

## UNDERSTANDING THE RUBRIC INSTRUMENT IN EVALUATING EFL LEARNING: A SYSTEMATIC ANALYSIS OF INTERNATIONAL PUBLICATIONS

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**Abstract:** This study aimed to interpret the rubric instrument's understanding in the assessment of English as a foreign language learning in Indonesia through a systematic review of the literature on international high-impact journal publications. The data were collected related literature from various online sources, including Google Scholar sources, ERIC publications, Google Docs, and other reading sources. Furthermore, we critically analyze starting from understanding the study questions and then reviewing the publication data involving the coding system, in-depth evaluation, and making valid conclusions and trustworthiness. Because this data relies on secondary data from published journals, we limit it to publications between 2010 and 2021. We do it in a descriptive qualitative design brought by the qualitative research expert's guidance from the data search process to reporting. Consider the existing literature; the findings include assessment rubrics that are usually used in teaching English as an instrument in the form of a matrix or grid, which describes the elements and criteria of a standard measuring instrument whose function is to assess student assignments clearly and transparently. The rubric in question is appropriate and in line with the learning outcomes programmed in specific terms.

**Keywords:** *Language learning, rubric Instrument, systematic analysis.*

### INTRODUCTION

Learning in a subject in any educational institution absolutely there will be a series of evaluation of learning outcomes, at least at the end of the lesson, which requires the use of a particular instrument model recommended by experts in each field of scientific discipline (Brookhart & Chen, 2015). The same is the case in teaching English which is a foreign language lesson in Indonesia. Because English is considered a difficult language in both teaching and evaluation. The purpose of this writing is to provide an in-depth understanding of an instrument or tool for evaluating student learning outcomes, especially English as a foreign language. They are first understanding the rubric. Ashby-King et al. (2021) and Hung et al. (2013) that understanding the rubric could be started from understanding the rubric theory and its application to evaluating learning outcomes.

Meanwhile, Wang & Knobloch (2022) uses a rubric for transparently evaluating teachers' activities and various meaningful teaching fields. Based on the two evidence, the writer can take an easily understood understanding. Namely, the rubric in evaluating learning outcomes is a tool or instrument that uses transparent text in evaluating learning, including English exams using specific criteria, and is supported by details relevant to assess and assess student work actively. Therefore, it is hoped that the assessment rubric will be transparent in giving the Supreme objectively. When scoring a rubric using a rubric, the assessors should understand and apply what context and content are appropriate. For this reason, Bui & Vuong (2022) stated that rubric is one of the tools suitable for use in learning evaluation activities that save time, produce

feedback, and support productive student learning. This is important because the assessment rubric has a function in the field of evaluation activities for the English language program as a foreign language in Indonesia so that the evaluators can become a straightforward, honest, and evidence-based tool rubric in the action of assessing student learning outcomes for students and even teachers themselves (Darling-Hammond et al., 2011).

According to Dunbar et al. (2006), the use of rubrics in education should be a means of communication in high performance-based schools and higher education levels to assess the potential of all types of communication. So if discussing further the use of evaluation rubrics in the world of education, especially in learning English, this rubric discussion should begin with the necessary knowledge that this tool can help teachers as evaluators in evaluating results. Learn with guides and guidelines that are transparent and practical in principle. Because evaluation in assessing student learning outcomes, teachers must understand that this task is not only about obtaining information about the progress and development of student learning, but the use of rubrics must be useful for teachers in advancing learning in students.

Similarly, Gilmour et al. (2019) see rubrics as a way of class management that helps teachers promote the principles of fairness and fairness in a climate of openness era. The evaluation rubric knows the level of student competence and the flow of communication between students, teachers, parents, and other stakeholders. In other words, as an assessment instrument, the application of the evaluation rubric must be endeavored to provide fair and balanced communication so that prospective assessors and assessors have the same opportunity to have integrity and totality in evaluations in English education with specific language evaluations. So the assessment rubric applies to provide objective learning criteria for teachers in assessing the world of foreign language learning (Burke, 2009).

Because this paper will bring logic in understanding the rubric used in the English evaluation system to communicate the author's idea that there is an evaluation gap between the course competencies that students must have and the expectations of teachers or educational institutions and the government, Anson et al. (2012) also stated that there are large rubrics and odd models that render evaluation work useless. This is because evaluators use the wrong assessment tools in various instructional learning contexts. Therefore, the evaluation of learning is then evaluated with a note that in Indonesia, there is no system or appropriate adjective that allows or encourages both teachers and students to reflect and obey. Gareis & Grant (2015), the students' rubric sometimes does not connect the rubric's objectives with the curriculum objectives. Likewise, the purpose of teaching and learning students is far from the creation of rubrics, even though rubrics are derivatives of teaching guidelines and supporting documents of curriculum content.

The rubric guidelines are very constructive so that there is a mismatch between the teacher's expectations and the realities achieved by students so that sometimes students get unfair value assessments in certain subjects. This happens because an educational institution has standard, transparent, and productive evaluation guidelines. In other words, no unique criteria are accepted, and teachers must use the mosque. On other occasions, students were depressed that their grades were low. On the other hand, there are pleased students with the result, which is quite good. This happens not because of the objective evaluation results. However, because it does not have a

comfortable, transparent, and supportive way to obtain the desired justification (Allen & Tanner, 2006).

It could be that the value is higher or lower so that the education manager must have a path and through the formulation of a standard rubric that will be used to minimize student scores is an exact value. This aspect often creates an educational gap between what causes the evaluation to fail with what students have specific indicators and determines incompetent actions with actions that the government must provide to get transparent, objective, and authentic evaluation results from Stronge et al. (2013) in the principal evaluation towards standards, evaluation rubrics, and tools for practical students learning result performance.

Because this study focuses on the rubric of providing an English adjective grading system, there will be no specific English skills that we aim at (Chan et al., 2015). For example, regarding speaking skills which will be the focus of this study. This is spoken in all English programs in education at schools or universities. Likewise, other components such as how the learning progresses, how the output is, and how it is implemented in English learners are vital components. Hung et. (2013), in a multimodal evaluation of and teaching and learning tasks, are essential. So far, the rubric must refer to all language components and scales so that there will be a holistic assessment approach where teachers can use the rubric study results. This is to analyze then determine the rubric model based on the learning context. In providing a holistic grading system, teachers can also rely on special rubrics to provide transparent evaluations. Similarly, adjectives evaluate evaluating or grading or grading student work in best steps down to several complicated steps and whether doing significant teaching or small teaching becomes an institute.

In terms of creating rubrics that effectively assess language learning, Brookhart (2013) notes how to create and use rubrics for native grading and a grading system that allows higher quality results so that the evaluator must have an understanding and be able to use rubric material that can adapt the rubric to provide an alternative scoring system that the rubric works in English classes. So far, if we want to understand how international language learning is carried out in authentic evaluation, some research evidence communicates the English evaluation system profile in Indonesia. Pineda (2014) studied the feasibility of evaluating the English appearance of adolescents' communication by making rubrics. Making rubrics is done when investigating teachers' competence in implementing foreign language learning; it is found that the emphasis on writing rubrics is material with suggestions that some teachers understand what is meant by excess rubrics. With rubric assessment, part of authentic assessment and teachers with a golden understanding is an essential part. Talking about accurate evaluation, Santa et al. (2017) said that the application of rubrics in assessing English, especially writing skills in adult study groups, has proven that a good rubric does require teacher innovation and is strategic in the application.

Furthermore, as Gilmour et al. (2019) stated, the way teachers handle classroom management is right, one of which is teachers' ability to present evaluation rubrics that have been tested well and are useful in. So, in authentic assessment, teachers can use a good rubric that can be said to have applied understanding or not if they have been informed with good understanding. Therefore, they must be told so that they are not getting wrong not to use a good rubric.

They can use the results of researchers' recommendations, which advise teachers not to have one particular ability to understand they cannot understand and

disturb types good instrument. to evaluate particular learning how it came to be. Other teachers have not improved their ability to assess student learning outcomes. This is one reason why this contact and the author need to provide a clear interpretation for most teachers and other parties who have direct relevance or stakeholders in learning English in Indonesia. Another problem in teaching English uses rubrics in Indonesian because more even universities do not apply them as a reliable evaluation tool to evaluate students learning outcomes. This study tries to fail in a good rubric in teaching speaking to students so that the result is a rubric that s able to provide good marks for conducting an effective scoring system and then another evaluation system so that evolutionary components support their learning, communication, and other governance criteria and competencies.

This gives the result that through the flopping go rubric in evaluating English proficiency, teachers and students have a clear garden and can have an effective scoring system which is the best of the results carried out at Pare-Pare University (Indah, 2017). Another publication in Indonesia aims to determine the teaching of English as a second school by applying the best English tests in the curriculum so that the learning outcomes so that the time planning carried out by most teachers exceeds the best in the national curriculum principal. Father's assessment, curriculum materials, and necessary computer objects. The process is also carried out based on the principle of curriculum allocation and scientific guidance abroad to conclude; this research has an assessment aspect profile so that what has been done refers to the university competency guidelines using alternatives. Approaches that assess readiness however they have of student outcomes, so they have to determine what indicators have been used mentioned in the curriculum in other ways in which the evaluation system does not establish and justify specific frameworks can index and clarify specific formulas. build an approach to equal opportunity boss profiles S calling interpreters and students in a transparent manner

After the authors observed several teaching and evaluation systems in schools in Indonesia, the authors are increasingly convinced that teachers face confusion as to why they are foreign language teachers who are not interested in the rubric model evaluation approach. So the authors come to the tentative conclusion that there are still many English teachers who still do not have a specific understanding of the effectiveness of using the rubric scoring system. Even their foreign language teaching is supported by much material that discusses the ways and uses of rubrics in evaluating student learning outcomes. The author himself considers this problem not only for teaching teachers but also for school leaders both at the district and school units.

For this reason, Maghfirah's findings (2015) in research are why there are still many teachers who have difficulty implementing authentic assessment in exponential and logarithmic classes in secondary schools in Banda Aceh. With these findings, it is increasingly convincing that if there are still teachers who are not applicable, then policymakers' leadership level must have the will and understanding so that the teacher's difficulties will be resolved soon. So teacher's condition, who can reflect on the rubric and its functions function and the purpose of its effectiveness? Of course, there will be a solution slowly. While Wati & Novianti (2016), on their initiative, had the opportunity to develop a rubric for the assessment of science process skills in secondary schools in the field of science studies. However, unfortunately, not all schools get the attention and opportunity to be informed about how useful and useful rubrics are for evaluation, especially foreign languages.

Another reason, most teachers in the field are not only teachers in Indonesia but also in other parts of the world who are not ready to use them for various reasons. For example, what was stated by Trainor & Bal (2014), which states that the development and analysis of the basic understanding of a rubric is not yet a cultural result of study evidence? So that the approach to assessing English learning in Indonesia, according to the research of Nurhayati Hardoko & Warman (2019), teachers need training and development of thematic learning evaluation methods by applying rubric solutions in several cities in Samarinda. With these suggestions, of course, there will be a unique reason for the author to add to the same study so that more teachers and other parties will get a unique understanding of how to design and use assessment rubrics in teaching English. Contributions such as the results of any study and analysis will undoubtedly be instrumental when speaking in writing (Suryanto, 2006).

Lovorn & Rezaei (2011) also assess that the evaluation of rubric writing training for practicing teachers and young teachers in the office is very inspiring for this research even though the research context is not in Indonesia. However, in teaching, the similarity in the condition is that these studies have similarities in accepting English as a foreign language. A study conducted in India by Nithyanandam (2020) states that the framework improves the learning process, one of which is the rubric design. Because when the rubric for the English learning teacher has a good understanding, then the rubric testing innovation will be good. This is the right time for English classes, and the author has the idea to explain with a more open understanding, including applications that can provide a rubric reliability test on this condition, Indonesia in particular and the rest of the world in general with relevance (Geringer et al., 2009).

## **METHOD**

Efforts to identify and get a unique understanding of the rubric instrument in evaluating English as a foreign language learning are the main focus of this study. For that purpose, we have collected accurate data from systematic searching of various international publication journals that focus on assessing the Republic of English in the international context. Next, we began to formulate the problem of the study objectives by determining inclusion and exclusion criteria. In obtaining the data we needed, online search strategy governance efforts were searched through various literature. Next, we selected data ranges from 2000 to 2020. We did it through data extraction before we analyzed it in-depth by involving a coding system and in-depth evaluation to get data quality. Finally, we got the analysis data and interpreted the results before collecting the data on the study's final findings. Our study processes are designed in a descriptive qualitative approach under Sgier's (2012) qualitative data analysis supervision. Other experts such as (Crowston et al., 2012) have guided this research journey.

## **RESULT AND DISCUSSION**

The research finding from the ten primary papers were studied. Meanwhile, we will cover the last part. We placed an order between the data analysis reports and the discussion, according to Von et al. (2014). They argue that strengthening research data reporting, review, and observation in epidemiology: becomes a guideline in reporting studies and observational studies. Starting to prove the importance of applying evaluation rubrics in teaching English as a foreign language is from East (2009), who assessed the assessment rubric's immovable quality. His study proved that the preparation of an evaluation by involving the rubric tool in the class of English as a

foreign language could be essential. The rubric's successful test in a coordinated manner benefits many parties in all foreign language learning institutions' many learning contexts. Because the quality of the rubric application is unwavering, it is essential to note the parties with evidence that the rubric application's choice has provided important conclusions about test-takers that are often made based on the English objectives test. This article presents a study on the ranking of two planned test arrangements using a rubric prepared for students at the transition level to English as a foreign language in Germany. It uses a recently developed grading rubric containing several classes. Suggestions for the unwavering quality of assessment methods were investigated, and reflections for broader cross-linguistic research were discussed.

Understanding the importance of rubrics in learning comes from Belanger et al. (2015), who studied the adventure RAILS, a practice package, received answers regarding the evaluation of the information education capacity rubric. Comprehension of rubrics as an evaluation of language skills is an essential tool for test administrators who hope to show confirmation of student learning outcomes transparently. The authors, working together on the Information Literacy Skills Rubric (RAILS) assessment research project, drew from their everyday experience of presenting useful recommendations on the rubric's urgency for assessing learning outcomes through rubrics in a combination educational institution setting. These ideas revolve around the four domains of usefulness of the rubric: (1) building useful cooperative connections, (2) creating assignments, (3) creating and utilizing rubrics, and (4) leveraging assessment results to improve guidance and evaluation exercises. The review is carried out in detail and includes institutional examples of emerging exercises that can be adapted to use an evaluation rubric in the foreign language education institution's environment.

The next finding that assesses the rubric's usefulness as a tool for evaluating learning outcomes is Panadero and Jonsson (2013). Both said the use of the assessment rubric to assess learning class development. The use of rubrics for development purposes has recently gotten the idea of enlightening the educational community. However, this study's results remain convincing, where these findings indicate that the rubric can influence students to change sincerely because the rubric can be self-evaluating students. Apart from that, various parts can regulate the impact of using rubrics developmentally, comparatively as variables that need to be studied further. The evaluation suggests that there are two or three specific approaches to managing rubrics to intervene in improving students' practice and self-regulation and foreign language teachers.

Becker (2011). *Inspecting Rubrics Used to Measure Writing Performance in US Intensive English Programs*. The study portrays the sorts and highlights of scoring rubrics that are utilized to gauge English as a subsequent language (ESL) understudies' writing in Intensive English Programs (IEPs) at various colleges all through the US. 43 IEP chiefs finished a survey and meeting that tended to the importance/job of writing in their projects and the sorts/highlights of rubrics they use. Discoveries feature a portion of the dynamic practices of IEP chief in their decisions of scoring rubrics.

The next report by Kulprasit (2016) examines EFL students' attitudes towards authentic and formative assessments of the role of writing rubrics. This study found the latest in teaching English when teaching can use real-time assessments and progression with rubrics. The usefulness of the rubric can turn EFL writing classes into interesting ones. This is a sentence structure-based learning to increase the six characteristics in

improving student creative cycles and items. The investigation plans to create a synergistic and intelligent learning environment in figuring out how to write in English. These findings indicate that students who learn to show a happy mentality with the rubric that guides students.

The significance of the assessment using the assessment rubric in the English Language Teaching class was reported by Tosuncuoglu (2018). The evaluation of learning outcomes has a vital role in schooling. Because the evaluation has the main task in a continuous education cycle, teachers can classify and grade their students by providing accurate and transparent feedback. Besides, teachers can also design their teaching in a measured and planned way. As an interaction evaluation, the way this rubric affects both; Educators and students in the way of thinking should be given to rubric scoring strategies in teaching English as a foreign language. The rubric evaluation method identifies its legitimacy, reasonableness, immovable quality, legitimacy, and feedback. So it seems that there is no new teacher with excellence in evaluating student learning outcomes.

Likewise, the understudies' view of the assessment rubric, which refers to peer input on EFL writing, was reviewed by Wang (2014). Her study tried to explore how students' views on companion input through a rubric about their EFL composition changes in the long term. The information collected consists of surveys, meetings, and smart exposition of students. Understanding the rubric as a firm guide for assessing their peers' composition despite negative impacts is essential. However, understanding and negative experiences from this rubric are also detailed, but the portion is minor compared to the positive impact. This paper closes with a discussion about implementing companion input in the EFL Mandarin writing class with a rubric for the next examination process.

Ross (2006) also examined the dependability, legitimacy, and usefulness of self-assessment using an assessment rubric. Although self-evaluation with rubrics is widely used, educators have questions about the method's value and appropriateness. This article examines the research evidence on student self-assessment. He found that self-assessments produced reliable results across various subjects, assignments, and short periods. It also provides information on student achievement that relates only to the data generated by rubric-assisted educator evaluations. The quality of the methodology can be improved by preparing students how to evaluate their work. These deficiencies can be reduced through educators' activities if rubrics can be arranged on an open and measurable basis.

Andrade et al. (2010) show that the compilation of rubrics refers to self-evaluation and composition of foreign language school students. Studies explore the relationship between scores for structured tasks and the complex interactions that result in scores on measured tests. The type of composition and time spent, grade level, and rubric usage of previous and previous achievements in English were also examined. The study results recommended that reading models, setting standards, and using rubrics for self-evaluation could help central school students produce successful compositions. The findings combined the main effects of treatment, gender, and grade level on absolute article scores. This requires a very high usability rubric.

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## **DISCUSSION**

Next, we will discuss the findings above to get new essential insights, benefits, and convenience of applying assessment rubrics in English learning classes as a foreign language in various contexts and applications from several publications that we have reviewed. After reviewing several publications both in the introduction and in the core findings section, we can say that the understanding and interpretation of the application of rubrics in the evaluation of foreign language examinations are apparent, the existence of rubrics has been confirmed by many findings in various teaching contexts in many countries. In other words, there is almost not a single paper that we have systematically collected to confirm that the assessment rubric does not support teacher assignments and student interests from the rubric application.

For example, how East (2009) managed to prove how useful an assessment rubric is in evaluating English. He also assessed that the assessment rubric quality was not deterred by the principle of openness between evaluators' desires and student achievement after a series of learning activities within a certain period. Eastern studies prove that the evaluation rubric's readiness by involving measuring and planning tools in the English classroom can help both students and teachers. The rubric tool's success in a coordinated manner will benefit many parties in many classroom contexts in all foreign language learning institutions, especially English. A similar finding was also reported by Brookhart & Chen (2015), which states that the quality of applying rubrics is the way of the effectiveness of any educational evaluation. Other studies include Kim (2013) with the submission of evaluation and simulation rubrics that affect student achievement in Korea's health academies. So there is almost no reason that teachers in Indonesia should not be given a more comprehensive understanding of the usefulness and usefulness of the rubric for evaluating student learning outcomes.

Likewise, rubrics are not only for assessment for students by the teacher, but rubrics can also be used for self-evaluation. Because a rubric with an explicit standard that underlies students to evaluate themselves. Simple models can help students perform self-tests more successfully and help them understand how they feel about the tested content. The rubric can also be an agenda, rubric, and reflection material, all of which are tools that can help students evaluate themselves. The agenda tells students what to include in their work and on their exams. An agenda explains what to remember for a job and what students should prioritize with minimal teacher supervision.

The rubric can also provide definite clarification, including what, when, where, why, and how to achieve student learning outcomes and teacher learning outcomes. Moreover, include whatever input executives get on student work consistently. When students think of their missteps, do not hesitate to be honest with the student themselves and the teacher. Arter & McTighe (2001) also said that assessing rubrics in the classroom using performance criteria to assess and improve student performance. Other findings are also almost the same as the comments. Reddy & Andrade (2010) reviewed the application of evaluation rubrics in university evaluation settings. They admit that



assessments at the higher education level should be familiarized with the rubric because of students' self-assessment function effectiveness.

## CONCLUSION

Based on the study's discussion on various contexts of publication journals that raise important issues and the benefits of applying evaluation rubrics in teaching and skill tests in English and other foreign languages. It can conclude that by considering the literature and reviewing the publications we choose systematically, our study's assumptions and objectives have been answered with valid and reliable values. All of the papers that we detailed and carefully examined have confirmed that rubrics are not only for teachers as evaluators but also for students where the excess of rubrics can be a tool for students' self-evaluation in various field contexts and exam contexts. By looking at the existing evidence, this study's results will be an essential input to empower teachers to understand and apply rubrics in teaching and learning activities, especially evaluations that are fair, fair, transparent, and measurable.

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