

Teachers' Perception toward Planning and Implementing Teacher-made Rubrics of EFL Students' Writing Assessment

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Abstract—Assessment is the process of collecting and processing information to measure the achievement of learning outcomes of students. As an educator, a teacher is often faced with making important decisions about students' assessment. A teacher must be objective in giving an assessment for the students' work. For language teachers, rubrics are very important tools in assessing the result of the students' work, especially writing assessment. The rubrics are appropriate and fair tools for teachers to provide an assessment of their students' work. This research employed a qualitative design and was conducted in a school involving 16 English teachers in a regency of Riau province. It aimed to identify how the English teachers' perception toward planning and implementing teacher-made rubrics to assess the students' writing and how far teachers-made rubrics influenced teachers to provide objective assessment to students writing. The data were obtained by using several techniques including interview and questionnaires. The results shows that teachers have positive perception toward teacher-made rubrics of students' writing assessment.

Keywords—*teacher-made rubrics; planning and implementing rubrics; style; writing assessment.*

I. INTRODUCTION

Based on ministerial regulation no. 23 of 2016 article 1 point 2 said that assessment is the process of gathering and processing information to measure student learning outcomes. To measure the results of student learning achievement, a teacher must provide an objective assessment. According to Herman and Knuth, assessment is used to know how far the students can do [1]. Furthermore, Iseni states assessment is important for students' progress in their language leaning. In assessing the students' performances, it can not only be done by giving a simple assessment or just guessing. This is where the teacher needs a measuring device in order to get the objective assessment [2].

The teachers need rubrics to make the assessment more reliable and valid. Wolf and Stvens says that rubrics are needed because they give contribution to the students' learning and give transparency in assessment [3]. It means the rubric will give accurate assessment to the students' performance. Brown emphasizes that rubrics refer to criteria

for assessment and evaluation of learning. Therefore, Rubric is a scoring tool for assessment in which there is a set of criteria and standards related to the learning objectives that will be assessed to students [4].

Moskal said that rubrics are commonly used to guide the evaluation of writing which depended on the criteria established by the individual evaluation [5]. Rubrics are assessment tools used when evaluating students performances and reporting students' achievement [6,7]. Rubrics are developed to test for appropriateness to get validity and reliability.

Rubrics have function to improve student performance in writing. Rubric scoring provides an overview of students' ability to write. This overview helps students understand why they can get scores for their writing. Also, they provide an overview of what students need to improve their future performance. Thus, when students will work or perform something, they already have a guide for clear assessment criteria. Furthermore, both parties "teachers and students" will have clear guidelines together about the expected performance demands. Rubrics are also expected to be a motivator for students in the learning process.

The following are the benefits of the assessment based on the rubric:

- Rubrics explain job descriptions.
- The rubric provides information on assessment criteria.
- Students get fast and accurate feedback.
- Assessment is more objective and consistent.
- The students become active learning.
- The students obtain "content knowledge" and "procedural knowledge".
- The students can assess the performance of their own group.
- Both educators and students obtain effective reflection tools about the learning process that has taken place.

- As a tool or guideline for evaluating student performance or work results.

Based on the benefits, above, it is clear that the teacher have to make the rubrics to give assessment of the students' works or performances. The teacher can create their own rubrics to assess the students' performance as long as the criteria in their rubrics are clear and acceptable. It is known as teacher-made rubrics. Teacher-made rubrics are considered important since they provide teachers' expectation to the students. Teacher-made rubrics also help teachers to think critically carefully about what they teach and what students have to learn. As Andrade states that rubrics give teachers to show their expectation and to show students how and what they are going to do [8].

Now there are many research studies found in relating to use rubrics in assessing the students' work or performance, such as Jeong, his research is about do the teachers need rubric in the classroom [9]. The research aims is to investigate the impact of rubric using in assessing short EFL descriptive writing by asking teacher-Q4raters to rate essays, both with and without a rubric. The results show that the teacher too focus on error without rubric, but when using rubric, they focus on comprehension issues. On the other hand, Cabrera, Rosario, Castillo, and Jimenez concerned on an innovative rubrics which improve the writing assessment by teacher and students prefer [10]. They used a gradient color to show relevant aspect of writing rather than number. Based on that research, it can be seen how the teachers need to make rubrics in order to give objective assessment to the students.

Finally, it can be summed is that the teachers should give an objective and acceptable assessment in order to avoid making mistakes in giving assessment. By making the rubrics, it influence the students' performances. Because of the reasons, this study needs to identify how the English teachers' perception toward planning and implementing teacher-made rubrics to assess the students' writing and how far teachers-made rubrics influence teachers to provide objective assessment to students writing.

Based on those explanation, it can be formulated two questions that are presented in this study. Firstly, what are teachers' perception toward planning and implementing of teacher-made rubrics on EFL students' writing assessment?. Secondly, how far are teachers-made rubrics influence teachers to provide objective assessment to students writing?.

Based on the research questions above, the study only focuses on investigating the perception of teachers toward planning and implementing the teacher-made rubrics on EFL students' writing assessment. Perhaps, the teachers can be better to create teacher-made rubrics in future.

The study was conducted hopefully to give general information about how English teachers perception toward planning and implementing teacher-made rubrics to their students' writing assessment. In addition, the study can give a description about to what extent they implement their rubrics in the classroom. This study is also estimated to inspire the teachers to make teacher-made rubrics.

II. METHODS

A. Research Design

This research was aimed to describe how 16 English teachers' perception toward planning and implementing teacher-made rubrics to assess the students' writing. To get the responses from the teachers as respondents, then the research used a qualitative research. As cited from Zoltan, qualitative research involves data collection procedures that result primary in open-ended, non-numerical data which is then analysed primarily by non-statistical methods [11].

There were two instruments used in this research, namely questionnaires and interviews. Questionnaires are data collected as quantitative data. According to Burn, a questionnaire is s sense of pre-determined questions that can be either self-administered, administered by mail, or asked by interview [12]. In this study, questionnaires were used to obtain quantitative data which aimed to find out the teachers' perceive toward the implementing teacher-made rubrics. Dornyei explained the result of a questionnaire survey are typically quantitative, although the instrument may also contain some open-ended questions that will requires a qualitative analysis [11]. At this stage, the questionnaires were divided into 2 sections. The first section was questionnaires about planning teacher-made rubrics. It consisted of 10 questions. The second section was questionnaires about implementing teacher-made rubrics. It consisted of 10 questions. The questionnaire was on ranging from 5 (strongly agree), 4 (agree), 3 (perhaps disagree), 2 (disagree) and 1 (strongly disagree).

Other data collected was interview which considered as qualitative data. Dornyei emphasized interviewing is known communication routine that the method works so well as a versatile research instrument [11]. In this case, interview aimed to validate data obtained from questionnaires. The questions raised in related interviews with teachers' planning and implementing teacher-made rubrics in the classroom. The interview type used in this research was semi-structured interview. Semi-structured interviews is suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story [11].

Respondents of this study were 16 English teachers who teach in a district of Riau province. These respondents were chosen based on the site characteristics and teaching experience more than 10 years which were needed for data analysis.

B. Data Collection

The respondents in this study were teachers who were in one district in Riau province. The data were got from questionnaires and interview. After questionnaires completed, then it was followed by conducting interviews.

C. Data Analysis

The gained data from questionnaires were coded and classified into two sections, namely teachers' planning teacher-made rubrics and implementing teacher-made rubrics. The data were analyzed in simple calculation to get percentage of each category of the questionnaires. While, the data gained from the interview were transcribed and coded. The interview data were analyzed to see how they support the quantitative data as well.

III. FINDINGS AND DISCUSSIONS

This research was qualitative research, where the data got from questionnaires and interview. The results of data obtained from questionnaires purposed to answer the research questions. The first research question was aimed at finding teachers' perception toward planning and implementing teacher-made rubrics in assessing the students' writing.

There were two section of questionnaires, as follow:

- Planning teacher-made rubrics
- Implementing teacher-made rubrics

To get the data, it was 10 questions that relating to the teachers' planning in making teacher-made rubrics. It was divided in to four criteria. Firstly, teachers were asked about their planning. It was 100% teachers agree to make planning before conducting the rubrics. Secondly, teachers showed positive perception to design effective rubrics. It was 68,75% agree and 18,75% strongly agree. While 12,5% of teachers were neutral. Thirdly, 31,25% tended that the teacher did not like to make the rubrics only focus on grammar. 68%% of teachers chose the rubrics should focus on grammar. The last, teachers were 87,5% agree and strongly agree to focus on comprehension like main idea, supporting ideas, etc. This questionnaire result can be seen in the following table 1.

TABLE I. THE PLANNING FOR THE RUBRICS

Criteria	SA	A	PD	D	SD
Make a planning	50%	50%	-	-	-
design effective assessment	18.75%	68.75%	12.5%	-	-
focus on error (grammar)	12.5%	56.25%	18.75%	12.5%	-
focus on comprehension	25%	62.5%	12.5%	-	-

The next section was teachers implement teachers-made rubric to assess students' writing. All of the respondents showed that they were agree and even strongly agree to applied teacher-made rubrics for every students' writing test. All of them also inform the students about the criteria in rubrics before giving the writing test. All the respondents argued that teacher-made rubrics make easier to give assessment. Teacher-made rubrics also gave accurate results

for the assessment. Not all respondents were agree that teacher-made rubric provide responsible assessment. There were 37% of respondents a little bit disagree that teacher-made rubrics can influence students' writing score. But, by using teacher-made rubrics, all respondents agree they can increase teachers' motivation. All the data can be seen in the following table 2.

TABLE II. THE IMPLEMENTATION FOR THE RUBRICS

Criteria	SA	A	PD	D	SD
applied for each students' writing	75%	25%	-	-	-
inform the students about rubrics	50%	50	-	-	-
easier in giving assessment	25%	75%	-	-	-
giving accurate assessment	12.5%	87.5%	-	-	-
be able to responsible assessment	-	87.5%	12.5%	-	-
influence students writing score	-	62.5%	37.5%	-	-
increase teachers' motivation	25%	75%	-	-	-

It can be summed up from the respondents response to the questionnaires, it can be seen that majority of the respondents had positive attitudes to plan and implement teacher-made rubrics for students' writing assessment.

The second data was interview. This interview was given to two English Teachers. There were 5 (five) questions that must be answered by the respondents. This interview was conducted to get a clear picture of the extent and how teachers plan and implement the teacher-made rubrics. Based on the results of the interview, it was found that all teachers felt many advantages when planning and implementing teacher-made rubrics to assess students'

writing assessment. In this case, the respondent 1 stated it as follow;

R1:" I think by making my own rubrics, it make me easier to assess the students writing. Well, the students also feel satisfied"

Reflecting on respondent 1's words, it implement teacher-made rubrics easier the teacher to give assessment. It seems that the influence was very significant not only for the teacher but also for the students. It seem the teacher gave more accurate assessment to students.

From the interview, it can be concluded that the teachers conducted teacher-made rubrics to get better description of

students' achievement in writing. They argued that teacher-made rubrics facilitate the process of evaluation, so the teachers can see the progress of their students' writing.

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

This research was conducted to identify teachers' perception toward planning and implementing teacher-made rubrics of EFL students' writing assessment. The data gained had clearly shown that the teachers have positive perceived toward planning and implementing teacher-made rubrics. Mainly teachers believe it can increase teachers' motivation in giving assessment. It also can improve teachers' skill in provide accurate assessment. In addition, it can increase teachers' insight toward the use of teacher-made rubrics. It effect to the students writing achievement. The students know what they are going to do with the task or project teacher are given.

B. Recommendation

Finally, there are two recommendation that are intended for English teachers and future research. First, for English teachers should allocate good effort and commitment in order to conduct their own rubrics. The teachers also should be comfortable when giving assessment to students. And second, for the future research, it is expected that the other researchers can conducted the research with larger respondents so that the result can be generalized to all teachers, especially English teachers.

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