

CHAPTER IV

DISCUSSION AND RESULT

This chapter presents the research findings of the study. It is about the teacher's mark on student's exercise of composition.

4.1. Discussion

In this chapter the writer gives the process of analysis on giving mark for students' exercise use a rubric. Before entering for analysis, firstly student's mark that given by teacher are showed. The score is teacher's score from student's work; it will be analyzed to answer the statement of problem, the scores are

Respondent	Scoring from teacher
1	A+
2	A
3	A
4	B
5	B
6	B
7	B
8	C
9	C
10	C
11	A
12	B
13	B
14	C

Table 4.1a Table of Students' Scores

At glance, before analyzed using Jacob's rubric on teacher's mark in student work, the score that given to students are not effective with students abilities on write a composition, it can seen on respondents 3, 4, 5, 9, 10, 13, 14 (See table 4.1b). It can happen because there are 5 components of writing consist of content, organization, vocabulary, language uses, mechanics must be complete to make a good composition, but teacher does not looking at that components when giving mark on students' work. For example, on the respondent 4, he uses expressing of surprise and uses tenses on his composition, but teacher gives him B on score sheet. It means teacher does not look at those components when giving mark; it makes ineffective on scoring students' exercise.

Respondent	Scoring from teacher	Remark before analysis
1	A+	<i>effective</i>
2	A	<i>effective</i>
3	A	<i>Ineffective</i>
4	B	<i>Ineffective</i>
5	B	<i>Ineffective</i>
6	B	<i>effective</i>
7	B	<i>effective</i>
8	C	<i>effective</i>
9	C	<i>Ineffective</i>
10	C	<i>Ineffective</i>
11	A	<i>effective</i>
12	B	<i>effective</i>
13	B	<i>Ineffective</i>
14	C	<i>Ineffective</i>

Table 4.1b Table score before analysis

Looking on the table 4.1c, it can be concluded 50% teacher's scores out of 14 students are not effective in the scoring students' exercise.

Remark	#	%
Accurate	7	50
Inaccurate	7	50
Count	14	100

Table 4.1c Table Result before Analysis

Those data will be compared in the result of study after the data analyzed using Jacob's rubric. So, in this chapter students' composition exercise will analyze to know how accurate teacher gives score in students exercise.

In the analysis Jacob's rubric scoring composition is used to analyze students' composition. On those rubric there are component and criteria of writing must be completed to know an appropriate mark for student. Students' mark that given after analysis will be compared with teacher's mark before analyzed using Jacob's rubric. The result of analysis will know the accuracy of teacher's mark that given to student.

Component of Writing	SCORES			
	CRITERIA			
	27 – 30	22 – 26	17 – 21	13 - 16
Content	Knowledgeable; relevant to the assigned topic.	Some knowledge of the subject; mostly relevant to the topic, but lacks detail.	Limited knowledge of the subject; inadequate development of topic.	Does not show knowledge of subject and topic.
	18 – 20	14 – 17	10 – 13	7 – 9
Organization	Clearly ideas stated / supported; well-organized; logical sequencing.	Loosely organized but main ideas stand out; logical but incomplete sequencing.	Ideas confused or disconnected; lacks logical sequencing and development.	Does not communicate; no organization.
	18 – 20	14 – 17	10 – 13	7 - 9
Vocabulary	Sophisticated range; effective word choice and usage.	Adequate range; occasional errors of word form, choice and usage <i>but meaning not obscured</i>	Limited range; frequent errors of word form, choice, and usage; meaning or obscured	Essentially translation; little knowledge of English vocabulary.
	22 – 25	18 – 21	11 – 17	5 - 10
Language Use	Effective complex constructions; few errors of tense, number, word order / function, articles, pronouns, preposition.	Effective but simple constructions; minor problems in complex construction; several errors in tense, word order / function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	Major problems in simple / complex constructions, frequent errors of tense, number, word, word order / function, articles, pronouns, prepositions; meaning confused or obscured.	Dominated by errors; does not communicate.
	5	4	3	2
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, <i>but meaning not obscured</i>	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, <i>meaning confused or obscured</i>	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.

Table 4.2 ESL Composition Profile (Jacob: 1981)

4.1.1 Respondent 1

Firstly, from the highest score (on the appendix 1), he gets A+ from his teacher. It will be analyzed from his writing composition depend on Jacob's rubric then give his own score:

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 - 16
	28			
Organization	18 – 20	14 – 17	10 – 13	7 – 9
	19			
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
	19			
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
		21		
Mechanics	5	4	3	2
		4		
TOTAL	91 (A)			

Table 4.3 Table Analysis of Respondent 1

Looking on table analysis, the content score is 28 because his content is knowledgeable; his story is relevant with to the topic about activities during holiday.

Nineteen score is score for organization because his story is well organized and clear enough to be understood by the reader especially for VII grade, his story is understandable.

For beginner learner the vocabulary that used by student appropriate for their ability, he can choose the vocabulary effectively as the function of vocabulary, so 19 score is given for the vocabulary.

The score for language uses 21 and 4 for mechanical because his story is effective story but he still has few errors and that are not problem because the errors does not change the meaning of story. Taking from total scoring of component writing are 91 or according to alphabet he gets A. Based on analyzing above, mark's of the respondent A according to Jacob's rubric is A. It is same with teacher's score on his score sheet.

4.1.2. Respondent 2

Next respondent is second respondent; she gets A from her teacher. For content on component of writing she gets 19, it means that her content Limited knowledge of the subject, the content of story does not related on the subject of story. Her story does not sequence from one sentence to the other sentences.

The organization in her story is unorganized; the story cannot run well, there is not plot on his story. The reader cannot understand on the story. So, he gets 9 in her organization score.

According to her composition, she gets 13 in the vocabulary. The vocabulary that used by her is very simple vocabulary, many word repeated in the other sentence, but for the seventh grade of junior high school her vocabulary is enough to understand. She gets 10 in the language use, many errors in her story especially on the tenses. The story does not communicate, that is very difficult understood by the reader. On the mechanics component, she has little error on the spelling but after all she is good on the writing although still errors in write the composition

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 - 16
			19	
Organization	18 – 20	14 – 17	10 – 13	7 – 9
			9	
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
			13	
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			10	
Mechanics	5	4	3	2
		4		
TOTAL	55 (C)			

Table 4.4 Table Analysis of Respondent 2

Looking at the table above, after analyzing her composition writing according to Jacob's rubric theory each of component writing the score is C on her exercise. Teacher gives her A on the score sheet but after doing analysis she just get C on her writing composition. It means students' scoring can change after analyzed using rubric.

4.1.3. Respondent 3

Third data is respondent 3 with A on his score sheet. According to score component of writing composition on Jacob's rubric he gets 52 score (C) the explanation are:

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 - 16
				16
Organization	18 – 20	14 – 17	10 – 13	7 – 9
				9
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
			11	
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			13	
Mechanics	5	4	3	2
			3	
TOTAL	52 (C)			

Table 4.5 Table Analysis of Respondent 3

His content of writing component does not show of knowledge on the topic. The content of story is not same with the topic of story, in the main idea he tells that he goes to swimming pool with his friend and his family, but in the supporting detail of story does not show the content main idea of story. So, he just gets 16 scores of content in the component of writing.

Then, on the component of writing he had given 9 on the organization. There is not an organization on the story, his story does not communicate. The supporting detail is not coherence with main idea of story. The criteria of good story are content story and main idea has to organize well. His vocabulary is very obscuring and confusing, his vocabulary cannot support story. He has to choose the simple vocabulary, but the vocabulary understandable for reader. So, scores of the vocabulary is 11 for him.

Looking at the story of respondent 3, there are many error dominated in the story. The story does not communicated and difficult to understand by the reader. Many errors in the tenses, structure, composition of story, etc.

Based on the ESL composition writing, in language use component, that is fair is the writer gives him 13 score. According to mechanical of writing component, he proper to get 3 score for mechanical component. His story is not communicated and obscures, his tenses, paragraphing, spelling is very poor. He cannot show the way of story, it is very incomprehensible.

He does not proper to get A in the mark sheet. According to writer analysis from five component of writing actually he just gets 47 or C, that mark just enough to give for that writing exercise, there is not special thing in the story that grader can give into composition for A mark.

4.1.4. Respondent 4

Fourth analysis comes from respondent 4; he gets B from teacher but he is different with the other B score on the score sheet. He use the tenses on his story, it is mean that he can control the story.

It will know the accuracy of teacher's mark in scoring students' work. It started with complete the score of criteria from Jacob's rubric.

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 - 16
	27			
Organization	18 – 20	14 – 17	10 – 13	7 – 9
	18			
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
	19			
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
	22			
Mechanics	5	4	3	2
		4		
TOTAL	85 (A)			

Table 4.6 Table Analysis of Respondent 4

Actually on the respondent 4 he has good content, the story relevant with topic. He can tells his activities during holiday, but the story still confusing. It does not have the conjunction between events. Because of that on his writing composition, score for content story is 26. In the organization of story, he does not show how the story use to be run. The good story has to sequentially from one sentence or event to another event. He gets 17 for organization because he has good organization in his story, but the story incomplete sequencing. After look at three respondent's composition before, respondent 4 has good in the choosing of vocabulary. For examples, he can express expressing of praise. Therefore, he appropriate if he gets 17 in the vocabulary.

He also uses expressing of surprise, good tenses, and good constructions of story, despite of he has good tenses he still has mistake on that, he cannot use the tenses accurately. But with his ability on the writer composition is good. After all, he is proper to get 21 on language use. On the story still has

many mistakes in the spelling word, but his mistake does not change the meaning, the reader still understand what the writer mean on the story. Based on Jacob's rubric he gets 4 on mechanical, he gets A score in his score sheet because he can express feeling on the story very good.

4.1.5. Respondent 5

The fifth respondent still B score, the source of data taken from Respondent 5. On her exercise she tells to the reader about her activities in her holiday. She has good content on the story, the story is very well. The story is relevant to the topic, from beginning of story until the last of story. So, score for the content of story is 28.

On her composition writing she can organize the story well. Although there are still lost the organization from main idea, but that is not change the story. 17 is score for the organization. She use variety vocabulary in her story, for seventh grade of junior high school she has many kind of vocabulary. She can select usage word to combine to be good sentences and good story. It is fair if she gets 19 score for her vocabulary. In the language use she gets 21 because of she has simple construction story but that is very effective. Even though in the story there are finding error in the tenses and word order, that is not change the meaning and purpose of story.

Actually there is little error on the mechanical of writing, on the write punctuation, spelling word, capitalization, etc. She is very good on it. A few errors are there but that are not change meaning of word. Starting from

content, organization, vocabulary, language use and the last is mechanic of writing she gets 90 or A score based on Jacob's rubric.

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
	28			
Organization	18 – 20	14 – 17	10 – 13	7 – 9
		17		
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
	19			
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
		21		
Mechanics	5	4	3	2
	5			
TOTAL	90 (A)			

Table 4.6 Table Analysis of Respondent 5

4.1.6. Respondent 6

After doing analysis from respondent 6, it can be conclude that his score decrease from B into C. He gets 18 score of the contents, 18 score of the organization, score for the vocabulary 13, score for the language use 17, and score for the mechanical he gets 3. This is the rubric table used to scoring composition writing.

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
			18	
Organization	18 – 20	14 – 17	10 – 13	7 – 9
			13	
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
				9
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			17	
Mechanics	5	4	3	2
		4		
TOTAL	61 (C)			

Table 4.7 Table Analysis of Respondent 6

On the main idea he tells that he goes to Borobudur temple on his holiday, but in the supporting detail he does not tells about his vacation on the Borobudur other than he tells that he goes to Kenjeran, BNS. From that reason, 18 score for the content because his story limited knowledge of the subject, inadequate development of topic.

The idea in the respondent 6 is confused or disconnected; lacks logical sequencing and development. He cannot arrange the idea to be good story, the event of story in supporting detail does not connect with his main idea. He gets 18 on the organization of writing component.

The vocabulary used by respondent 6 is essential translation from Indonesia language to English language and he has little knowledge on English vocabulary. So, he gets 9 in the vocabulary. In his composition writing, there are many errors and mistake on construction of story, tenses, preposition, etc. looking at that error the reader cannot understand meaning of story. He can not construct the story well, the story difficult to understand

and obscure. Because of that 17 score for the language use, he does not capable on composition writing English. Actually few error find in his writing exercise, he can write well of English spelling. He gets 4 on mechanical writing, although he still has error in the spelling it does not change the meaning of word.

4.1.7. Respondent 7

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
		22		
Organization	18 – 20	14 – 17	10 – 13	7 – 9
		14		
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
		15		
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			17	
Mechanics	5	4	3	2
		4		
TOTAL	72 (B)			

Table 4.8 Table Analysis of Respondent 7

In the respondent seven her composition exercise gets B from teacher, after analyzed using Jacob's rubric she still gets B on her mark. Her ability on make a composition is tolerable, the content of story acceptable to understand. She can arrange sentence into the story, her story still pass on topic but lack detail for supporting. On the organization of story, actually she has good idea in her story but she cannot organize the story, it is caused the story confused to understand. On the language use still many errors of tenses, complex construction, articles, etc. It can be make confuse or obscure when read by the reader. Actually, in the mechanical component

she can spell the word well, but still has errors in write it. Fortunately, it does not change the meaning of word. After all based on Jacob's rubric B is score for her, it is same with teacher's mark.

4.1.8. Respondent 8

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
		22		
Organization	18 – 20	14 – 17	10 – 13	7 – 9
		14		
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
			10	
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			11	
Mechanics	5	4	3	2
		4		
TOTAL	61 (C)			

Table 4.9 Table Analysis of Respondent 8

It is usual happen in the lowest score, there are many little composition made by the student. The eighth respondent gets C on the score sheet; she just has six sentences in the paragraph composition of story. From beginning of story until ending of story, the story relevant from the topic, but she cannot improve her story. She can organize the story well, the story connected each sentence but ones more he cannot improve it, so score for the organization is 14. She just uses the simple vocabulary in her writing composition; she has to use kinds of vocabulary to make her story interesting. She cannot use the tenses in the story, her constructions of story are very bad, but the story still has meaning and understandable by the

reader. The last is mechanics, still has error on the spelling on her story but the meaning can understand just obscured. It can be concluded that she feasible to get C on the score sheet and it is same with teacher score before.

4.1.9 Respondent 9

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
		22		
Organization	18 – 20	14 – 17	10 – 13	7 – 9
		16		
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
		15		
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			11	
Mechanics	5	4	3	2
		4		
TOTAL	61 (C)			

Table 4.10 Table Analysis of Respondent 9

At respondent ninth she gets C from teacher, it will be analyzed.. Starting from content of story, her story still relevant to the topic but lack detail. Second is organization, actually she has good story but she cannot show the conjunction when he want to change her event to another events on the story. So, it is like disconnected in every event. However she has good story.

In the vocabulary of story she chooses effective vocabulary for massage tense. It cannot gives more than 15 score because she has short story. The story of hers still many errors in the tenses and construction, but still has meaning and understandable. The last is mechanical component, it is same before still has many error for spelling the word. The problem of error in the

spelling above does not influence the meaning. Based on Jacob's rubric, C is mark for composition.

4.1.10. Respondent 10

This is the table analysis of Jacob's rubric for writing skill, which is written to analyze for respondent 10.

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
	27			
Organization	18 – 20	14 – 17	10 – 13	7 – 9
	18			
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
			13	
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
		20		
Mechanics	5	4	3	2
			3	
TOTAL	81 (B)			

Table 4.11 Table Analysis of Respondent 10

He has good in the content of story, he can express his experience on holiday with detail and does not lost from main idea or topic. He tells to the reader that he went to swimming pool, bought some food, and he went home with happily, that is very clearly content and organization of story.

The good organization is the idea organizes well, logical sequence. In the respondent 10 truly he has good organization in composition, like explanation above his event of story is run well. From one event to other event co organize well.

He gets 13 score of the vocabulary because in the story still has error on vocabulary. The meaning of word obscure and confuse for reader. For example, ment, boutd, *bernama* that word have not meaning on the English language. But another word is fine and still understandable for reader.

The language use is used is good. He can express the passive voice, expressing of praise, those component are can increasing the score for scoring. But the composition writing still has error in tenses, preposition, articles, and other. The last is mechanical component, because he has many errors in the spelling of word, paragraphing, punctuation he gets 3 for mechanical component. After all, he is Inappropriate if he gets C in the score sheet. Looking at his ability on write of writing skill the score that appropriate for his ability is B.

4.1.11. Respondent 11

In the appendix 11, respondent 11 he gets A from teacher. The content of story he tells about his holiday in the water park in Mojokerto, he tells the condition in Mojokerto, he goes to with his family, but in the next event it does not relevant on topic. The story does not consist to the topic because of that he just gets 21 in the content of story. He cannot organize a good, the event leap from one event to other event does not sequence each other. The event does not consist to topic and loose from idea. But the story still support to topic story. Looking at the analysis, he gets 15 because he loose the organization story but the idea still stand out.

The vocabulary used in this story has many errors in chooses and usage of word, he cannot choose appropriate word in the story. But it does not change the meaning and does not change the event of story. Major problem construction story, tenses, articles, pronouns, etc in the story that he made, it can causes problem for understanding and obscuring in the story. The last is mechanical, few errors found in the story above. The error does not change the meaning, which does not problem for the reader because it does not change the meaning.

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
			21	
Organization	18 – 20	14 – 17	10 – 13	7 – 9
		15		
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
		15		
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			13	
Mechanics	5	4	3	2
		4		
TOTAL	72 (B)			

Table 4.12 Table Analysis of Respondent 11

According to analysis above, it can be concluded that he gets B on the score sheet. It is not same with teacher score that given on the score sheet before.

4.1.12. Respondent 12

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
				16
Organization	18 – 20	14 – 17	10 – 13	7 – 9
				9
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
			12	
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
				10
Mechanics	5	4	3	2
		4		
TOTAL	51 (C)			

Table 4.13 Table Analysis of Respondent 12

The table above is the table from Jacob rubric for analyzing the writing composition of respondent 12. The content from respondent 12 does not show knowledge and subject of topic. The story does not consist of topic, the event disconnected with the topic. It is appropriate score for the content is 16. According to the organization story, the story does not organize and uncommunicative for the reader. The story difficult to understand because of the event of story does not have organization. In this component she gets 9. The word that she chooses in the story is obscure and difficult to understand. The sentences does not meaning, it just like translate from her mother tongue to English language, it make the reader difficult to know what she mean. Because of that score for the vocabulary component is 12.

Many errors finding in the composition writing above, it is caused the story cannot understood by the reader and does not communicative. Score for the language use component is 10. The last is mechanical component.

Actually not many errors find in the composition above, but the error on the spelling still find like acsesoris, faforites, that is the error in the spelling but still understood by the reader. Because of score for the mechanical writing component is 4. Looking at the table analysis above, first score that given by teacher is B+ can change into C. It is depend on analysis according to Jacob's rubric.

4.1.13. Respondent 13

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
				13
Organization	18 – 20	14 – 17	10 – 13	7 – 9
				9
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
				9
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			11	
Mechanics	5	4	3	2
		4		
TOTAL	46 (D)			

Table 4.14 Table Analysis of Respondent 13

In the respondent 13, she gets C on the teacher score. Her composition writing will be analyzed, actually her composition writing difficult to analyzed because it to short story. Starting from content story, the story above is very confusing. The event of story does not aim on the content or idea of story. Her composition story is seen like cheat to his friend. So, score for her is 13 because her story does not communicative and make the reader confuse. The story in the respondent 13 has not any organization. The story does not communicative, she gets 9 in the organization of story. Her

vocabulary seems translate from Indonesia language into English language, it is makes the story difficult to understand. Because of that the appropriate score that given is 19. The story still any errors on the spelling of word, punctuation, but it will be no change the meaning. It is still acceptable, she gets 4 in her component of writing. In the first paragraph has been explain that, she gets C from his teacher. Further analyzing based on Jacob's rubric, it is decided D score because it is too short composition and difficult to analyze.

4.1.14 Respondent 14

Component of Writing	SCORES			
	SCORES FROM JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 – 16
		23		
Organization	18 – 20	14 – 17	10 – 13	7 – 9
			13	
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
				9
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
			11	
Mechanics	5	4	3	2
		4		
TOTAL	60 (C)			

Table 4.15 Table Analysis of Respondent 14

The table analysis above is written to analyze writing composition writing for respondent 14. She is the last respondent on this paper analysis, many student compositions cannot be analyzed because their composition too short. Starting from content component analysis, her content of story is lack detail. The content is relevant to the topic, but the subject lack detail. She

cannot express her experience in the holiday with details, she just has short composition in her paper. Score of her content component is 23. Her organization story is confusing, and difficult to understand. For short story like story above, the writer is difficult to give score for her organization. Actually there is not any conjunction when she changes the event. Because that reason, score for her is 13.

The vocabulary used in this story is simple vocabulary. It is seems translation from Indonesia language into English language. It can makes confuse when read it. Score of her component is 9. Language used in this respondent is major problem in her composition writing. It is makes confuse and difficult to understand. So, the score for her language use is 11. For mechanical, the story still can tolerate. The mistake for spelling does not change the meaning of word. 4 score is appropriate for her mechanical writing. After add in every score in the component, it can be concluded C score for her composition writing. It is different with teacher's score with B.

Those are 14 respondents who are taken for analyzing then, it will be further explain in the result study. It will be prove the question in the statement of problem. After analyzing 14 respondents, it can be concluded his own mark from 14 respondents.

Respondent	Scoring from writer
1	A
2	C
3	C
4	A
5	A
6	C
7	B
8	C
9	C
10	B
11	B
12	C
13	D
14	C

Table 4.16 Table Analysis of writer analysis

His own mark matched with teacher's mark before then, it will be discussed in the result of study. That will prove that teacher mark without rubric is not valid enough for student composition writing.

4.2 Result

In the result of study, it will discuss about the result from explanation above. It shows the table from student's marking of composition that given from teacher, marking after analyzed using Jacob's rubric, and will be compared with the other examiner who is use rubric on giving mark and does not use a rubric. The table comparisons are:

Respondent	Mark Given by Teacher Without Rubric	Remark Given Before Analysis	Mark Based on Jacob's Rubric	Remark After Analysis	Second Examiner Without Rubric	Remark Based on Second Examiner Without Rubric	Third Examiner Using Jacob's Rubric	Remark Based on Second Examiner Without Rubric
1	A+	<i>Effective</i>	A	<i>Effective</i>	A		A	
2	A	<i>Effective</i>	C	<i>Ineffective</i>	B		C	
3	A	<i>Ineffective</i>	C	<i>Ineffective</i>	B		C	
4	B	<i>Ineffective</i>	A	<i>Ineffective</i>	A		A	
5	B	<i>Ineffective</i>	A	<i>Ineffective</i>	B		A	
6	B	<i>Effective</i>	C	<i>Ineffective</i>	C		C	
7	B	<i>Effective</i>	B	<i>Effective</i>	C		B	
8	C	<i>Effective</i>	C	<i>Effective</i>	C		C	
9	C	<i>Ineffective</i>	C	<i>Effective</i>	C		C	
10	C	<i>Ineffective</i>	B	<i>Ineffective</i>	B		B	
11	A	<i>Effective</i>	B	<i>Ineffective</i>	B		C	
12	B	<i>Effective</i>	C	<i>Ineffective</i>	C		C	
13	B	<i>Ineffective</i>	D	<i>Ineffective</i>	C		C	
14	C	<i>Ineffective</i>	C	<i>Effective</i>	C		C	

Table 4.17 Table Result of Analysis

From the table above can be concluded Table 4.17 is table result of analysis, that table can be made as the comparison between teacher's score before analysis and after analysis. After analyzing teacher's score, there are differences on the score that given on the students' composition exercise.

Remark	#	%
Accurate	5	36
Inaccurate	9	64
Count	14	100

Table 4.18 Table Result of Analysis

At glance, before analyzing using a Jacob rubric, it concluded that the accuracy of teacher's score is 50% and the residue is 50% for inaccuracy. Those scores become different after doing analysis using Jacob's rubric.

There are score which is given for respondents are different from the score that given from teacher after analyzed. After analyzing using Jacob's rubric on ESL Composition Profile there are found 64% teacher's score are not accurate on students' composition. The accuracy for teacher are 36% those respondents are 1, 7, 8, 9, and 14 their mark from teacher and mark given according to Jacob ESL composition writing profile are accurate.

Looking at the result, it can be proved that scoring of the teacher are not accurate when teachers do not use or make rubric. The rubric is very important for giving mark to student exercise because it can makes the score valid than do not use rubric. In this analysis it showed the way to use a rubric to score students' exercise.