

Developing English Rubric of Describing the Student's Basic Competence in Student's Report Card

Chapter 1

Introduction

Background of the study

Every student that conducts his/her studies in the formal institution will have a certain report of his/her achievement after a period of learning process done in the classroom. This report is an individual report on the student's progress measured by some instruments of assessment. They are tests, assignments, quizzes, individual and group projects, port-folio, and interactive personal performance in the classroom activity. The result is defined in the numerical score (quantitative) and a descriptive verbal report (qualitative) delivered in the end of a semester (6 months' study). This system of reporting the student's progress is applied throughout the level of general schools in Indonesia. As the end of the progress, this report will determine about the students' possibility to continue their study. A teacher should do all the assessment steps for the students to have a score that is not less than the minimum passing grade for a subject decided by the school in the initial school-year preparation. One thing should be considered that this should be reported in the students' card as a way of communicating the result of study to the parents in a clear, personal, precise and meaningful description. This report should support the explanation of the strength and weakness of the student, how far the student has learned, say, English in the class (Education, 2010).

Each score will be described in the verbal and descriptive notes as the qualitative result of the student's proficiency in a specific subject. Numerical number may represent an objective

report of a student's progress; however, this may not be enough for the student to have a 'sufficient evidence for making important decisions' (Abedi, 2010). The report should really reflect the student's achievement that is represented by a numerical score or grade. This score should be at least the same level as the minimum passing grade. In fact, the process of deciding the minimum passing grade should rely on the result of the school board decision about the characteristic of the students, complexity of the material and supporting structure of the school based on the regulation of minister of education number 20 year 2007, concerning the standard of educational assessment (Jakarta, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, 2007). The ranges of the scores to classify the categorizations are determined by the school decision maker in the consecutive subject. Consequently, the minimum passing grade of different subjects will vary, from one subject to another. Parents and students will also be informed about this minimum passing grade. By acknowledging this score, teachers may be able to design the teaching process or determine the method to assist them in achieving a desirable success in teaching, while students are supposed to set their own learning to achieve at least that minimum passing score for their assessment.

A formal assessment, as a part of a formal education institution, should always lay its process under the umbrella of some rules where the institution runs its teaching-learning activities. In this case, the research also considered about the government rules on assessment, which are the rules from the national minister of education about the evaluation standard. They are *Permendikbud number 53/ 2015* and *23/2016* about evaluation standard for teacher and institution as a guide to do and report the learning progress of the students. In those letters, it is mentioned the goal and mechanism of evaluating and reporting the result of the evaluation as the student's learning progress (Baswedan, 2015; 2016). In both article it is mentioned that the

description note of the score should express the student's competencies he or she is good at to have more enrichment and the lowest result one to have possible remedial action. As it is mentioned in the Guidance for Evaluation by Educator and Educational Institution in Senior High School (Panduan Penilaian oleh Pendidik dan Satuan Pendidikan SMA. 2017)

“Deskripsi berisi kompetensi yang sangat baik dikuasai oleh peserta didik dan/atau kompetensi yang masih perlu ditingkatkan”. (Muhammad, 2017)

“Description covers the learner's best achievement of the competence and/or the competence need to improve” (Muhammad, 2017)

Thus, the consideration refers to the competency as it is allocated by the curriculum. While for psychomotor evaluation only the prominent skill of a competence will be described in the report.

“Deskripsi nilai keterampilan berdasarkan nilai KD yang menonjol” (Muhammad, 2017).

“Description for practice score is based on the dominant basic competence”. (Muhammad, 2017).

In fact, language teaching should consider more to the language skills taught implicitly in the integrated way. It should be measurable through the process of teaching-learning activities as the assessment of language teaching is not simply about matters or topic to be evaluated. Evaluation may not just measure subjectively; it is achieved through the skills taught in the process in accordance to the life skill competencies. Evaluation itself is a part of assessment that actually has a wider perspective (Brown, 2003).

This research is conducted to observe the verbal and descriptive note report based on the students' report cards of the language class of grade X in a Senior High School in Surabaya because the writer of this study now teaches English in grade X and it is practicable to implement the new model of evaluating the students' English skills as the concern of this study.

There may be a different perspective about this assessment report. The verbal descriptive report appears to be an evaluative feedback for the students' achievement; however, evaluative feedback has its own definition as "feedback that goes beyond mere description and provides an evaluation or assessment of the person who communicates" (Keyton, 2005). As feedback itself is "conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007).

English as one of the subjects taught in senior high school level also delivers its achievement in the same way. As a good report, it should reflect an elaboration of the student's achievement accordingly. To report it in a systematic way is not as simple as to give a score to the student's performance. In the matter of assessing the students' results, teacher should rely their scoring on the assessment process and the indicators determined in the preliminary process of the school year activities. English is taught based on the integrated four skills. However, only a single score should be reported as one score in their report card. It is supported by the notes of their scores that should descriptively define the students' capabilities. This needs the teacher's ability to constitute a narrative inquiry that is concise and relying on the assessment process. As the writer's experience dealing with some unsatisfied parents toward their sons or daughters' result in their report card concerning English score, teacher may face a challenge to explain the process of constructing the English score. In fact, some students may have good receptive skills but not their productive ones or vice versa.

Assessment can be quantitative and qualitative and it is useful information (Brookhart, 2005). The assessment itself is more as a summative assessment as it is given in the end of the semester. It seems that the process of using types of assessment should be done before.

Discussing about types of the assessment (paper-and-pencil assessments, performance assessments, assessments based on oral communication, and portfolios), it can be designed the way to assess according to the intended use. One way of assessing the students' proficiency is by doing a test as the measurement device, and underlies it on a certain rubric so that the score can precisely represent the proficiency of the students in different skill areas. Rubrics are constructed to appraise qualitatively the student's "work along a series of performance levels described under a criterion to construct a numerical score relevantly" (Brookhart, 2005). This supports the statement that a good assessment should entail some points to consider, such as initially designed; providing useful information to the intended persons; having purpose, standard and criteria; valid, reliable and consistent; providing feedback and reflection (Koutsouvelis, 2005).

Problem Statement

So far, it is quite questionable whether this numerical scoring successfully represents the achievement of the student's proficiency. Furthermore, there should be a preferable way to compose the narrative description into a good and easily comprehensible sentence formulation as the assessment product. From these considerations, there is a research question covering the issues related to the English learning discussed in this research;

1. What is the evaluation model like in the students' report cards, especially in the English subject?
2. How should the student's proficiency of the basic competence in the English language be described in the student's report card?

Theoretical Framework

The underlying theory used in this research is theories of assessment (Abedi, 2010; Brookhart, 2005; and l'Anson, 2014). It is an end result of a learning process, a measurement of the proficiency of the subject learned. In this case, since the discussion focuses on English as the subject, the assessment will rely on rubric for each skill taught in the learning sessions. They are assessing listening, speaking, reading and writing (Brown, 2003). The note that describes the student's achievement should be able to personally perform the proficiency for each skill based on the measuring standard such as rubric. The rubric used in the assessment will produce a description that elaborates the score into a narrative description on a certain skill.

According to Duncan (2007), students should have a kind of feedback or feedforward to inform student about the progress of learning as it is an important part of learning cycle (Spiller, 2009), however, it is often inadequate to use by the students and even parents. They may refer only to the numerical scores that seem more objective rather than a qualitative judgement that does not fulfill their expectation of what and how the students have done something to the material taught as long as the students have conducted the lesson activities.

Assessments are usually also categorized as formative and summative result of students' achievement. They are measured through several ways to calibrate their proficiency as to synchronize with the minimum passing grade designed by the school based on the criteria from the referer of the school.

Scope and Limitation of the Study

The scope of the research covered the students in grade tenth that had conducted a certain kind of feedforward of their learning achievement in the scope of the English subject. This is as a part of the form in the report card under the curriculum they have during their studying in the

school. In addition, to have a brief discussion, the study will only cover some evaluations under some basic competences (KD) and Achievement Competence Indicators as the model applied in the discussion.

While the research discusses only the cognitive result of English as the subject the students learn during their study in the senior high school. Thus, the responses concerning to the report of the result of the students' achievement is taken as the basic discussion in this thesis.

The research is done based on the set of material given in a semester along with the core and basic competences provided by the national curriculum of English subject (KEMENTERIAN, 2016).

KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: <i>subjective, objective, possessive</i>)	4.1 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

See appendix for full version

It is done under the consideration that the score and description exposed are not representative enough to report uniquely the student's proficiency of English after a period of time.

Definition of Keyterms

In this research, there are some terms employed in the discussion and theories. To avoid the misconception, the definitions are delivered as a slight elaboration of the terms themselves. However, the explanation is limited to the general terms that are quite generally accepted.

Basic Competence

Competence is one issue that now is considered as the goal of education system. It is needed to have ‘the reconceptualization and operationalization of educational objectives in conceptual terms of competence (Klieme, Hartig, & Rauch, 2008). Competence should be elaborated into clear meaning. As it is quoted by Højgaard (2009) competence is ‘headed for action’, it serves the performance a physical act indirectly being guided by a given situation.

Basic competence, as an objective decided by the national education ministry, is the desirable capability of the communication abilities in three kinds of text as informational literacy on performing social function of the utterance, in daily life socio-cultural, academic and profession context, using various texts in the acceptable structure coherently and cohesively.

Basic Competence: Receptive and Productive

Discussing the language skills, there are two divisions of them concerning the process they are executed. For the skills that need a mental action of comprehending or gaining information, spoken or written, the skills are categorized as the receptive one. As it is cited by Ivančić, Mandić and Motušić, Nunan has ensured that this skill engages actively and destined to gain and store the meaning to have a comprehension (Marijana Ivančić, 2014). This brings the understanding that the skills are passively engaged to the skill of listening and reading. Being passive doesn’t mean there is no mental activity at all; it is likely to say that the learner manage s the information in their mind. Consecutively, the basic competence mention in the curriculum given by the government on KD 3 can be classified as the receptive cycle since it covers the knowledge base more than the other KD. The verbs used in the KD 3, such as *menerapkan*’ (applying) implies the other verbs such as ‘identifying’, ‘finding’, ‘recognising’ that are closely bound to the process of recepting and processing the information.

The other skills, then, can be subdivided into productive skill that performs the ability to speak and write in the target language. The content of the productive skill performed should represent the knowledge or information obtained by the learner in the previous skill akin to the receptive skills. It means they should be able to produce such a performance of the target language into some forms, it can be spoken or written correctly using all the language aspects such as pronunciation, accurate utterances, and acceptable grammar is also quite important one. Referring to this, the verb used in the KD4 such as '*menyusun teks*' (arranging or composing text) can be derived into the productive section according to Bloom taxonomy. It leads to the process of creating a well acceptable correct form of the performance. It should be meaningfully acceptable and grammatically correct.

National Curriculum

It is a set of instructions composed by the education ministry that is applied into the teaching process throughout the countries.

Assessment

Assessment is a bigger scenario rather than just evaluating student's proficiency on English language skill. It performs all of the information regarding to the student's knowledge, ability, understanding, skill, and even attitude.

Rubric

Rubric, as it is mentioned by Ayhan (2015), is a set of categories and criteria measuring the gradation about student's performance under some instructions and evaluating the learning. It should be applicable by multiple score takers to have the same interpretation of student's performance on knowledge, performances, skills and attitudes (Bargainnier, 2003).

Student's Report Card

It is a set of scores on various subjects given in the end of six-month learning showing the student's proficiencies on them. The report is delivered on a printed media and distributed personally to the student.

Authentic Assessment

Scoring may not be simply providing numerical value, it is a complex performance done by teacher to measure the students achievement of some material taught or managed by the teacher. Authentic assessment is one way to measure students' proficiency as it is one aspect discussed in the recent national curriculum (Baswedan, 2016). It is mentioned in the manual of national curriculum that assessment can be in the form of tests, observations, assignments of individuals or groups, and other forms in accordance with the characteristics of competence and the level of development of learners. It is also emphasized that the assessment of the knowledge aspect is done through written test, oral test, and assignment in accordance with the assessed competency; while skills assessment is conducted through practice, products, projects, portfolios, and / or other techniques in accordance with assessed competencies.

According to Callison, "Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities" (Callison, 1998). This assessment covers some performances that cover oral or written aspects in the English language learning skills. It may convey the assessment in a wider space of the student's interactions through engaging the performances in the real life situations, multiple resources, class activities, personal development and cooperative works of the student (Crocker, 2013).

By doing this kind of assessment, student may be measured through their capability in applying their cognitive knowledge in the real life situation, since they may also possibly learn it from the applied material. Students can have more than the resources delivered in the lesson, they live in a very open and resourceful world, so there may a chance for them to learn more that they get in the lesson. This condition enables them to perform their achievement in various ways. To deal with it, teacher should prepare effective steps in measuring the students' proficiencies that may be supported by designing some form of achievement evaluation such as rubric.

Significance of The Study

Through this study, it is expected that the result of the research done among the students mentioned will supply the parents, teachers or the institution to pay more attention to the formulation of the feed-forward as a note of the students' proficiency or achievement. There should be a very comprehensive description about the students' numerical achievement, i.e. their scores. This description may give a simple, unambiguous score interpretation, clearly related to the competencies and indicators given, and uses a more personal yet objective words about the students' progress. The way the report implies the students' results should be able to enhance the students and their parents to measure and justify the aspects where the students gain the success or need improvement.