Students' competence in making language skill assessment rubric

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ABSTRACT

This study aims to describe (1) the need for an assessment of language skills rubrics; (2) students' abilities in creating holistic and analytic rubrics; (3) the potential and relevance of the application of the rubric in the micro-teaching class; (4) the obstacles faced by students in compiling the rubric. This research used mix method to answer the research questions and a quantitative approach to measure students' understanding of the rubric. Basic competence was assessed using the rubric and mapped students' competencies in designing the rubric. The qualitative rubric was used to describe students' difficulties in applying the rubrics produced in the learning process at school. The population of this study was 250 students of Indonesian Language Education in Central Java selected using a random sampling technique. The study shows that (1) students' knowledge of the components presented in the language skill assessment rubric is still low: most students know that the assessment rubric can be done analytically and holistically, but they cannot explain the differences and how to design the language skill assessment rubric. (2) The rubric produced by students in assessing reading and writing skills is good enough and relevant to be applied in the school: 76% for reading skills and 83% for writing skills. (3) The rubric produced in assessing speaking and writing skills is less optimal and not relevant enough: 78% of students are unable to make good rubrics for listening skills, and 49% are unable to make a rubric for speaking skills.

INTRODUCTION

Learning is transforming information received by students in their respective learning environments. One aspect as the indicator to show the learning achievement is the assessment. Skill improvement refers to the dimensions of attitude, knowledge, and skill. These three dimensions can be measured through specific assessments. Assessment can show accurate results through valid measurement (Retnawati, 2015). The assessment attribute should be designed as well as possible so every assessment process can reflect students' skills. On the other side, learning output reflects the teaching conducted by teachers.

Learning outcomes can show the success of the teacher's learning process. In every learning process, a teacher should master some knowledge related to educational assessment, such as: (1) being able to select appropriate assessment procedures to make learning decisions, (2) being able to develop appropriate assessment procedures to make learning decisions, (3) being able to conduct a scoring and interpret the assessment results made, (4) being able to utilize assessment results to make decisions in education, (5) being able to develop proper assessment procedures and use assessment information, and (6) being able to communicate assessment results.

Assessment is an essential aspect of learning achievement. Assessment refers to fact-based processes and outcomes to explain the characteristics of someone or something (Barkaoui, 2016; Griffin, 1991; Pearce et al., 2009). Aspects of the process and results in the assessment of learning achievement become part of a complex learning evaluation that must be revised continuously. Assessment is related to students' scores and emphasizes the aspect of the valuation process in the information that refers to students' competencies. One of the assessment tools that teachers can use in measuring student competence is a rubric.

Teachers use the rubric to decide the assessment criteria for assignments. However, a rubric is also helpful for students. It defines what is expected from students in the written form, especially in obtaining specific scores in an assignment (Rukmini & Saputri, 2017; Mertler, 2000). In learning, rubrics are performance standards used to measure particular competencies from tasks that have been given to students (Al-Rabai, 2014). The rubrics that can be used in the authentic assessment are holistic and analytic rubrics (Ratnaningsih, 2016). Rubrics are used to measure students' knowledge, attitudes, or skills (Rukmini & Saputri, 2017). Each rubric has specific features to make it easier for teachers to make assessments.

According to Stevens and Levi (2013), rubric contains four essential features: (1) the description of assignment or descriptive title of assignments worked by students, (2) scale (and score), which describe the level of mastery (for example: exceed the expectation, meet the expectation, does not meet the expectation); (3) component/dimension that students should notice in doing their assignments; and (4) the description of performance quality (performance descriptor) from the component/dimension in every mastery (Stevens & Levi, 2013). The rubric is a performance standard used to measure specific competencies of the assignments that have been given to students. The type of rubric that can be used in authentic assessment is the holistic and analytic rubric. The rubric is used to measure students' knowledge, attitude, or skill.

Each rubric has its advantages and disadvantages depending on the needs of the assessment carried out by the teacher. The advance of an analytic rubric is the availability of feedback to students. Analytic rubric specifically focuses on every criterion and makes this kind of rubric is appropriate to be used as remedial teaching and as the feedback in remedial teaching (Widiastuti, 2021). Therefore, an analytic rubric is suitable for formative assessments such as assignments, daily examinations, and homework. Meanwhile, a holistic rubric provides the assessment with high reliability, and the scores obtained by students describe the standard or criterion that can be easily interpreted (Al Zumor, 2015). The holistic rubric is appropriately applied in summative assessment and if teachers only need information or students' learning output data to give students' final scores. However, the holistic rubric cannot give feedback to students. The selection of the two types of rubrics can be adjusted with teachers' needs, the type of assignments are given, or the competencies/purposes of the learning. In learning Indonesian, the needs of each rubric will be different depending on the measured language skills.

Indonesian Language learning in curriculum 2013 contains four language skills divided into learning materials. Every language skill should be measured using a standardized assessment rubric, possessing a purpose, meaningful, transparent, feasible, and generalizable according to the stage of development (Sudaryanto et al., 2019a). The test of language skills is vulnerable to the subjectivity of assessors. Therefore, to minimize subjectivity, the assessment rubric is needed. The rubric should represent every skill component students will achieve in the assignments given. Accordingly, the construction of the rubric should be adjusted with the learning goals.

Learning objectives need to be measured using an assessment rubric to be objective and accurate. Based on these (a) assessment should be based on comprehensive measurement results; (b) assessment should be an integral part of the teaching and learning process; (c) the assessment used should be clear to students and teachers; (d) the assessment must be comparable; (e) the assessment should pay attention to the existence of two kinds of assessment orientations, namely the norm-referenced and criterion-referenced assessments; (f) a distinction must be made between scoring and scoring (Ayhan & Türkyılmaz, 2015).

Rubrics must provide clear and consistent assessments (Greenstein, 2012; Stevens & Levi, 2013). The teacher provides information about the assessment criteria. On the other hand, students can measure their achievements using rubrics and get practical and efficient feedback. As an instrument of learning reflection, the rubric developed by the teacher can be used as an assessment guide. Rubrics are not just a learning assessment tool. Thus, teachers should note that the assessment rubric must pay attention to the principles and be related to critical competencies or achievement indicators (Anisa, 2017).

The assessment rubric must contain three main aspects: job descriptions, rating scales, and assessment dimensions. Meanwhile, in learning Indonesian, the rubrics must include language skills standards that are measured, such as listening, reading, writing, and reading. It aims to make it easier for teachers to create assessments using rubrics. In addition, apparent aspects and skill standards in rubrics can minimize the subjectivity of assessors. Therefore, teachers and students need to understand that rubrics measure the material that students learn (achievement of learning objectives, not vice versa, which measures students' assignments or work (Anisa, 2017; Zubairu et al., 2016).

The purpose of the assessment using rubrics needs to be considered by the teacher appropriately. For example, a language teacher assigns students to read a novel. After that, students are asked to present their understanding in front of the class. The activity aims to assess students' speaking skills (Sudaryanto et al., 2019b). Based on the activity, teachers should design the rubrics that focus on the criteria of speaking skill rather than focus on the novel's content delivered.

The aforementioned speaking skill assessment case example shows that students must understand speaking skills and actively participate in conversations or discussions. This skill includes the essential skill in language competence (Rimmer, 2006). The speaking skill can be tested either spontaneously or cautiously. The speaking skill test can measure students' understanding of the context received. The assessment dimensions contained in the analytic rubric, such as (1) content dimensions, (2) creativity dimensions, (3) language dimensions, and (4) interaction dimensions, are essential components that teachers must consider. As a complex language skill, speaking skill involves segmental and suprasegmental aspects. It makes teachers obligatory to put supra-segmental aspects in the assessment rubric, such as pause accuracy and intonation, that can be included in the pronunciation dimension (Bukhari, 2016). The different assignments may make different assessment results towards the pronunciation dimension involving supra-segmental aspects. For example, the assignment in stand-up comedy puts supra-segmental as the humor creating that makes teachers carefully notice those aspects and categorize them in creativity assessment. Comprehensively, every dimension can relate to each other. Besides, the interaction dimension should be emphasized because this dimension differentiates speaking skills from other language skills. Teachers can add and adjust the dimension of assessment rubrics depending on the assignments given.

The suitability of the skills that the teacher wants to measure and the form of assessment are critical in determining the teacher's evaluation of the assessment results. Frequently, teachers compose a rubric that focuses on the criteria that do not reflect students' speaking mastery but focus on students' work (Endrayanto & Harumurti, 2014). For example, teachers focus on the novel's content, whether it is exciting or not, the neatness of presentation made, performance and delivery, or the other objects beyond the purpose of teachers in measuring students' speaking skills.

Another case shows that the test of writing skills is prone to inserting the subjectivity of the assessors. Therefore, an assessment rubric is needed to minimize subjectivity (Mertler, 2000). The assessment rubric of writing skills should be written in a unified principle. It possibly leads to adjusting the assessment dimension towards the learning process. The making of assessment dimension can be developed with students to give their opinion about the assessment principles that teachers can accommodate (Ratnaningsih, 2016).

The appropriate type of rubric to diagnostically measure students' writing skills is by providing detailed information related to the strength and weaknesses of students' skills. It is useful, especially in making a better teaching and learning process. The dimensions attached to the rubric include (1) the content dimension and (2) the language dimension that contains writing structure, sentence structure, punctuation, and diction (Ayhan & Türkyılmaz, 2015). The dimension that is needed to be emphasized in writing skill assessment is the language aspect related to the writing structure, sentence structure, punctuation, and diction used. The different types of text possibly make the different structure, so this aspect is essential to notice. The assessment related to punctuation can be the focus because this aspect is essential to observe students' skills in understanding and to use punctuation in specific contexts. In addition, the measurement of writing skills can be done using a holistic rubric.

A holistic rubric in writing skills can be used to measure the effectiveness of students' skills; for example, a holistic rubric can assess the narrative, persuasive, and exposition texts. Subsequently, a holistic rubric is used to determine the quality of every text, primarily aiming to achieve the main learning goals in writing (Endrayanto & Harumurti, 2014). The possible questions in this context are how well the story is delivered (narrative)? How good can the paper affect someone (persuasive)? Or, how well can the writer explain something (exposition)?

Every leading dimension of the assessment rubric can be developed and adjusted by teachers. It should refer to the learning goals that students must achieve. Therefore, the assessment rubric can provide a detailed explanation of the consistent and fair assessment (Al-Rabai, 2014). Besides, students are expected to understand that they can self-reflect and benefit from doing assignments, besides obtaining scores. It is essential because the assignment is related to the learning goal achievement.

A rubric is an instrument that can make the assessment becoming objective, which means that the subjectivities can be minimized. Besides, the rubric also provides clear and consistent assessment (Greenstein, 2012; Stevens & Levi, 2013). Teachers give information regarding the scoring criteria. On the other sides, students can measure their achievement using the rubric and gain practical and efficient feedback. As the learning reflection instrument, the rubric developed by teachers can be made as to the assessment guidance. The rubric is not just an assessment tool of learning. Moreover, the rubric can also be designed in the lesson plan.

Assessment rubrics can help students understand what is assessed (criteria) and detailed descriptions of various achievement scores. From that perspective, students can set their learning strategy. Besides, it is easy for the facilitator to explain how their performances are assessed (Rukmini & Saputri, 2017). The rubric provides students with essential information regarding their performances towards the teachers' criteria. Besides, teachers also have opportunities to make rubrics together with the other teaching partners, making the assessment more specific and more valid. The rubric also transparently provides information regarding the process of scoring.

The background on the use of rubrics in assessment shows that it is important to discuss how Indonesian language teacher candidates can create holistic and analytic rubrics. Utilization of holistic and analytical rubrics to measure aspects of attitudes, knowledge, and skills in learning (Kennedy et al., 2013). The rubric is developed based on listening, speaking, reading, and writing skills. Each skill is described in the aspects such as (1) differentiating the range and scale of the skill among the competence item options, (2) determining the construction of theory from the research and the theory from a book that explains the aspects assessed in the developed instrument, (3) using concrete language, not ambiguous, and easy to understand by raters or teachers, (4) differentiating the aspect/domain assessed based on the relevant theories but measure different skills, (5) developing the items by noticing the aspect of simplification but still fulfill the aspects assessed. Thus, the aims of this study are to (1) describe the need for an assessment of language skills rubrics; (2) describe students' abilities in creating holistic and analytic rubrics; (3) describe the potential and relevance of the application of the rubric in the micro-teaching class; (4) describe the obstacles faced by students in compiling the rubric.

Memet Sudaryanto & Habib Safillah Akbariski

METHOD

The method used in this study is the mixing method. The data used in this study were holistic and analytic rubrics made by 250 students of Indonesian Language Education. Students were asked to make rubrics on the listening, speaking, reading, and writing skills. The sampling technique used was stratified random sampling by filtering students' data in public and private universities. To assess the rubric that has been made, the researchers make a research instrument consisting of: (1) determination and classification of scales; (2) making a description of the tasks; (3) the using of good and correct language; (4) construction of components/dimensions; (5) performance descriptors. The instrument's validity was tested using Aiken's V to calculate the content-validity coefficient, which was based on the panel assessment of five people towards an item, especially in how far the item can represent the construct measured. The analysis of students' skills in making a rubric was measured to acknowledge the most mastered aspects. Students obtained the scores that described their abilities based on the constructed indicators. The quantitative approach in the interrater assessment which was used by the experts consisted of five Indonesian language education lecturers in assessing the holistic and analytic rubric made by students (Sudaryanto et al., 2020). The qualitative approach is used in describing students' skills, especially in the language. The qualitative result of this study was validated through the triangulation method and data source, namely the interview result and the observation analysis of rubric making in each university. The data analysis was an interactive technique in the qualitative aspect through data collection, data presentation, reduction, and conclusion. Each process was conducted continuously, and the component of data reduction was done together with data collection (Miles & Huberman, 2012).

FINDINGS AND DISCUSSION

Findings

The Initial Analysis of Language Skill Rubric Assessment

The development of a rubric is the effort to give objective assessments, namely the assessment, which can closely give accurate information related to the development and growth of students. Teachers should see students as a unique individual who is different one another. A good rubric should facilitate every possibility of answers presented by students in listening, speaking, reading, and writing as the language skills.

Teachers develop rubrics holistically, analytically, or both in order to obtain an accurate result. The holistic rubric is the construction that contains various levels of performance and can define the quality of the assignments, the quantity of the assignments, or both of them. Based on the results of in-depth interviews with lecturers and students regarding holistic rubrics, it was found that students' understanding was quite high, especially regarding the rubric structure that was often used in learning both at school and in university.

An analytic rubric is a construction consisting of criteria that are divided into various levels of performance. There is no defined procedure for developing rubrics because rubrics are objective-dependent constructs. Assessment rubrics provide many benefits to both students and teachers. The rubric provides input and feedback to help students improving their skills, and it is also a powerful way to clarify students' goals and skills. The main obstacles faced are in the formulation of the comprehensive, visible, and observable skill indicators.

Data regarding students' understanding of the rubric was conducted through interviews and analysis of lecturers' assessment documents on the competence to create holistic and analytic rubrics. Some of the questions asked were (1) students' knowledge of the process of making rubrics, (2) students' knowledge of the structure and systematics of rubrics, (3) steps and procedures for making rubrics on the four language skills, and (4) what are the materials covered? Must be constructed in a rubric. The initial analysis of the assessment of the language skills rubric

Memet Sudaryanto & Habib Safillah Akbariski

shows the mapping of the problem based on the students' knowledge related to the assessment of the language skill rubric. Based on the initial analysis conducted by the researcher, 80% of respondents knew about the structure and systematics of holistic and analytical rubrics, 22% could not apply this understanding into a good rubric, 17% felt they were able to make rubrics but did not master the construction of four language skills.

The initial analysis showed that most students already know about the structure and systematics of holistic and analytic rubrics. This knowledge becomes the fundamental aspect for students in making language skill rubrics. However, 22% of students cannot apply this understanding to a good rubric based on the five components contained in a rubric. The needs analysis results showed that 17% of students felt they could make rubrics but did not master the construction of the four language skills, namely reading, writing, listening, and speaking. Meanwhile, this study specifically focuses on students' abilities in compiling an assessment of language skills rubrics. Mastery of the construction of the four language skills also influences the interpretation and implementation of students in creating and developing good rubrics.

Preliminary data analysis shows that students' competence in making language assessment rubrics is limited to just knowing (80%). However, most students do not have good competence in creating and applying rubrics. Meanwhile, learning Indonesian cannot be separated from four language skills. The urgency of mastering the competence to make language assessment rubrics so that the assessment process can be more objective, directed, and systematic. Therefore, teachers must master the rubric of language skills assessment so that the learning process can optimally and achieve optimal learning competencies.

Students' Ability in Making Rubric

Researchers measure the ability of students to make language skills assessment rubrics. The instrument made is a performance instrument consisting of five aspects. Students are asked to make an assessment rubric then the researcher and the lecturer evaluate the ability to make the rubric. Researchers measured the ability of students to make language skills assessment rubrics. The measurement was carried out using five competencies, namely (1) determination and classification of scales (and scores) that described the level of mastery; (2) making a description of the tasks that are expected to be produced or carried out by students; (3) the using of good and correct language; (4) construction of components/dimensions that students must pay attention to in completing assignments; (5) description of performance quality (performance descriptors) of components/dimensions at each level of mastery. The result of the clustering of the measurement results on the five competencies of students' abilities in making language skills assessment rubrics can be seen in Table 1.

To describe the students' ability to make rubrics, the ability is divided into three categories: high, medium, and low. Sorting is done through standard-setting using the Angoff method. The procedures of the Angoff method include (1) the expert is allowed to examine the test items individually (2) the expert is asked to determine or give a percentage of the ability/opportunity of the test taker to answer the item being studied correctly, (3) the expert gives a final score based on the average percentage score of each item, (4) assigning a score to the passing grade based on the average percentage score of the item, and (5) panelists discussing the cut score obtained and then describing the competence.

Table 1. The Competence of Students in Making Rubric

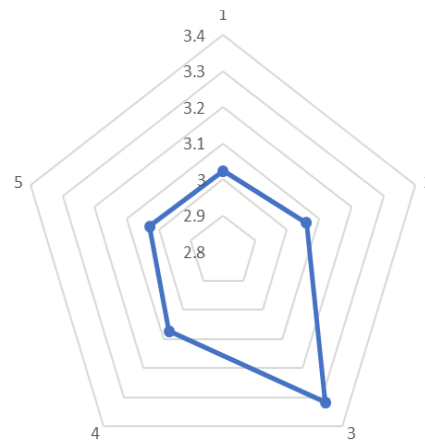| Category	Compt. 1	Compt. 2	Compt. 3	Compt. 4	Compt. 5	Total
High	43 (17%)	32 (13%)	70 (28%)	12 (5%)	54 (22%)	211 (17%)
Medium	56 (22%)	90 (36%)	92 (37%)	43 (17%)	45 (18%)	326 (26%)
Low	151 (61%)	128 (51%)	88 (35%)	195 (78%)	151 (60%)	713 (57%)
Mean	3.024	3.06	3.316	3.072	3.028	

Memet Sudaryanto & Habib Safillah Akbariski

Figure 1. Mean of Students' Ability in Constructing Rubric

The data in Table 1 shows that the competence to use proper and correct language gets the highest score with an average achievement of 3.316 compared to the other four aspects. In this case, the ability to compile an assessment rubric with excellent and correct language becomes very vital. Students must follow specific systematic strategies in describing standards or indicators to avoid overlap or confusion. The average value of high language use competence is also influenced by the scientific background of Indonesian Language Education students. Then, the technical aspect of language use shows a few spelling errors, punctuation, and capitalization.

In interactive speaking activities, listening skills cannot be separated. Some students develop rubrics on integrating listening with speaking, which means the collaborative assessment process. In this way, the productive skills assessed during learning can also supplement some of the less interactive receptive-based assessments. The procedures and rubrics (see Figure 1) presented can be used for a single assessment or multiple assessments by providing an average score for overall performance over the school term. If a one-to-one assessment proves impractical, rubrics can also be used by observing language interaction activities in class over time (Mardapi & Kartowagiran, 2019). In this case, students are aware that they are being assessed on an ongoing basis and will receive a score for each skill category and an overall score at the end of the lesson.

The lowest average score is on the ability of students to determine and classify scales (and scores) that describe the level of mastery and describe the quality of performance (performance descriptors) of the components/dimensions at each level of mastery. One factor affecting the average score for the two competencies is that students' ability to design analytical and holistic rubrics is still low.

The Potential and Relevance of the Rubric Implementation in Micro-Teaching

Based on the study, the specifications and relevance of the rubric developed by students to assess language skills are presented in Figure 2. The data in Figure 2 shows the specification and relevance of the rubric developed for language skills assessment.
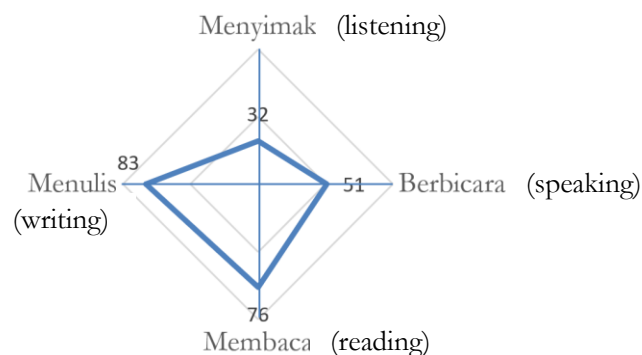

Figure 2. The Relevance of Language Skill Rubric

Writing skills get the highest percentage, which means that 83% of the rubrics students develop are relevant because they are measurable and systematic. Meanwhile, the listening skill rubric got the lowest percentage of 32% because students could evaluate themselves. Furthermore, 51% of the developed speaking rubrics are relevant because the teacher can compile teaching materials clearly and 76% of the developed reading rubrics are relevant because the learning process in learning procedures can be carried out in an integrative and more systematic way.

The Obstacles in Making a Rubric

Table 2. The Obstacle in Making a Rubric

Aspect	Types of Difficulties	The Causes of Difficulties
Competence 1	Unable to concretely determine the scale.	Students do not master the difference between holistic and analytical rubrics and do not master the determination of the correct score.
	Unable to differentiate scales 2 and 3.	Students do not master the level of performance in the rubric scale.
Competence 2	Listening theory is complicated to distinguish between environmental disturbances and low comprehension.	Students do not focus on indicators of student achievement and do not specifically describe the tasks that they must do.
	The speaking theory is too complex to understand, so it needs a long specification not to be biased.	Students do not describe their assignments specifically based on achievement indicators.
Competence 3	The use of concrete language is still challenging to master, so it is not easy to understand.	Students are not accustomed to composing sentences with concrete language.
	Repetitive use of active verbs.	Students do not master the variety of active verbs in Bloom's taxonomy.
	The dictions used are not easily understood by others.	Students do not adjust the word choice to the variety of languages mastered by students.
Competence 4	The difficulty in explaining the components/dimensions must be mastered by students and measured by the teacher.	Students do not master the indicators of achievement that students must achieve.
	Some of the components were developed to measure the same ability.	Students are not able to develop achievement indicators into assessment components.
Competence 5	No performance quality (performance descriptor) makes it easier for teachers to assess students' abilities.	Students do not know the fifth competence as one of the components included in the assessment rubric.

Table 2 shows the various difficulties and causes of difficulties experienced by students in compiling and developing language skills assessment rubrics. This difficulty mapping is based on measuring student competence in compiling rubrics. The obstacles in the preparation of the rubric were collected based on interviews conducted with the respondent students.

Discussion

Teacher competence in conducting assessments is one of the mandatory requirements for prospective teachers to hone their professionalism and pedagogy. Assessment is an objective process in reconstructing students' abilities into numbers and competency descriptions so that the progress of their abilities is measured systematically and continuously. Components in the assessment are measurement tools to reflect actual abilities but remain within the corridor of competence to be measured (Suwandi & Sudaryanto, 2021). One of the critical components that must

be mastered is the assessment rubric. Making assessment tools is not an easy thing. Beside paying attention to validity, assessment tools must have reliability; the results of using assessment tools also need to be carefully considered. Thus, the same assessment tool for the same competency can be used in different schools/students. Likewise, other assessment tools include assessment guidelines, rubrics, and test/non-test instruments.

Preliminary analysis shows that students as prospective teachers feel pretty enthusiastic about developing rubrics. With a good rubric, students can understand what is assessed (criteria) and how detailed descriptions are for different achievement grades. With this understanding, students can develop learning strategies and efficiently achieve the expected goals and indicators (Reddy & Andrade, 2010). On the other hand, the competence of prospective teachers in developing rubrics is also assessed in detail because one of the significant effects of learning to run well is that the measurement process is carried out ideally.

Based on the research findings, it is known that students' knowledge of the components presented in the rubric of language skills assessment is still low. Indonesian language as a skill subject still contains aspects of attitude and knowledge that must be measured (Suwandi et al., 2021). Students have not been able to master the specifications of linguistic constructs, which consist of listening, speaking, reading, and writing skills. In addition, students have not been able to explain the differences in the dimensions in the skill rubric, significantly if it is associated with the schema of attitudes, knowledge, and skills.

In the aspect of attitude, the rubric made by students is still not quite observable. Some students make a knowledge/test rubric to describe the students' attitudes they will teach. In contrast, it is more appropriate for the student attitude rubric to use observable and self-assessment rubrics (Miller, 2013). In addition, some knowledge rubrics created by students represent practical skills. Students are still not fluent in compiling command words, active verbs, and differentiating between scales so that rubrics can be easily used by assessors/teachers.

Most students know that assessment rubrics can be done analytically and holistically but cannot explain the differences and design assessment rubrics on language skills. Based on the students' learning experiences, they were asked to apply analytical and holistic rubrics to the four language skills.

Language skills are a receptive and productive learning process, where students listen when the speech partner speaks, and students read when others write. Improving language skills needs to be described in the teacher's active learning process and is expected to be listed in the rubric created. In the aspect of attitude, (1) students' learning activities can be seen in the classroom, (2) how students work together in doing the tasks given by the teacher, (3) students' activities when paying attention to the explanation and presentation of material from the teacher, and (4) enthusiastic students in class and involvement in the teaching and learning process/discussion/as well as other activities. Each student activity is expected to be measured in a rubric made by students.

The rubrics produced by students in assessing reading and writing skills are pretty good and relevant to be applied in schools, namely 76% for reading skills and 83% for writing skills. Reading and writing skills are included in the textual category to be repeated and improved as long as they are still short. The analysis of the test construction on the rubrics made by students shows that reading and writing skills have complete references compared to other rubrics. Reading is essentially an activity to capture reading information both express and implied in the form of literal, inferential, evaluative, and creative reading comprehension by utilizing reading experiences.

Students develop the process assessment as measured by the observation rubric in developing both observative and unobservable aspects. In this case, the perspective developed in the rubric that is made does not only focus on student scores or achievements. However, it prioritizes the quality of the learning process built through student interaction during the learning process carried out.

The rubrics produced by students in assessing speaking and listening skills are still not optimal and not relevant enough; namely, 78% of students have not been able to make good rubrics

on listening skills, and 49% of students have not been able to make speaking rubrics. Compared to the skills of prospective teachers in developing reading and writing rubrics, listening and speaking skills have different levels of difficulty. Apart from being seen from the very complex construction of the rubric, speaking competence can change according to the situation and condition of students at school (especially during online learning). At the same time, in listening skills, the difficulty lies in the mastery of listening. Based on a research conducted by Sudaryanto (2019b), listening skills are heavily influenced by listening so that the material can be more accepted if the topic is liked.

Students can determine theoretical construction from research results and book theories that explain the aspects assessed in the developed instrument. Based on the rubric developed by the teacher (in this context, students as prospective teachers), students are expected to acquire the basic knowledge and skills that are considered essential for continuing their studies and adjusting to construct the learning continuum. In different cases, the use of language requires special treatment to produce language that is concrete, unambiguous, and easily understood by raters and teachers. Designing rubrics in an easy-to-understand language is not easy because the choice of words will affect the rater's acceptance of using the rubric.

When mapping the causes of student difficulties, some of them are related to (1) not mastering the difference between holistic and analytic rubrics, (2) not mastering the elements in the rubric, (3) not mastering the use of concrete language and variety mastered by students, and (4) not mastering Bloom's taxonomy. Meanwhile, the types of difficulties experienced by students related to (1) not being able to determine the rubric scale concretely, (2) difficulty in distinguishing between external disturbances and shared understanding in listening theory, (3) speaking theory that was too complex, (4) use of language that is difficult to understand by others, (5) minimal mastery of operative words in Bloom's taxonomy, (6) difficult to explain and apply rubric elements.

Advanced competence in developing rubrics that are expected to be reflected in this research is the ability of students to distinguish aspects/domains that are assessed based on relevant theories but measure different abilities. Therefore, students can develop items by paying attention to aspects of simplification but still meeting the assessed aspects.

CONCLUSION

As part of the assessment tool, a rubric is a set of criteria used to assess a student's work or assignment performance. The rubric becomes a guide in the assessment to provide more detailed information on the achievement grade. Thus, the rubric helps teachers provide more objective assessments following the expected learning outcomes. Based on the research findings, three conclusions can be drawn. The three points described include (1) student knowledge of the components presented in the language skills assessment rubric is still low: most students know that the assessment rubric can be done analytically and holistically but cannot explain the difference and how to design the assessment rubric for language skills; (2) the rubrics produced by students in assessing reading and writing skills are pretty good and relevant to be applied in schools. Meanwhile, the rubrics produced by students in assessing speaking and writing skills are still not optimal and not relevant enough; (3) students can determine theoretical construction from research results and book theories that explain the aspects assessed in the developed instrument. Types and causes of difficulties experienced by students in compiling rubrics for assessing language skills related to the five competencies asked through interviews.

Based on the research results, there are four conclusions. The four conclusions can be described, among others (1) language skills are the main components in learning Indonesian, so that teacher competence is needed in compiling rubrics for assessing language skills; (2) student knowledge of the components presented in the language skills assessment rubric is still low: most students know that the assessment rubric can be done analytically and holistically but cannot explain the difference and how to design the assessment rubric for language skills; (3) the rubrics

produced by students in assessing reading and writing skills are pretty good and relevant to be applied in schools. Meanwhile, the rubrics produced by students in assessing speaking and writing skills are still not optimal and not relevant enough; (4) Constraints experienced by students are related to mastery of the differences in holistic and analytic rubrics, rubric scales, rubric structures, language, and achievement indicators.

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