

Practicality of Using Brown's Rubric as a Tool in Assessing Students' Writing Skill

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ABSTRACT

This research was due to some problems found in the field. It has been done at SMA KEC X KOTO because most of the teachers of Senior High School still used traditional technique in evaluating students' writing. The teacher assessed only the accuracy in the use of tense and word spelling, teacher crossed out of words that are considered wrong without giving an explanation and teacher gave assessments to students' writing without clear criteria, so that the assessment was done subjective. This research used descriptive quantitative research. The researcher used a questionnaires and documentation collect the data. The population of this research was SMA KEC X KOTO. The samples that English teacher at SMA N 1 X KOTO, SMA AL HIRA, SMA NURUL IKHLAS consist 10 teachers by using total sampling. The data were got through questionnaires consists 29 list question items that teachers must answer based on their opinion. To analyze the data, researcher used Likert Scale and then, to find out percentage of each item of questionnaire, the researcher used the formula by Sudijonop: $f/n \times 100\%$, after that researcher interpreted of the practicality percentage table. The finding reveals that Brown's rubric using students writing at SMA X KOTO is very practical. Mostly teacher respond to every statements such as the organization which consists of 8 indicators only answer strongly agree and agree. The interpretation table shows that the percentage of teacher's mean score was 89%. Thus, the use Brown's rubric as a tool in assessing students writing was very practical (86% - 100%). It is recommended for teachers to use Brown's Rubric.

Key word: Writing, Analytic rubric, Very Practical

INTRODUCTION

English teaching aims to improve students' skill on four skills namely speaking, writing, listening and reading. Writing skill is one of the abilities that need to be improved. According to curriculum 2013, high school level teaching focuses on mastery of the text type such as narrative, descriptive, spoof, report, procedural, discussion and news item etc. [1] Various efforts have been done by the teacher so that students can write the text well.

The efforts that have been made is usually related to the selection of teaching methods, the use of teaching aids or the means of assessment for students. The way of the teacher provides an assessment of the student's writing can make a great contribution to improving writing skill. The efforts made by teachers in improve students' writing skill is by taking into account the assessment criteria, the most important is the scoring system used valid and reliable. As state by Brown, "Assessment can become valid when the assessors use evidence of achievement, clearly matched against the criteria." It is clear that to do the assessment should be done with certain criteria and the scoring system must be valid and reliable.[2]

Assessment standard is one useful reference for improving students' writing skill. According to, Nitko, assessment is a broad term defined as process for obtaining information that is used for making decisions about students, curriculum, and program and educational policy.[3]

The improvement of students' capability is continuously sought by the government with enactment of Government Regulation No. 13 of 2015 on the Standard of Education which contain eight national standards, namely content, process, competency of graduates, educator and manpower, facilities and infrastructure, management, financing including assessment standards.[4] The implementation of Government Regulation No.13 of 2015 on education standards has an impact on classroom appraisal. Students' competence assessment can be done through test and non-test. As stated by Arifin," in process of measurement, the teacher must use a measuring tool (test and non-test)[5].

Test is often used to measure students' cognitive domain and the answer is absolute such as written tests (paper and pencil test), like multiple choice, short answer, matching test, true false. It means that, the questions must be answered by the student must be in accordance with the available answer. While, non-test used to assess competencies outside the cognitive domain and the answers are free and non absolute.

According to Setiadi, in the curriculum 2013, the assessment is more assertive and comprehensive, teachers are required to conduct assessment in the three domains of cognitive, affective, and psychomotor.[6]

This is based on the fact that learning outcome is not only assessed in terms of cognitive domain but from the affective and psychomotor. According to Nunan, writing skill tends to be confronted with two concepts of process and product.[7] According to Harris, writing tests are unreliable measure because students perform differently topics and different occasions, and the scoring of writing is by nature highly subjective.[8] It is clear that the result of student's writing skill can't be measured by tests which answer correct or wrong because writing tends to be faced by process and product. Besides, the non- test assessment is considered invalid and not reliable because it does not have absolute and tends to be subjective and inaccurate.

Based on the researcher's observation that the researcher did with the English teachers in SMA X KOTO, the researcher found some problems that are related with how the teacher assess the students' writing. Teacher only did an assessment on the accuracy of the use of tense and word spelling. Teachers crossed out of words that were considered wrong without giving an explanation. Teachers gives the score to the students' writing without clear criteria, so that the assessment is done subjective, inaccurately and inconsistent. Moreover, teachers did not have clear guidelines for assessing writing, some of them say that," Assessments actually has

been covered in their minds and already know the abilities of their students". So, researcher can conclude that the teacher only provide points and score without clear criteria, ultimately impact on student dissatisfaction and reduce their motivation to write. Furthermore, the teacher does not have a more accurate standard of students writing standards, valid and objective.

Based on the problems, it is important for the teachers to develop ways to assess. This is based on an authentic assessments, which judgments are not only seen in terms of the final result but also of the process. The teacher should develop their judgment to assess students' writing. Furthermore, there are so many assessment methods in assessing students' writing, and one of them is rubric. According to Andrade," rubric is document that articulates the expectation for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor".[9] Andrade also added that" rubric are becoming an increasingly popular means for communicating expectation about an assignments and progress and feedback to students as well as evaluating final project".[10] It means that rubric is a set of assessment guides for evaluating students work. Rubric assessment is divided into three types, namely analytic, holistic, primary trait score. It's based on expert, Sarah " Types of rating scales used for the assessment of writing are analytic, holistic, and primary trait score".[11] In addition, There are three types of qualitative scoring approaches that use rubrics to specify scoring criteria are holistic, analytic, primary trait score".[12] According to Harold, "Analytic rubric scoring method is attempts to evaluate separately the various components of a piece of writing it can be illustrated with several approaches.[13] In addition, "Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization, grammar, etc.) and gives a separate rating for each.[14] Analytic scoring can be used to assess the writing results of students in the intermediate level. It's based on Sara, "This scale has been adopted by numerous collage-level writing program. In this research, the researcher focused on analytic rubric which has forward by Brown H. Dughlos, because this was in accordance with the criteria that must be assessed on the students' writing. It's based on Harris, "In the process of assessing students' writing, teacher must recognize five components namely content, form, grammar, style, mechanic. In this research, researcher focused on three schools in KEC.X KOTO namely SMA N 1 X KOTO,SMA AL-HIRA, SMA NURUL IKHLAS with ten teachers.

METHOD

The research used descriptive quantitative research, because the researcher want to know whether Brown's rubric practical in assessing student's writing in SMA DISTRICT X KOTO in academic years 2019/2020. The sample was 10 teachers of 3 schools, the researcher using total sampling. The instrumentation in this researcher was questionnaire, the question arranged in

Likert Skale which was use strongly agree, agree, neutral, disagree, strongly disagree. Then the researcher was technique of collection data and technique of data analysis.

FINDINGS AND DISCUSSION

Finding in this research, the researcher found the teacher's results questionnaires of using Brown's rubric in SMA X KOTO are 89% based on table interpretation by Purwanto.

Table 1. Interpretation of The Practicality Percentage

Value of Practicality	Criteria f Practicality
86% - 100%	Very practical
76% - 85%	Practical
60% - 75%	Quite Practical
≤ 54%	Very impractical

This result the researcher got from 3 schools with 10 teachers in SMA X KOTO district for 2 month October - November. The interpretation table showed that percentage of the teacher total score is 2568 with mean score is 89%. The finding showed that the Very Practical of using Brown' rubric in assess students writing in SMA DISTRIC. X KOTO.

Advantages of rubric is a tool of guidance in assessing students work, rubric can explain the description of students work and provide information about studentwork weight, rubric can help more objective assessment. It based on Harris, "There are a number of advantages to analytic scoring. First, it disposes of the problem of uneven development of subskills in individuals. Secondly, scorers are compelled to consider aspects of performance which they might otherwise ignore. And thirdly, the very fact that the scorer has to give a number of scores will tend to make the scoring more reliable.

CONCLUSION

In summary, fact that researcher found in the field, based on data and results from data analysis that researcher have done that rubric proposed by H. Douglas Brown is Very Practical to use in SMA X KOTO. The results of questionnaire offered by the researcher to the teacher were below average. This happened because teachers found it easy to use, and understood each items that researcher suggested in rubric above.

But in other hands, rubric by Brown also has weakness like one of ten teachers who taught at SMA X KOTO wrote the suggestions in suggestion box in the questionnaire the researcher offered, the teacher concluded that the rubric is actually good, because it make judgments more objective, only less economical and spends a lot of assessing the writing one by one, especially teachers faced with the 2013 curriculum with many administrations that must be met, especially teachers teaching many classes many students. The researcher concluded that this research focuses on the practicality of using Brown's rubric as a tool in assessing student's writing in SMA DISTRICT. X KOTO. The result of researcher that the rubric offered by H. Douglas Brown was Very Practical used in SMA KEC X KOTO.

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