## CHAPTER I

## **INTRODUCTION**

This chapter contains research background, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Research Background

Talking about education including English learning; assessment is one of the terms that usually appear in mind. Many people define this term in a variety of ways. Assessment is an integral component of learning. In assessment, the academic staff does all the processes to make decisions about students' achievement in components of learning and over a course of learning. These processes include making decisions about what is relevant evidence for a particular purpose, how to collect and interpret the evidence and how to communicate it to intended users (students, parents, university administrators, etc)<sup>1</sup>. Cordiner states that "the processes consist of: planning assessment tasks, designing criteria sheets (rubrics) based on learning outcomes, evaluating students' achievement on those assessment tasks, giving feedback to students, and deciding

<sup>&</sup>lt;sup>1</sup> Moira Cordiner, *Guidelines for Good Assessment Practice Revised Edition 2011* (Tasmania: Centre for the Advancement of Learning and Teaching, University of Tasmania, 2011), 1 (cited in Harlen, W, "Teachers' summative practices and assessment for learning – tensions and synergies. *The Curriculum Journal*, vol. 16 No.2, 2005, 207).

scores<sup>2</sup>. From the explanation above, designing criteria sheet (rubric) based on learning outcomes is one of the processes that should be done for assessing students so that the achievement and progress of the students can be measured.

Rubric is a scoring tool or assessment tool that indicates the definite expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.<sup>3</sup> There are various kinds of assignments and tasks that use rubrics for grading.

A good rubric has some features of quality rubrics. In order to measure the achievement of learning target and the levels of the students, assessment rubrics can be an essential tool for the teachers and also the students. According to Arter:

"Rubrics for instructional purposes are most effective when they reflect the intended targets of learning, are organized in a way that facilitates understanding the important dimensions of the learning target, and provide descriptive detail on what it looks like when performance of the learning target is of various levels of quality or proficiency"<sup>4</sup>.

Wiggins states that good quality of rubrics distinguish the validity of performances, separate each criterion of domains, valid, reliable, present useful description, and depend on descriptive language. To make a good

<sup>&</sup>lt;sup>2</sup> Moira Cordiner, Guidelines for Good Assessment Practice Revised Edition 2011...1

<sup>&</sup>lt;sup>3</sup> Danelle D. Stevens - Antonia Levi, *Introduction to Rubrics an Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* (Virginia: Stylus Publishing, 2005), 3.

<sup>&</sup>lt;sup>4</sup> Judy Arter, *Creating & Recognizing Quality Rubrics* (Portland, Oregon: Pearson Assessment Training Institute, 2012), 17. <u>www.ati.pearson.com</u>

assessment rubric for assessing students is not easy. The teacher should know all the things that show the good quality of rubrics so that the outcomes of the learning can be measured.

In relation to rubric, Stiggins asserts that "the only way to assess a student's ability to perform a skill or their ability to create a product is to actually observe the performance of the skill or the creation of the product"<sup>5</sup>. The use of assessment rubrics can be the simplest or the most effective technique for teachers in observing students' products or skill performances. In addition, the assessment rubrics should obviously describe the teacher's expectation so that the quality product or performances can be reached. The assessment rubrics are used for teachers' own forms of classroom assessment, including grading. The key reasons are assessment rubrics provide timely feedback, prepare students to use detailed feedback, encourage critical thinking, facilitate communication with others, help teachers refine their teaching methods, and level the playing field<sup>6</sup>.

In Indonesia, assessment rubrics began to be used when KTSP (*Kurikulum Tingkat Satuan Pendidikan*) was implemented. The use of the assessment rubrics in this curriculum did not have specific role because it was not an obligation for teachers to use it. Some teachers designed and used the

<sup>&</sup>lt;sup>5</sup> As cited in Cheryl Erlandson, *Rubrics: When? Why? How? Connecting the Pieces*. (Saskatchewan Professional Development Unit), 7.

<sup>&</sup>lt;sup>6</sup> Danelle D. Stevens - Antonia Levi, Introduction to Rubrics an Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning... 28.

assessment rubrics, but the others only copied it from internet in order to fulfill the requirement in designing lesson plan, and they did not use it as assessment tool in learning process.

The use of the assessment rubrics is also still low. Some teachers, especially in the rural areas, do not know what exactly assessment rubrics are. For some teachers, although they know what assessment rubrics are, they still cannot develop, or even design their own assessment rubrics. They usually just copy the assessment rubrics from other sources. It is alright to copy the assessment rubrics from other sources, but there should be consideration whether those assessment rubrics are appropriate or not for the students because every schools and every students has their own characteristics.

In 2013, The Ministry of Education and Culture begins to socialize and implement Curriculum 2013 in some schools in Indonesia. In the Curriculum 2013, the materials and assessment criteria have been set up. To take full advantage of this new curriculum, the teachers should develop the assessment rubrics because as explained before that every school and every student has its own characteristics, so the development is needed, without the exception of assessment rubrics which has role as assessment tool.

Somehow, developing assessment rubrics can be difficult for teachers. It can be a challenging thing to do. It is also complicated for them to interpret the performance of various assignments to the rubric fairly and reliably. Time, practice and support are needed by teachers in developing assessment rubrics.

In order to make a good assessment rubric which is suitable for the need of students, the teachers should be able to construct and develop assessment rubrics step by step. Because assessment rubrics contributes some benefits for students and teachers, the development of the assessment rubrics is required in order to maximize the result of the assessment.

In this study, the development of the assessment rubrics for learning process in International class under the implementation of Curriculum 2013 is examined. The process is to identify and to examine the development of the assessment rubrics and the use of the assessment rubrics in the learning process. The assessment rubrics as an assessment instrument or tool give the teachers an opportunity to point out the differences in levels and give students specific indicators of what they must do and how they can achieve a higher level. Also, the rubric can be a tool or instrument for students to assess their own achievement as they are working on a task<sup>7</sup>.

There are some similar studies held before. In 2012, the study under the title "A Standardized Rubric for Evaluating Webquest Design: Reliability Analysis of ZUNAL Webquest Design Rubric" by Unal, Bodur and Unal examined the reliability of online rubric resources called ZUNAL

<sup>&</sup>lt;sup>7</sup> The Rubric Builder, "Learning More about Rubrics" *Gateway Software Productions*, (<u>http://www.rubricbuilder.on.ca/</u>, accessed on February 28, 2014)

webquest rubric. The study concluded that the final version of the ZUNAL webquest rubric holds promise as an assessment tool for evaluating webquests<sup>8</sup>.

Another similar study also held deals with assessment rubric. The study conducted by Wulan from Biology Education Department. The study entitled *"Kemampuan Calon Guru Biologi dalam Menyusun Rubrik Analitis pada Asesmen Kinerja*" aimed to know the ability of the Biology novice teachers in designing analytic rubric. The result of the study showed that novice teacher's ability in developing analytical rubric is quite low<sup>9</sup>. They still had difficulties in combining the content and biology process into criteria standard and deciding the criteria for analytic rubric.

The previous studies above discussed about the reliability of the rubric in online resources and the ability of Biology novice teachers in designing analytic rubric, but in this study the researcher focuses on the development of the assessment rubrics from training program of Curriculum 2013 in International class that the criteria has been set up by the government and the use of the assessment rubrics in the learning process.

At SMP Muhammadiyah 5 Surabaya, under the implementation of two curriculum (Curriculum 2013 and Cambridge Curriculum), the

<sup>&</sup>lt;sup>8</sup> Zafar Unal, et.al., "A Standardized Rubric for Evaluating Webquest Design: Reliability Analysis of ZUNAL Webquest Design Rubric". *Journal of Information Technology Education: Research*. Volume 11, 2012, 180

<sup>&</sup>lt;sup>9</sup> Ana Ratna Wulan, Undergraduate Thesis: "*Kemampuan Calon Guru Biologi dalam Menyusun Rubrik Analitis pada Asesmen Kinerja*" (Bandung: FPMIPA Universitas Pendidikan Indonesia), 1. e-mail: ana\_ratna\_upi@yahoo.com

teachers choose and use the most appropriate assessment rubrics which they pick them up from training program of Curriculum 2013 held by the government. The ways they choose are according to the need of the students and the level of the students so that the teachers can maximize the achievement of the students based on the criteria they set up. Not only adopt, but also they adapt the assessment rubrics so that they can be suitable for the students' need and achievement.

SMP Muhammadiyah 5 Surabaya as the setting of this study is one of schools that have implemented Curriculum 2013. In its international classes, especially in the seventh and eighth grades use two curriculums. The curriculums used are Curriculum 2013 and Cambridge Curriculum. Under the implementation of Curriculum 2013, the assessment rubrics' criteria are provided by the government, and adoption of the rubric assessments from training program can be used, but the development of the assessment rubrics is still needed. The development of the assessment rubrics is important to do for assessing learning process under these two curriculums.

## **B. Research Questions**

By analyzing the development of the assessment rubrics, this study is supposed to be triumphant in answering these research questions.

1. How do the teachers develop assessment rubrics in their International class under the implementation of Curriculum 2013?

2. To what extent the teachers use the assessment rubrics in learning process?

## C. Objectives of the Study

As stated in research questions above, the objectives of the study are:

- To identify the development of the assessment rubrics in the International class under the implementation of Curriculum 2013 at SMP Muhammadiyah 5 Surabaya
- 2. To examine the use of the assessment rubric in learning process in the International class at SMP Muhammadiyah 5 Surabaya

# **D.** Significance of the Study

In the best form of the assessment rubrics, Arter mentions that "rubrics help boosts the very achievement they are used to assess by defining so clearly what it is students are to learn"<sup>10</sup>. It means that assessment rubrics assist the improvement of the achievement in students' assessment by identifying so clearly what students have learnt so that the students themselves can self-assess, prepare their better performance for the next time, and examine their own progress over time. This study is conducted in order to examine the development of the assessment rubrics and the use of the assessment rubrics in learning process. It would be an important role for English learning process since well-designed assessment rubrics make the assessment process more valid and reliable.

<sup>&</sup>lt;sup>10</sup> Judy Arter, Creating & Recognizing Quality Rubrics... 1, www.ati.pearson.com

Developing assessment rubrics under the implementation of Curriculum 2013 is not an easy way. To develop a good assessment rubric, the development of the assessment rubrics take significant role because teachers have to know the dimension of assignment which must be improved in order to get the best result in the learning process.

Besides, having the purpose of this study, the researcher exposes the advantages of this study for the teachers, for the students and for the writer. They are:

1. For the teachers

The researcher thinks that the result will provide valuable information for the teachers especially for International class teachers because they usually have difficulties in designing and developing assessment rubrics. Hopefully, this study can contribute in providing knowledge on the development of the assessment rubrics. Since developing assessment rubric is not easy, this study was intended to present one of the best ways to construct and develop a good rubric. This study examines the development of the assessment rubrics because assessment rubric is beneficial in learning process, especially in assessment field.

#### 2. For the students

Knowing the advantages of this study, the result of this study will be very beneficial for the students. When the teachers can construct and develop the assessment rubrics well, the students will also be able to improve their performance and their efforts, earn better grade and promote self-regulatory behaviors in their educational life using the result of the developed assessment rubrics.

3. For the writer

Considering that the writer is also a student of English Teacher Education Department who will be a teacher, the result of this study will provide writer the ways in developing a good assessment rubric and the use of that assessment rubric in learning process that must be mastered in being a teacher.

# E. Scope and Limitation of the Study

In this study, the researcher focuses on SMP Muhammadiyah 5 Surabaya whose teachers develop the assessment rubrics from training program held by the government for the seventh and eighth grade students in International classes. As the measurement, the researcher limits this study on the development of the assessment rubrics based on the chapters of the English book of Curriculum 2013. In this study, the researcher discusses two aspects of the assessment rubrics which have been developed. They are the development of the assessment rubrics and the use of the assessment rubrics in learning process. For the use of the assessment rubrics, the researcher limits this study on the use of the assessment rubrics in assessing the attitude and skill competence, the time allocation, and the frequency in using the assessment rubrics.

# F. Definition of Key Terms

The researcher gives definition of key terms to provide clear explanation about the title and the research questions. The purpose of giving the definition of key terms is to provide obvious description on the concept used in this study and to avoid misinterpretation. The researcher defines the terms as follows:

- 1. Curriculum: a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution<sup>11</sup>. It indicates that curriculum consist of all component that support learning institution in organizing learning process. In this study, the term curriculum is defined as a program of planned activities that consist of particular learning outcomes. It focuses and guides the classroom instruction and assessment.
- 2. Integrated curriculum: an educational approach that prepares children for lifelong learning<sup>12</sup>. It means that in integrated curriculum, the abilities required in the students' real world are developed through the process of education in the school. In this study, the integrated curriculum is defined as two curriculums which are integrated or mixed together as a unity in the same time.

<sup>&</sup>lt;sup>11</sup> Tichafa J. Chikumbu - Rhodreck Makamure, *Module 13 Curriculum Theory, Design and Assessment* (Canada: The Commonwealth of Learning, 2000), 8.

<sup>&</sup>lt;sup>12</sup> Kathy Lake, *Integrated Curriculum* (Portland: Northwest Regional Educational Laboratory, 2000),

- 3. Assessment: a way of finding out if learning has taken place<sup>13</sup>. It can be inferred that when the learning has taken place, the aim of assessment can be known. The aim of assessment is to know the degree of students' skill and knowledge so that the teacher can give them appropriate grade or point. In this study, the researcher defines learning assessment as a process to know the learning outcomes or achievement of the students based on certain criteria and scale (standard).
- 4. Rubric: a scoring tool that lays out the specific expectations for an assignment<sup>14</sup>. It means that rubric is an assessment tool which communicates the expectation of what teacher want from their students. In this study, the researcher defines assessment rubric as criteria and a scoring scale used as assessment tool for assessing students' performance.

<sup>&</sup>lt;sup>13</sup> Ann Gravells, *Principles and Practice of Assessment in the Lifelong Learning Sector* (Glasgow: Learning Matters Ltd, 2009), 7.

<sup>&</sup>lt;sup>14</sup> Dannelle D. Stevens – Antonia J. Levi, Introduction to Rubrics an Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning... 3.