

CHAPTER 1

INTRODUCTION

This chapter is divided into six main parts. Those are the background of the study, statements of the problems, the objectives of the study, significance of the study, scope and limitation and definitions of key terms.

1.1 Background of the Study

Testing or examination is the outcome from learning in class activity. Both of learning and testing are related one another. For teacher, a test is used to measure the effectiveness of teaching activity. Heaton (1988:5) states that both testing and teaching are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with the other. In learning activities, teachers have to give a test to student because the function of testing is to measure and improve student abilities. Teacher can know weakness and excess the ability of student, so teacher can teach student effectively.

According to Heaton (ibid) a good communicative test of language, however, should have a much more positive effect on learning and teaching and should generally result in improve learning habits. To make students have enthusiasm for learning, teachers have to more valid on the giving mark for students exercise. The teachers should have guidelines for scoring. In the four of English skills, teacher can use rubric for postulate in scoring students' exercise. In this case to know on students' writing ability, teacher can give exercise to make composition then mark it. Heaton (op.cit:7) state that a test which sets out to measure student's

performance as fairly as possible without in any way setting traps for them can be effectively used to motivate them.

The accuracy on the measurement is needed for teacher when giving score or mark on the students' exercise. That is important because it can motivate students to study hard. Teachers have to give score closeness between the students' ability with the measurement. According to Semyon (2010)

"Measurement accuracy reflects the closeness between the measurement result and the true value of measurand. Measuring instruments are created by human, and every measurement on the whole is an experimental procedure. Therefore, results of measurements cannot be absolutely accurate."

It means although measurement cannot be absolutely accurate but teacher can gives students' exercise according to students' ability or teacher can makes a tools of measurement as postulate in giving score or mark.

In this study is concerned on the teacher's score that given on the students' exercise on making composition. This study is to find out the best way how to give score accurately. There are two ways to analyze students' work. First, Rubric is used for giving score and second is the examiners how are not use rubric for giving score in students' composition. The rubric that is used on this analysis is rubric from Jacob, because that is a simple rubric and suitable for the standard competences in seventh grade. This rubric took from Jacob's book on 1981 under the title "ESL Composition Profile" this rubric is made to help the teacher scoring in the students' composition exercise. This rubric can be postulate for the teacher on the scoring in lesson plan, it can make scoring in students' exercise effectively.

In this study it will shown how to use the rubric, because there are five components of writing that have to completed in giving score. After completed score in every component the teacher will get score for students' exercise.

In this study there are three examiners will give score on students' exercise and there score will be compare with teachers' score that given on students' exercise. There will be compared use coloration to find the coloration between scoring. Is there any coloration on the scoring after analyzed using Jacob's rubric.

Therefore, it is necessary to make analyze teacher mark on the student composition writing. It is showed the importance of rubric and proved whether the teacher are using rubric for scoring their student's exercise or not.

Taking from that problem, in this study will be shows the significance between scoring that use a rubric as postulate and scoring that do not use a rubric. It will be prove the best way on giving score in students' exercise.

1.2 Statement of the Problem

This study talking about **“Scoring Students Composition Exercise at Grade VII, SMP in SIDOARJO: An Analysis on Teacher's Marking Compared to Examiners Marking Using Jacob's Rubric Method”** the questions of the problem are formulated as follows:

1. What is the effectiveness in teacher's marking on students' composition exercise compared to examiners marking using Jacob's rubric method?
2. How is the significance between teacher's marking without rubric and examiners marking using Jacob's rubric method?

1.3 Purpose of the Study

The purpose of the study taking from statement of problem about **“Scoring Students Composition Exercise at Grade VII, SMP in SIDOARJO: An Analysis on Teacher’s Marking Compared to Examiners Marking Using Jacob’s Rubric Method”** is to give the information for the teacher how to giving mark to student depend on their own ability by:

1. To looking for the effectiveness of examiner marking using Jacob’s rubric method.
2. To show the significance between examiner marks using rubric and teacher mark without rubric.

1.4. Significance of the Study

This study will help teacher to realize the importance of giving mark the student writing exercise depend on their own ability, make it compatible and not depend with teacher sense. The writer hope that teacher can make or use rubrics when score composition.

1.5 Limitation of the Study

This study focuses on teacher scoring for giving mark on their student exercise. The data is taken from student’s exercise in some class on VII grade of SMP QPR.

I.6. Definition of Key Terms

a. Composition : Writing as an activity which is intended to increase a person's skills or effectiveness writer.

Jack C. Richards (2002: 97)

b. Rubric : In test and instructional materials, the instructions which indicate to the student what he or she has to do to complete task or activity.

Jack C. Richards (2002: 463)

c. Writing : System symbols which represent the sound, syllables, or word language.

Jack C. Richards (2002:593)

d. Grading : Jack C. Richards (2002: 230) a way of expressing overall result in a test using a number or letter.

e. Scoring : Procedures for giving numerical values or scores to responses in a test.

(*ibid*, 2002:471)