

# DEVELOPING A SCORING RUBRIC FOR MEASURING THE RESULTS OF LEARNING IN THE SPEAKING FOR SOCIAL-INTERCULTURAL COMMUNICATION CLASSES AT THE ENGLISH EDUCATION STUDY PROGRAM, FACULTY OF LANGUAGES AND ARTS, UNY, 2019

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## ABSTRACT

### Abstract

The research is an effort to respond to challenges faced by lecturers of semester-two speaking classes (Speaking for Social-Intercultural Communication) at the English Education Study Program, especially the ones relates to the unavailability of scoring rubrics appropriate to measure the results of learning developed on the basis of real needs and conditions of the students. The objective of the study is to develop a scoring rubric appropriate for assessing the learning of the speaking classes above. The study involved 9 lecturers who teach Speaking for Social-Intercultural Communication classes offered to the second semester students at the English Education Study Program in the academic year of 2018/2019 as the data source and respondents. The study began with a needs analysis based on the data collected from the respondents, revealing what they usually do and need when assessing their students' speaking. The data were collected through a questionnaire and interviews. In addition, supporting data were also collected by analyzing the documents in the curriculum, the course description, and lesson plans written by the respondents.

Based on the data collected from the documents and the results of the needs analysis, a scoring rubric was drafted and then sent to the respondents to gain a review and critical evaluation so that the weak points can be listed for further improvements. Based on the items suggested by the respondents, the improved version of the scoring rubric was developed. The final version of the rubric consists of five main descriptors for measuring the language production reflecting the students' performance in intercultural communication, namely Grammar, Vocabulary, Fluency, Content/discourse, and Pronunciation, each of which is divided into five levels: Needs Remedy as the lowest, followed by Needs Improvement, Developing, Competent, and Exemplary. The result of the initial analysis on the rubric reported by the respondents showed that the mean score was 76.66% which falls in the good category. After revisions based on the results of the Focus Group Discussions with the respondents, the final version of the scoring rubric was declared to be reliable and can represent the students' performance in the course.

Kata Kunci: *scoring rubric, Focus Group Discussion, needs analysis*