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Research Article

Developing Writing Skill Scoring Rubric for Junior Secondary School

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KEYWORDS

English;
 Junior Secondary School;
 R & D Research;
 Scoring Rubric;
 Writing Skill.

ABSTRACT

This research aims to reveal the development of a writing skill scoring rubric for a Junior Secondary School based on an analysis of teacher needs for a writing skill scoring rubric. This research method uses the ADDIE Research and Development (R & D) research method with limitations of only three stages, namely: 1) Analysis, 2) Design, and 3) Development. The data collection method in this research used interviews and questionnaire validation sheets filled in by evaluation experts and field practitioners. The subjects of this research were seven English teachers from three different junior secondary schools. The results of research product validation by learning evaluation experts concerning content suitability were 96.67%. Then, the validation results for presentation feasibility were 90.62%. Meanwhile, the validity percentage for the linguistic appropriateness aspect was obtained at 96.87%. In addition to these quantitative results, the validator also suggests minor revisions to the appearance and content. In the practicality trial, research subjects were given a questionnaire containing an assessment of the appropriateness of presentation, content, and language appropriateness. Based on the results of the analysis, for the presentation feasibility test, a feasibility percentage of 98.38% was obtained. The analysis results for the content feasibility test showed a feasibility percentage of 98.21%, while for linguistic feasibility, it was 99.1%. Overall, the validation results by learning evaluation experts and practicality tests by field practitioners show that this research's writing skill scoring rubric is valid and practical to use in assessing students' writing skill abilities.

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INTRODUCTION

The mastery of writing is frequently regarded as the most challenging aspect of language acquisition (Hamp-Lyons & Heasley, 2006; Kroll, 1990), further complicated by considerations of genre (typically defined as distinct categories of literary works), style, and language usage. Also, four frequent issues in writing that Ngabut (as cited

in Sari, 2013) identified are content, organization, vocabulary, and grammar.

Rubrics have gained popularity among educators as a method of effectively conveying assignment expectations, offering targeted feedback during the developmental stages of a project, and assessing the outcomes (Andrade, 2000; Popham, 1997). Some researchers have noted that the use of rubrics in assessment methods can lead to improved student performance (Hafner and Hafner 2003; Panadero

and Jonsson 2013; Panadero and Romero 2014; Tshering and Phu-Ampai 2018; Ragupathi and Lee 2020).

Teachers as well as pupils frequently use rubrics as part of the assessment process, however the literature varies in its appraisal of the benefits for students (Chan & Ho, 2019).

Educators often present varying interpretations of the term "rubric"; however, a widely acknowledged definition characterizes it as a written instrument that delineates the anticipated requirements for a given task. It is accomplished by enumerating the evaluative criteria, or factors of significance, and expounding upon the various levels of excellence, mediocrity, and inadequacy.

Rubrics have demonstrated their efficacy as assessment instruments, facilitating teachers in achieving greater consistency in their scoring practices. Furthermore, these tools possess significant value in identifying students' individualized areas of weaknesses and strengths. Implementing these measures will offer students valuable feedback, decrease the amount of time spent on grading, and address various issues related to subjective evaluations of students' writing creativity (Burke, 2003; Brookhart, 2013; Gezie et al., 2012). Rubrics are documents that articulate the expectations of an assignment by listing the criteria for what is particularly important and by describing levels of quality on a scale from excellent to poor. Rubrics have three features: assessment criteria, a grading strategy and standards/quality definitions (Panadero & Romero, 2014: 135). In this study, researcher use rubric definition by Panadero and Romero.

Rubrics are widely acknowledged for their ability to offer clear guidance to students regarding assessment requirements (Kilgour et al. 2020; Mansyur, Harun, & Suratno, 2019; Pang et al. 2022; Wulan, 2018). This explicit and consistent communication of expectations has been observed to enhance student confidence and reduce anxiety related to exams (Gyamfi, Hanna, & Khosravi 2022; Panadero & Romero 2014; Reynolds-Keefer 2019). According to Rodriguez (2008), rubrics can enhance students' writing proficiency and enable teachers to make more equitable assessments of their students' creative works by offering a set of criteria for evaluating quality.

According to specific research findings, using rubrics has been associated with enhancing students' writing caliber and comprehension of the attributes that constitute effective writing. The study conducted by Andrade, Du, and Wang (2008) sought to investigate the effects of introducing a sample written assignment to 3rd and 4th-grade students. The researchers explored how this intervention influenced the students' ability to develop their criteria for evaluating their written stories and essays and their use of rubrics for self-assessment in assessing the

quality of their work. The comparison group participated in a collaborative procedure to generate criteria and subsequently assessed their drafts through self-evaluation without employing the rubric. Upon considering the impact of prior writing proficiency, it was noted that the group that utilized rubrics for self-evaluation exhibited a higher level of writing proficiency overall, specifically in idea generation, content organization, voice expression, and vocabulary selection.

The study conducted by Hawthorne, Bol, and Pribesh (2017) investigated the correlation between rubric-referenced calibration and writing achievement. The primary focus of the study was to assess the accuracy with which individuals evaluate their performance. The individuals assigned to each of the three experimental conditions were requested to furnish both global predictions and postdiction regarding their performance on the essay examination. Although no significant effects were found regarding the impact of calibration judgments by condition on overall calibration accuracy, notable statistical variations were identified in calibration accuracy when considering criteria and prior achievement. Individuals who displayed elevated levels of accomplishment demonstrated a heightened degree of precision in their forecasts and evaluations, grounded in specific criteria, when contrasted with those with lower achievement levels. Regardless of their level of achievement, students in the detailed rubric condition exhibited higher levels of postdictive accuracy concerning the organization criteria compared to students in the general rubric condition.

Timmerman, Strickland, Johnson, and Payne (2011) conducted a study to develop a comprehensive rubric that could be universally applied to evaluating scientific reasoning and writing proficiency. The findings of this research demonstrated that implementing the Rubric provides three notable benefits within higher education. Firstly, it improves the standard and consistency of grading within a course, particularly when multiple instructors or graduate teaching assistants are involved. Additionally, it enables the assessment of students' aptitude in scientific reasoning and writing skills. Finally, when utilized in various courses, it aids in identifying inconsistencies in the congruity of assignments and functions as a standardized metric to evaluate the degree to which the curriculum fulfills programmatic goals.

Indonesia's current education curriculum is mostly based on the K-13 Curriculum. Assessment in the K-13 curriculum evaluates knowledge, skills, and attitudes. The K-13 curriculum emphasizes performance evaluation to ensure students can apply learned knowledge in different circumstances based on specific learning criteria (Pendidikan, 2019). Effective assessment instruments are

necessary for evaluating learning outcomes and providing guidance during the evaluation process (Kurniawati & Mawardi, 2021). The assessment instrument utilized may consist of an assessment rubric with performance categories for achievement. Thus, the rubric serves as a guideline for evaluating students' performance or work outcomes, including scores and criteria that need to be fulfilled to attain these scores (Putri, Nyeneng, & Rosidin, 2016).

Before developing the writing scoring rubric in this study, the researcher interviewed the teachers to find their ways of assessing the students' writing skill. Based on the interview results, most of the teachers ask their students to write paragraphs (e.g. personal experience) and answer the questions in text book. Huges (2003) states that it is essential to assess students' writing validly and reliably which can truly represent students' writing skill. He suggests to ways in scoring students' performance, analytical and holistic. However, no one of the teacher using scoring rubric in assessing the students' writing skill. Moreover, much research discussed using rubrics for writing skills, limited research still discusses developing scoring rubrics for writing skills, especially in junior secondary school. Thus, this study focused on creating a scoring rubric that could effectively evaluate students' writing skills that are fair, valid, and consistent at junior secondary school.

METHOD

The development model employed in this context is the ADDIE development model, an acronym that represents the sequential phases of Analysis, Design, Development, Implementation, and Evaluation. This model can be applied to diverse forms of product development, including but not limited to models, learning strategies, learning methods, media, and teaching materials, based on the established steps in product development. The study developed a module that serves as an instructional resource and can be further enhanced using the ADDIE development model.

The decision to utilize the ADDIE development model is predicated upon its straightforward and easily comprehensible stages and its systematic framework that can be applied to the development of various types of learning tools. Furthermore, the model incorporates an evaluation process at each stage of development, enabling the identification of any shortcomings encountered throughout the process. Media and teaching materials produced using this developmental framework are characterized by their simplicity and user-friendliness, making them suitable for single-session use. Due to limited time in conducting research, this research was only carried

out to the stage of analyzing, designing, and developing the writing skill assessment rubric.

Analysis

The analysis stage identifies and collects information about problems and the need for assessment rubrics in learning, reviewing literature and previous research results as a reference in developing research products.

1. Validate the performance gap. At this stage, researchers analyzed problems in the field, which was carried out on April 4-6, 2023. The analysis included:
 - a. An analysis of teachers' needs for rubrics for assessing student's writing abilities,
 - b. Teachers' knowledge of assessment rubrics and
 - c. The obstacles faced by teachers in preparing assessment rubrics.
 - d. Collecting information about teachers' needs for assessment rubrics was carried out at three junior secondary schools in Medan, two of which were state schools, and one was a private school. In this study, 7 English teachers, five women, and two men were the research subjects. In both public schools, one teacher taught one grade level, while in private schools, one taught all grade levels (grades 7-9).
2. Determine the instructional goals. This stage aims to determine the next research steps as a framework for developing the product. In this step, researchers analyzed the basic competency (KD) in English in grades 7-9 of Junior Secondary School and determined the competency indicators to be measured. Because this research is the development of a writing skill scoring rubric, the topic used in the scoring rubric is students' writing skills in writing text according to genre.
3. Confirm the intended audience. This stage is a continuation of the analysis stage before determining the target of the product being developed. The target of this research product is students in grades 7-9 of junior secondary school.
4. Identify required resources. At this stage, the researcher identifies the need for material sources in preparing the assessment rubric used in product development. The Source material of this study is in the form of Core Competencies and Basic Competencies and English teaching materials by the 2013 curriculum.
5. Determine potential delivery systems. The introductory system in this research is in the form of interviews and questionnaires.

6. Compose a project management plan. This stage is the stage of preparing plans for implementing research and developing writing skill assessment rubrics, namely: a) the analysis stage, which will be carried out on April 4-May 10, 2023; b) the design stage will be carried out on 11 May-20 June 2023; c) the development stage will be carried out on 21 June-10 August 2023.

Design

This stage is designing research products and the product verification process. The steps taken are described as follows.

1. Conduct a task inventory. This stage is the stage of identifying and analyzing materials for developing assessment rubrics. The steps taken include an analysis of KI and KD and an analysis of English teaching materials based on the 2013 curriculum.
2. Compose performance objectives. Product display must consider a good product's structure, components, and criteria for accuracy, relevance, systematicity, communicativeness, and good readability. The development product's rubric consists of a cover, foreword, table of contents, English KI and KD, assessment rubric for each class, author's curriculum vitae, and bibliography.
3. Generate testing strategies. This stage is the stage of preparing instruments for measuring validation and practicality of product development, which is completed by learning evaluation experts with minimum doctoral qualifications.

Development

This stage is the stage of creation and validation of the product being developed. The steps taken at this stage are described as follows.

1. Generate content. This stage is the stage of preparing the content of the assessment rubric, which is developed in print media. The steps taken are:
 - a. Create an assessment rubric cover containing the title, author's name, rubric identity, and supporting images.
 - b. Prepare an introduction containing the purpose of preparing the assessment rubric, what material the rubric will be used for, and what grade level it will be used for.
 - c. Prepare rubric content based on KI, KD, and competency achievement indicators and develop teaching material topics.

- d. The content of the rubric consists of the identity of the assessment rubric unit (class, KD, topic, teaching material); assessment section (criteria, descriptions, weight, score, level); formula for calculating student final scores; comments column; and a description of the range of final grades achieved by students.

- e. The closing section includes the author's life history and bibliography

2. Select or develop supporting media. The assessment rubric was developed using computer applications like Microsoft Word 2019, Canva, Corel Draw, and other features.
3. Conduct a formative revision. *Formative revision* is a validation stage carried out by learning evaluation experts. Validation is carried out to adapt the rubric to the assessment concept in learning evaluation. Validation is calculated quantitatively using a formula adapted from Akbar (2015), namely:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P : Expert Validity

$\sum x$: Achievement of total empirical validator score

$\sum xi$: Expected maximum score

4. Conduct a pilot test. The readability test was carried out after the researcher developed the assessment rubric and declared it valid by the learning evaluation expert. At the readability test stage, the rubric is tested regarding the practicality of using the assessment rubric in the classroom and suggestions for improving the product developed. Therefore, this readability test was carried out by distributing questionnaires to 7 English teachers, including content, presentation, and language testing. The practicality of the assessment rubric is calculated quantitatively using a formula adapted from Akbar (2015), namely:

$$P = \frac{\sum y}{\sum yi} \times 100\%$$

Information:

P :Field practitioner

$\sum y$:Achievement of total empirical field practitioner score

$\sum yi$: xpected maximum score

The criteria for the validity and practicality of the assessment rubric can be seen in Table 3.2 (Akbar, 2015), with the provisions of the assessment rubric

being declared valid if the minimum validity level is 60.00%.

Table 1. Product validity and practicality criteria

Percentage	Category
81%-100%	Very valid and practical
61%-80%	Valid and practical
41%-60%	Quite valid and practical
21%-40%	Less valid and practical
0%-20%	Not valid and practical

RESULTS AND DISCUSSION

The results of this study are described based on the R&D ADDIE model stages, namely analysis, design, and development.

Analysis

Interviews for needs analysis and RPP analyses with teachers were carried out so that the researchers could learn about the requirements of instructors when evaluating pupils' writing skills. The following is a list of the findings from the examination of the requirements of teachers:

1. Lesson plan (LP) as the teaching administration document should explain how the teaching-learning and assessment process will be conducted. All teachers have LP, but only some of them can provide it to prove their ways and media in assessing students' writing skill.
2. All teachers argue that a scoring rubric is a great instrument to evaluate students' skills in detail, subjectively, and effectively. It is in line with Burke (2003), Brookhart (2013), Gezie et al. (2012) and Putri, Nyeneng, & Rosidin, 2016 research findings that scoring rubrics will give students relevant feedback, reduce grading time, and address subjective writing creativity judgments. However, as the researchers checked the teachers' LP, they did not have a writing skill evaluation rubric at their LP. The teachers only provide examples of the question exercises and media they use in assessing students' writing skill.
3. All teachers employ the practice questions in the textbook while evaluating the students' writing skills. During the learning process, teachers frequently think of new questions to ask students about particular subjects; for instance, they may ask students to write down their personal experiences. Because the textbook emphasizes training students to speak, one of the educators frequently builds his inquiries through translating and composing phrases for writing skill. It indicates that the teacher do not prepare any scoring rubric due to their sudden question for the exercise.

Meanwhile, Hughes (2003) states that students writing skill should be assessed validly and reliably. Thus, it can provide accurate information about students writing skill progress.

4. Every teacher desires that grading rubrics come in straightforward tables; are comprehensive regarding the assessment criteria; cover and specify the value ranges; and can be independently applied by students.

In addition to the findings from the needs analysis, the researchers also found that there are still instructors out there who cannot distinguish between evaluation instruments and rubrics. Consequently, the replies given by instructors concerning the usage of assessment rubrics are ambiguous and often conflated with evaluation tools. It contradicts Andrade (2000) and Popham (1997), who state that Rubrics are popular among educators for communicating assignment objectives, providing targeted feedback during project development, and assessing final results.

Design

During the stage of inventory, the researchers were involved in several activities. During the stage of analysis, conduct an inventory and document the results of the analysis in the form of an analysis of the needs of teachers with regard to the creation of scoring rubrics for students in junior high and secondary schools.

Conducting an analysis of fundamental and necessary writing skill abilities at the junior secondary school level as a foundation for establishing what types of writing content may be grouped in a grading rubric. The development of this grading rubric will be restricted to evaluating the students' writing skills in the context of producing texts of various genres. It depends on whether or not the writing skill teaching material can use a scoring rubric; in this instance, the writing skill teaching material is just about different types of text. According to KD 4.7.1, KD 4.11.2, and KD 4.9.2, there are only three types of text genres that are taught in the junior secondary school curriculum, and they are as follows: descriptive texts are taught in grade seven, recount texts are taught in grade eight, and report texts are taught in grade nine. KD 4.7.2 is all about putting together spoken and written descriptive texts that are extremely brief and straightforward and are connected to people, animals, and things. When doing so, the student is expected to take into account social function, text structure, and linguistic features in a manner that is appropriate to the situation. Composing oral and written recount texts that are extremely brief and straightforward, relating to personal experiences that one has had in the past (personal recount), taking into consideration social function, text structure, and linguistic aspects in the proper manner and by the context is the focus of KD 4.11.2. KD

4.9.2 focuses on compiling oral and written information report texts that are brief and easy to understand. These texts should be connected to issues studied in other subjects in class IX and should consider social functions, text structure, and linguistic features in a manner that is acceptable and suitable in context.

1. Arrange the Appearance of the Development Object

At this point in the process, the task is to figure out the structural framework and structure employed in the writing skill grading rubric. The beginning, the substance, and the conclusion are the three components of the grading rubric. For students studying English at the Junior Secondary School level, the beginning includes a cover, a preface, a table of contents, a key idea, and an essential definition. The content section is broken up into three different units. The first of these is the scoring rubric for each class level. It contains information about the class, a description of KD, topics, teaching materials, a description of what criteria are assessed on students' writing abilities, a description of the range of grades, how to calculate the final score, and columns that comment on the students' work. Following the conclusion comes a section that includes both a reading list and a biography of the author.

2. Generate a Testing Strategy

In this step, a questionnaire was produced on the practicality test of the writing skill rubric that was being established. After that, the practicality test questionnaire is sent out to instructors so that they may use it as a reference to determine whether the scoring rubric produced suits their needs and is usable in practice.

Development

1. Product Design Results

During the stage of development known as "product design," a scoring rubric is created as a consequence of the work done. The following are the outcomes of the product design process.

- a. The creation of a scoring cover for the assessment rubric, which includes the title of the scoring rubric as well as the name of the person who compiled the scoring rubric.
- b. Developing the contents of the scoring rubric, which includes the criteria that are being assessed, a description of the criteria that are being assessed, value weights, scores on the criteria that are being assessed, a level of writing skill ability for each assessment criteria, the method for calculating the final score, a description of the value range, and a comments column. KI and KD were used as the foundation for the creation of the content of the

scoring rubric. In each of the classes, there are five separate assessment criteria that make up the score rubric. The level of complexity of the assessments varies from class to class.

- c. The cover and contents of the scoring rubric are as follows: 1) Foreword; 2) table of contents; 3) KI and KD in English subjects at the junior secondary school level; and 4) scoring rubric; 5) bibliography; and 6) a list of the authors' curriculum vitae are all included in the systematic creation of scoring rubrics.

2. Formative Revision Products

Product formative revisions are determined by the outcomes of validation efforts carried out by evaluation specialists. The results of formative revisions are determined by validators using quantitative and qualitative data. Quantitative data for this research and development was obtained from validation questionnaire scores ranging from 1-4. These scores were given to English language learning evaluation experts and validated the practicability of using scoring rubrics for seven English teachers in three junior secondary schools.

Quantitative data from learning evaluation validators and respondents are described as follows.

a. Validator of Learning Evaluation Expert

The learning evaluation expert validator who validated the writing skill scoring rubric, a product of this research development, is the English Language Education Lecturer at Medan State University (Dr. Masitho Warni, M.Ed). The results of the educational evaluation expert's product quality assessment include three aspects: content appropriateness, presentation, and language. The content feasibility aspect consists of five assessment aspects with 15 indicator items. The results of expert validation of learning evaluation of the appropriateness of the rubric content are presented in Table 1.

Table 2. The results of validation of the feasibility of writing skill scoring rubric content by learning evaluation experts

Criteria	Max Score	Score (%)	Category	Test Decision
Criteria	12	91,67	Very Valid	Minor Revision
Descriptions	16	87,5	Very Valid	Minor Revision
Wight	4	100	Very Valid	No Revision
Score	16	100	Valid	Minor Revision

Level	12	100	Very Valid	No Revision
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Based on the validation results of learning evaluation experts, as shown in Table 1, the average product percentage value was 96,67%.

Furthermore, the results of validating the feasibility of the presentation by learning evaluation experts are displayed in Table 2.

Table 3. The results of validation of feasibility of presenting writing skill scoring rubric by learning evaluation experts

Criteria	Max Score	Score (%)	Category	Test Decision
Presentation Sequence	4	100	Very Valid	No Revision
Systematic Consistence Presentation	4	75	Valid	Minor Revision
Assessment Objectivity	4	75	Valid	Minor Revision
Practicality of Use	4	100	Very Valid	No Revision
Cover	4	75	Valid	Minor Revision
Introduction	4	100	Very Valid	No Revision
Table of Content	4	100	Very Valid	No Revision
References	4	100	Very Valid	No Revision

Based on the presentation feasibility validation results carried out by learning evaluation experts, as shown in Table 2, the average percentage value for product presentation feasibility was 90,62%.

Next, the results of linguistic appropriateness validation by learning evaluation experts can be seen in Table 3.

Table 4. The validation results of the linguistic feasibility of writing skill scoring rubric by learning evaluation experts

Criteria	Max Score	Score (%)	Category	Test Decision
Accuracy of sentence structure	4	100	Very Valid	No Revision
Sentence effectiveness	4	100	Valid	No Revision

Standards of terms	4	100	Valid	No Revision
Ability to invite students to be involved in learning	4	100	Very Valid	No Revision
Compliance with intellectual development	4	75	Valid	Minor Revision
Compliance with the level of emotional development	4	100	Very Valid	No Revision
Grammatical correctness	4	100	Very Valid	No Revision
Spelling accuracy	4	100	Very Valid	No Revision

Based on the results of linguistic appropriateness validation carried out by learning evaluation experts, as shown in Table 3, the average percentage value for the appropriateness of product presentation was 96.87%.

The results of the validation of aspects of appropriateness of content, appropriateness of presentation, and appropriateness of language by learning evaluation experts show that the writing skill scoring rubric developed is suitable for use with slight revisions.

Then, qualitative data in this development research is in the form of comments and input by learning evaluation experts. Based on the component, learning evaluation expert comment and suggestion, and revision result are divided into layout and content. For layout, the expert suggests: 1) add the name of the scoring rubric author to the cover; 2) add a bibliography at the end of the scoring rubric; and 3) add the author's curriculum vitae at the end of the scoring rubric. Then, the research product was revised to be: 1) in the previous product, the author's name was not included, then the author's name was included on the front cover; 2) before product validation, the bibliography is not included. In the results of the revised bibliography, it has been included; and 3) before validation, the author's curriculum vitae is not included. After revision, the author's curriculum vitae has been included in the development product. Next for the content, the expert suggests to 1) add each class's English KI and KD before the unit scoring rubric; 2) change the word component of writing in the unit scoring rubric section to criteria; 3) adjust the explanation in the description section to the social function components, text genre elements, and

linguistic elements. Revision results based on the expert comments are 1) English KI and KD are not included on products before validation. After revising the product, KI and KD in English are listed before the unit scoring rubric; 2) The scoring rubric unit section used a writing component in the product before revision. After revision, the word components of the writing were changed to criteria; 3) Before the revision, the description section used simple sentences and lacked detail. After revision, the description section became more detailed by adding social function, text structure, function, text structure, and language elements.

b. Field Practitioner

The field practitioners in this research were seven English teachers who taught at three Junior Secondary Schools in Medan. The results of the field practitioners' assessment consist of three aspects: the suitability of the content, the suitability of the presentation, and the suitability of the language.

Based on Table 4, the assessment results of English teachers at three junior secondary schools show a percentage of 98,93% regarding the validity of the appropriateness aspect of the scoring rubric content.

Table 5. The results of validation of the feasibility of writing skill scoring rubric content by field practitioner

Criteria	Score (%)						
	T1	T2	T3	T4	T5	T6	T7
Criteria	100	100	100	100	100	100	100
Description	100	93.75	100	100	93.75	100	100
Weight	100	100	100	75	100	100	100

Score	100	100	100	100	100	100	100
Level	100	100	100	100	100	100	100

Then, the feasibility test results for presenting the writing scoring rubric according to field practitioners were 98,21% with very valid criteria, as shown in Table 5.

Table 6. The results of validation of feasibility of presenting writing skill scoring rubric by field practitioner

Criteria	Score (%)						
	T1	T2	T3	T4	T5	T6	T7
Presentation Sequence	100	100	100	100	100	100	100
Systematic Consistency of Presentation	100	100	100	100	100	100	100
Assessment Objectivity	100	75	100	100	100	100	100
Practicality of Use	100	75	100	100	100	100	100
Cover	75	100	100	100	75	100	100
Introduction	100	100	100	100	100	100	100
Table of Content	100	100	100	100	100	100	100
References	100	100	100	100	100	100	100

Furthermore, the results of field practitioners' linguistic feasibility test of the writing skill scoring rubric can be seen in Table 6, where the results show a cumulative percentage of 99,1% with very valid criteria.

For qualitative data, the results of practical trials by field practitioners in the form of comments and suggestions are shown in Table 7.

Table 7. The validation results of the linguistic feasibility of writing skill scoring rubric by field practitioner

Criteria	Max Score	Score (%)							Category
		T1	T2	T3	T4	T5	T6	T7	
Accuracy of sentence structure	4	100	100	100	100	100	100	100	Very Valid
Sentence effectiveness	4	100	100	100	100	100	100	100	Very Valid
Standards of terms	4	100	100	100	100	100	100	100	Very Valid
Ability to invite students to be involved in learning	4	100	75	100	100	100	100	100	Very Valid
Compliance with intellectual development	4	100	100	75	100	100	100	100	Very Valid
Compliance with the level of emotional development	4	100	100	100	100	100	100	100	Very Valid
Grammatical correctness	4	100	100	100	100	100	100	100	Very Valid
Spelling accuracy	4	100	100	100	100	100	100	100	Very Valid

Table 8. The field practitioner comments and suggestions

Component	The Field Practitioner Comments and Suggestions	Revision Results
Content	<ol style="list-style-type: none"> 1. Add a rubric assessment column in Indonesian so students can use it independently. 2. Add a comments column at the end of the assessment rubric unit. 	<ol style="list-style-type: none"> 1. The scoring rubric assessment column is entirely in English for products before validation. After revision, the writing scoring rubric uses an Indonesian language scoring column. 2. Before validation of the product, there is no comments column. After revisions have been made, a comments column is listed at the end of the unit scoring rubric for each class.

Based on practicality tests by seven English teachers on aspects of presentation, content, and language, the writing skill scoring rubric product is categorized as practical and suitable for use in assessing students' writing skills.

CONCLUSION

This development research produces a writing skill scoring rubric for Junior Secondary School. Product development is used with the ADDIE development stage. Based on the analysis stage, the scoring rubric is prepared by referring to the results of the teacher's need analysis of the scoring rubric for writing skills. At the needs analysis stage, researchers found that, on average, teachers did not have a scoring rubric for writing skills; teachers only had assessment instruments. Apart from that, some teachers still cannot differentiate between assessment instruments and assessment rubrics.

Furthermore, developing rubrics at the design and development stage refers to KI, KD, and English teaching materials in the junior secondary school curriculum. In the curriculum, there are only three text genres, namely descriptive text for grade seven, recount text for grade eight, and report text for grade nine, which are contained in KD 4.7.1, KD 4.11.2, and KD 4.9.2.

The feasibility and practicality of scoring rubrics is assessed at the development stage. At this stage, the scoring rubric was validated by learning evaluation experts, and its practicality was tested by field practitioners, namely seven English teachers at three different junior secondary schools. The validation results by learning evaluation experts stated that the scoring rubric developed was valid and suitable for use with slight revisions in the appropriateness of content and presentation. In the aspect of content suitability, the validator suggests a) including the KI and KD in English for each class before the unit scoring rubric; b) replace the words component of writing in the scoring rubric unit section to criteria; c) adjust the explanation in the description section to the social function components, text genre, and linguistic elements.

Meanwhile, regarding the feasibility aspect of the presentation, the validator suggested a) adding the name of the scoring rubric author to the cover; b) add a bibliography at the end of the scoring rubric; c) add the author's curriculum vitae at the end of the scoring rubric.

To test the practicality of the writing scoring rubric, all English teachers gave the maximum score for each category in the aspects of appropriateness of content, appropriateness of presentation, and appropriateness of language. The teacher also suggested adding an assessment column using Indonesian so students could conduct evaluations independently and adding a comments column at the end of the unit scoring rubric. Based on the results of practical trials, the writing skill scoring rubric was declared feasible and practical.

It is hoped that English teachers can widely use the writing skill scoring rubric developed in this research at the junior secondary school level. However, the scoring rubric was only developed to the development stage due to the researchers' limited time in carrying out the research. Therefore, the researcher suggests that future researchers carry out the implementation and evaluation stages to obtain a better scoring rubric.

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