed the theory of Danelle D Steven that in defining rubric scale, most of professor use 3 – 5 level scale because the more levels that used, the more difficult the description to be differentiate[99]. It means that 3 – 5 levels are the ideal level for defining scale, if teacher defines more than 5 scale, it would be very hard for the teacher in differentiating each level in term of performance description. Moreover, when teacher uses too narrow scale less than 3 levels, the range of performance quality level will be too narrow and also hard to match the students' performance with the performance level.

The third aspect of rubric is aspect of dimension. The research finding shows that, from all of 6 criteria of defining dimension, all of pre-service teachers' rubrics meet 4 criteria of defining dimension which are appropriate, observable, distinct from one another and able to support along continuum of quality. The rubrics don't meet two criteria which are complete and definable.

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[97] Huba & Freed. Learner-centered assessment on collage campuses: shifting the focus from teaching to learning. (Boston: Allyn & Bacoon,2000), 180.
[98] Dannelle D Steven and Antonia D Levi, *"Introduction to rubrics...................8*
[99] Dannelle D Steven and Antonia D Levi, *"Introduction to rubrics...................9*

The first criterion of dimension is *appropriate*, the data finding shows that all of the Pre-service Teacher' rubrics meet the criteria of appropriate. The Pre-service Teacher rubrics include some dimension such as pronunciation, comprehension, grammar, fluency, content, fluency and so on. Susan M Brookhart stated that dimension of the rubric should be *Appropriate*, it means, the criteria is represent the standard or objectives of the learning process.[100] It means that the dimension that is included in the rubric should represent important dimension/criteria of speaking performance. This finding is also in line with Brown who stated that some aspects in speaking are pronunciation, fluency, vocabulary use, grammar, comprehensibility and etc.[101] It means that all of the dimensions that are included in the pre-service rubrics are included into speaking performance aspect.

The second criterion in dimension is *Definable*. The finding shows that all of the rubrics don't meet the criteria of definable because the teacher didn't share the rubric to the students, so only the teacher who know the criteria and students only do what they should do without knowing what aspect that will be assessed. The finding is in contrast with the theory of Susan M Brookhart who stated that definable means that both the teacher and the students are having the same understanding about what going to be assessed.[102] For example, when teacher define Grammar as one of the dimension that will be assessed, both of the teacher and students should know what kind of grammar that is being the focus, it can be simple present or the other, both the teacher and students must have the same point.

The third criterion in dimension is *Observable*. The data finding shows that all off the Pre-service Teacher rubric meet the criteria of observable. The dimensions that are used by the Pre-service Teacher in their rubric are can be heard and seen. This finding affirms the theory of

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[100] Susan M Brookhart, *"How to create and use rubric*......................................25
[101] Doughlas Brown, "Language Assesment 140
[102] Susan M Brookhart, *"How to create and use rubric*......................................25

Susan M Brookhart who stated that observable means the dimensions are can be seen or heard by other people not only the speakers.[103] For example in rubric C, the dimensions that are used are fluency and pronunciation. Both dimensions are can be heard by listener.

Furthermore, the fourth criterion in dimension is distinct from one another. The research finding shows that all of the Pre-service Teacher' rubrics meet the criteria of distinct from one another. The dimension in Pre-service teachers' rubric are different each other and there is no repetition. This finding affirms theory of Susan M Brookhart who stated that distinct from one another means each criterion shows a separate aspect of the learning outcomes that want to be assessed.[104] This finding also in line with the finding of Silvy Millata in her thesis, the result was the dimensions also were clear enough and distinctly different from each other, it meant the teacher used different words like grammar and diction.[105] It means that the dimension/criterion in the rubric should be different and there is no repetition or similar criteria/dimension. For instance, in Rubric B, the rubric contains 3 different dimensions such as vocabulary, pronunciation and structure. These 3 dimensions are different, vocabulary focus on the wording, pronunciation focus on how students produce/sound the word, and structure focus on how students construct the sentence.

The fifth criterion in dimension is *Complete*. The data finding shows pre-service teachers' rubrics don't meet the criteria of complete. One of the examples, Rubric E doesn't meet the criteria of complete. The activity that is used is performing a dialogue. Based on Brown, performing a dialogue is included in interactive speaking, in interactive speaking the aspect that should be paid attention are grammar, pronunciation, comprehension, task, fluency and vocabulary.[106] In fact, the rubric only

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[103] Susan M Brookhart, *"How to create and use rubric* 25
[104] Susan M Brookhart, *"How to create and use rubric* 25
[105] Silvy Millata Shallianah thesis : *"An Analysis Of The Teacher* ………… *83*
[106] Doughlas Brown, Language Assessment 142

assess content/task, grammar, pronunciation and fluency, it miss the vocabulary, and comprehension. This finding is in contrast with the theory of Susan M Brookhart that Complete means all of the dimension/criteria describe the whole of the learning outcomes of the performance that will be assessed.[107] This finding also affirm, the previous study by Silvy Millata also showed that the dimension of the rubric covered some important parts but not all of them because it was only understanding and fluency parts, not completely included.[108]

The last criterion in dimension is *Able to support descriptions along a continuum of quality*. The research finding shows that all of the Pre-service Teacher rubrics meet the criteria of able to support description along a continuum of quality. All of the rubrics use dimension that can be described into a performance quality, such as vocabulary, pronunciation, fluency, grammar and so on. This finding affirms the theory of Susan M Brookhart that the dimension should support description along a continuum of quality.[109]

The last aspect is Description of Dimension / performance description. According to Danelle D Steven, description of dimension is about the clear explanation or description of each dimension that can be a feedback to measure the students' level.[110] The data finding shows that from 6 criteria in defining good description of dimension, the pre-service teachers rubric meet 3 criteria of good description and 3 others are not fulfilled.

The first criterion in description of dimension is *Descriptive*. The data finding shows that all of the Pre-service Teacher' rubrics meet the criteria of descriptive. It can be seen for instance in Rubric D, in rubric D one of the dimension is fluency, the description describes the quality of the fluency itself "very fluent and no pausing in speaking". According to Susan M Brookhart, Descriptive

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[107] Susan M Brookhart, *"How to create and use rubric*..*25*
[108] Silvy Millata Shallianah thesis : *"An Analysis Of The Teacher* *83*
[109] Susan M Brookhart, *"How to create and use rubric*..*25*
[110] Dannelle D Steven and Antonia D Levi, *"Introduction to rubrics*...................*25*

means the performance is described in terms of what is observed in the work.[111] it means that, the description is categorized as descriptive if the dimension and the description is match, if the dimension is about grammar, description also must describing a quality of grammar in the sentence that has been created by the students. It also affirm the finding of Silvy Millata that the descriptions of the teachers match the dimensions of rubric because it gave descriptions that was clear enough and different from each other.[112]

The second criterion in description of dimension is *Clear*. The data finding shows that all of the rubrics don't meet the criteria of clear. It happens because all of the Pre-service Teacher didn't share the rubric to the students, the students just do as what they want without knowing the guidance to get the best score. The finding is in contrast with the theory of Susan M Brookhart who stated that description is clear if both of the students and also teacher have the same understanding about the description means.[113] Here, in Clear criteria it is better for the teacher to share the rubric to the students, so that not only the teacher who knows the aspect that will be assessed but also the teacher can know what they should do to gain the maximum score.

The third criterion in defining description of dimension is *Cover the whole range of performance*. The data finding shows that all of the Pre-service Teacher's rubrics meet the criteria of cover the whole range of the performance. For instance, in Rubric B, the rubric use 4 scale level which are poor, fair, good and excellent. Each term of scale is described from the lowest, poor, to the highest, excellent. This finding is affirms the theory of Susan M Brookhart who stated that cover the whole range of performance means performance is described from one extreme of the continuum of quality to another

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[111] Susan M Brookhart, *"How to create and use rubric*..25
[112] Silvy Millata Shallianah thesis : *"An Analysis Of The Teacher* 83
[113] Susan M Brookhart, *"How to create and use rubric*..25

for each criterion.[114] In defining description, each dimension that had been proposed should be described from the lower level to the highest level, following the scale that had been defined. The description should cover the lower quality to the desired/highest quality of speaking performance.

The fourth criterion in description of dimension is *Distinguish among levels.* The research finding shows that the pre-service rubrics don't meet the criteria of distinguish among levels. According to Susan M Brookhart, distinguish among level means the performance descriptions are different enough from level to level that work can be categorized unambiguously.[115] Ambiguous here means that the description use un clear term to differentiate the quality of the description. Meghan Oakleaf stated that some term that can be categorized as ambiguous term such as, some, more, many and the other term similar to those term.[116] In fact 4 of pre-service teachers contains ambiguous term. For instance, in Rubric F, the term that is used in differentiating the quality is using "all the pronunciation is correct" "almost all the pronunciation is correct", "the pronunciation is rarely correct", "the pronunciation is never correct"

The fifth criterion in description of dimension is *center the target performance*. The data finding of this research shows that all of the rubrics meet the criteria of center the target performance. For instance, in rubric C of the fluency dimension, the desired performance quality labeled as "advance" level and the description is "Fluent without any pausing in speaking". It shows that the best description of performance quality is placed at the highest level also. This finding is affirm the theory of Susan M Brookhart who stated that center the target performance means the description of the desired quality of the performance is placed at the appropriate level of the

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[114] Susan M Brookhart, *"How to create and use rubric*.......................................25
[115] Susan M Brookhart, *"How to create and use rubric*.......................................25
[116] M. Oakleaf, "*Writing Rubrics Right* 4

rubric.[117] Susan M Brookhart also gives an example of this criterion; the description of the intended quality of the performance should be placed at the highest level of the scale in the rubric, and the other hand the undesired quality of the performance is placed at the lowest level of the scale.[118]

The last criterion in description of dimension is Feature parallel descriptions from level to level. In describing a dimension, the term that can be used is similar term moreover, emphasizing the quantity is better to be avoided. The data finding shows that pre-service teachers' rubrics don't meet the criteria. One of the cases, in Rubric D, for pronunciation dimension, the description is described as "there are more than 5 times mispronunciation". This is an example of description that emphasizing the quantity and this way of describing the performance quality is better to be avoided. Meghan Oakleaf stated that in differentiating quality for each level, emphasizing the quantity of the performance quality is not allowed.[119]

In conclusion, from all of the criteria that have been proposed in creating good rubrics for speaking performance, the pre-service teacher meet 8 criteria of good speaking performance rubric. while the pre-service teachers' rubrics don't meet 9 criteria of good speaking performance rubric.

2. Misconception about rubric that mostly appears among the Pre-service Teacher

Based on the findings of the research both from observation checklist and interview, the researcher found that there are two types of misconception that appears among the Pre-service Teacher in creating rubric for assessing speaking performance. Those are omitting criteria that represent significant aspects, and emphasizing

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[117] Susan M Brookhart, *"How to create and use rubric* 25
[118] Susan M Brookhart, *"How to create and use rubric* 25
[119] M. Oakleaf, "*Writing Rubrics Right* 4

performance quantity. All of those misconceptions are in line with the theory of Susan M Brookhart who stated that those misconceptions commonly appeared among teachers in creating rubric.[120] From the data finding shows that omitting criteria that represent significant aspects is being the most misconception that arise among the Pre-service Teacher, as there are 5 of 6 Pre-service Teacher who experienced that misconception. The second misconception that mostly appears is emphasizing quantity in describing performance quality.

The first misconception which is being the most misconception which appears among the Pre-service Teacher is omitting criteria that represent significant aspects. It means they are not including one important criteria/dimension that should be assessed in their rubric. One of the case in this study which also being the example in data finding, Pre-service Teacher E use dialogue/conversation activity to help her in assessing speaking performance. Brown stated that conversation/activity is included in interactive speaking.[121] In interactive speaking there are six dimensions that should be assessed such as grammar, vocabulary, comprehension, fluency, pronunciation, and task.[122] In fact, the Pre-service Teacher only included fluency, pronunciation, content and grammar. While this rubric lost two more important dimensions/aspects that should be assess which are comprehension and vocabulary. the finding from the observation checklist is also supported by the finding of interview result that the pre-service teachers are omitting the important aspect of a learning goal. This finding affirm the theory of Susan M Brookhart that one of the misconception in designing rubric is confusing learning outcome with task.[123] Pre-service teacher more focus on the product of the students which is only focus on assessing the performance without knowing the other

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[120] Susan M Brookhart, *"How to create and use rubric* *15*
[121] Doughlas Brown, Language Assessment...140
[122] Doughlas Brown, Language Assessment...140
[123] Susan M Brookhart, *"How to create and use rubric* *15*

aspect that can be assess through the process before students performing the dialogue. It also supported Meghan Oakleaf who stated that one of the common mistakes that teachers do in creating rubric is omitting important aspect of learning.[124]

The other misconception that appears among the Pre-service Teacher is Emphasizing quantity or counting up the performance requirement. The result of the research shows that there are 2 rubrics which emphasize the performance quantity rather than the performance quality. For instance in rubric D, the rubric contains description of dimension not describing the quality of performance but emphasizing the quantity of the performance. In dimension fluency, the rubric description in score 1 is "more than 5 times pausing in speaking". The other example in Rubric A in dimension of content, the description in score 3 is "there are 1 – 2 sentence which not relevant with the theme which is suggestion". Finding from observation checklist is also similar with the finding of interview, in interview, two of pre-service teachers stated that they counts the requirement of students work rather than the performance quality to be put in performance description of the rubric. These finding affirm the theory of Susan M Brookhart that stated one of the misconception is confusing rubric with requirement or quantities.[125] In this misconception, teacher often counting how often students complete the task rather than describing how well the students do the task. This is also support the theory of Meghan Oakleaf that stated one of the mistakes that mostly do by teacher in defining performance description is emphasizing performance quantity (how many times) rather than performance quality.[126]

From those finding it can be concluded that from misconceptions that proposed by Susan M Brookhart, one of the misconceptions that mostly appears among the pre-service teacher of state senior high school in Sidoarjo

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[124] M. Oakleaf, "*Writing Rubrics Right...4*
[125] Susan M Brookhart, *"How to create and use rubric.........................18*
[126] M. Oakleaf, "*Writing Rubrics Right...4*

about rubric is confusing learning outcome with the task. Where 5 from 6 student teacher is experienced this misconception.
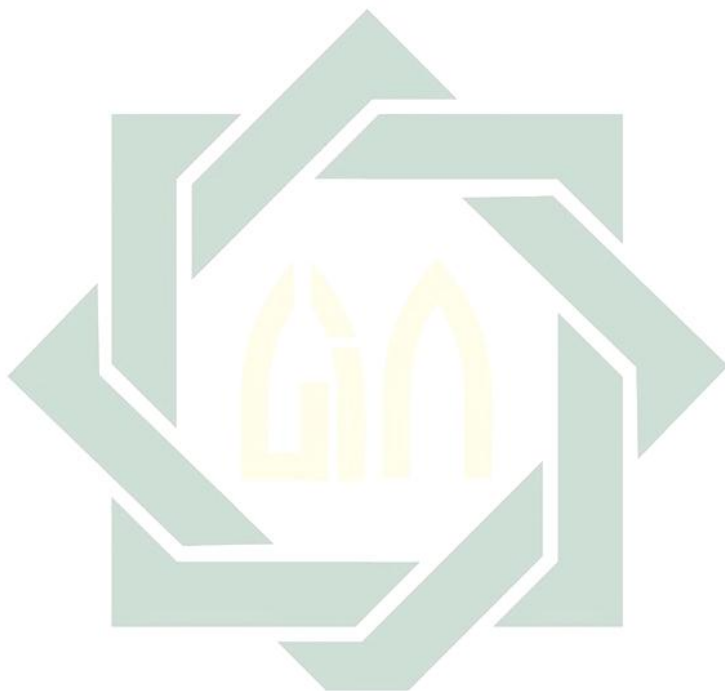
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion of this research regarding with the analysis of pre-service teachers rubrics and the suggestion of the researcher are presented as follows:

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded in the following description:

In research question one about how pre-service teachers' rubric for assessing speaking performance meet the criteria of good rubric, from all 17 criteria of good rubric which distributed into 4 aspect of rubric, pre-service teachers' rubric meet 8 criteria of good rubric and don't meet 9 criteria of good rubric they are using 3-5 scale in scale aspect; appropriate, observable, distinct from one another, and able to support descriptions along a continuum of quality in dimension aspect; and descriptive, cover the whole range of performance, and Center the target performance in description of dimension aspect. While, pre-services teachers' rubric don't meet 9 criteria of good rubric, they are taking the task description from the syllabus, and putting full assignment description in the task description in task description aspect; using tactful but clear term in scale aspect; definable and complete in dimension aspect; and the last are clear, distinguish among level, and feature parallel description from each level.

For the second research question dealing with misconception that mostly appears among the pre-service teachers about rubric, according to the data finding from the observation checklist and interview result, from four misconception that have been proposed by Susan M Brookhart, there are two misconception which arise among the pre-service teachers. The first misconception which appears is included in confusing rubric with learning outcome with task. The misconception which appears is the pre-service teachers omitting important aspect of learning in their rubric. The second misconception which appears is confusing rubric with

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requirement and quantity. From those two misconception which arise, the most misconception which appears is omitting important aspect of learning in the pre-services' rubrics.

B. Suggestion

Based on the conclusion of the study, several suggestions are given to the Pre-Service Teachers at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya and future researchers who desire to do the same field research.

For the pre-service teachers, It is will be very helpful if the pre-service teachers learn more about how to develop a good rubric in order to ease them in doing assessment in their further teaching. It is also will be very helpful if the pre-service teacher also see the guidance in developing rubric, so the rubric can be very effective when they use it in their classroom.

For the further researcher, this research still has limitation. It will be very interesting if the further researcher can explore more about the other misconception that may be haven't been explored in this study. Moreover, the further researcher may try to figure out the reason why misconception may appear.

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