

**READING COMPREHENSION ASSESSMENT RUBRIC FOR FOREIGN
LANGUAGE LEVEL A1 BASED ON GER (GEMEINSAME
EUROPÄISCHE REFERENZRAHMEN)**

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ABSTRACT

This research is to produce an assessment rubric for reading comprehension in German with the standard GER (Gemeinsame europäische Referenzrahmen). This arises because the same standard will make it easier for students and educators to provide qualifications for learning German. The research method taken is qualitative. The technique used in this research is documentation and interviews. The series of assessment rubrics will help make it easier for educators to find out students' weaknesses in language and for students to deepen the knowledge they feel is lacking. Expert validation shows a figure of 97% for this reading comprehension rubric—subjects taken by students of a course institution.

Keywords: Foreign Language Level, GER (Gemeinsame europäische Referenzrahmen), Reading comprehension assessment

INTRODUCTION

Learning languages, especially foreign languages, is always related to learning language skills. These language skills include reading, writing, listening, and speaking. Language is not for personal gain but is the primary means of communication in the community of speakers to create and convey opinions to the world, both individually and collectively. Understanding an idea or topic in reading is essential because it can help everyone interact with other people. Aminuddin

(2010: 15) states that reading is an activity that gives a reaction because, in reading activities, someone first carries out observation activities on reading or letters as expressions or representations of speech sounds or other writing signs. This reaction will continue in recognition activities, namely, the recognition of the meaning. It contains, and the overall understanding still has to go through certain stages of exercise.

In general, the assessment aims to provide comprehensive information about student learning outcomes regarding the final results, using various assessment methods according to the competencies students are expected to achieve (Sukardi, 2009). The measuring instrument for non-test assessment is a statement/task, or a set of tasks that are planned to obtain information about educational attributes, each item of the statement has an answer or provision that is considered correct (Arikunto, 2005). With this opinion, we need a tool to facilitate the assessment to be carried out. Test and non-test tools have an arrangement based on learning objectives. One of the tools to facilitate the measurement of learning achievement is making an assessment rubric to support the assessment tool. The assessment rubric is a subjective assessment tool. The assessment rubric has a set of criteria and standards for students. All of these criteria are directly related to the learning objectives that will be carried out for students. Arends (2008: 244) states that the assessment rubric explains certain types of performance and the criteria that will be used to take scores. As already mentioned, the purpose of the rubric assessment is that students can clearly understand the basis of the assessment used to measure student performance. Both educators and students will have detailed shared guidelines regarding various things that must be achieved in the assessment and the extent to which the expected performance is realized. The rubric is expected to be an indirect motivator for students in the learning process that has been carried out.

In fact, after conducting field observations, students are given a theory about language that is insufficient to carry out language practice as a whole with knowledge outside the world of education being taught. The learning needs to measure critical thinking skills, such as solving problems by integrating various

sources of knowledge and providing responses based on accurate information. Learners still refer to any material in their guidebook.

LITERATURE REVIEW

As a compilation of the results of the various reading comprehension assessments on the components of reading comprehension and reading competence, the first step deals directly with the literacy acquisition skills that have been read, then describes the reading sub-processes at the word, speech, sentence, and text level. In the last stage, consider the features related to the reader, such as strategies and vocabulary. In other words, to assess a reading comprehension skill, students must pay attention to the elements of reading that were previously often read by students (literacy acquisition). The reading level is adjusted to the student's language level, utterances, sentences, and texts, including the short length of a reading. Explanation of the Text and understood as a complex meaning construction process Baumert et al., (2000). Therefore, reading is understood as more than just the ability to decipher written material. The focus is on the active construction of individuals to understand the Text. Reading in the true sense can only be expressed when what has been read is understood. Reading competence is comprehension competence, which forms the basis for all other learning processes. Berenice Hoffmann-Nohl.

Understanding reading comprehension by Snow & Sweet, 2003 in the article by Grünke (2005:5), "Reading comprehension is a process of taking the essence and building meaning simultaneously" (Snow & Sweet, 2003:3 Text can be found wherever we are at the time of reading departures in schedules, installing software programs, reading advertisements or novels in newspapers, filling out forms and applications - reading the information, whether on paper or screen, is naturally taken for granted in many areas of life today. Those who cannot or only lack reading and understanding of what they are reading is difficult to meet the daily requirements for being an active reading criterion. Apart from reading the individual's constructive power, reading is always an interactive process. Three factors are involved in this process: reader, Text, and context. Meaning emerges

from the interaction between the reader and the Text in the context of a particular reading experience.

Previous research on writing skills at the A2 level from the University of Indonesia by Julia Wulandari – Petra D. Ajeng K.R (2017) in this study resulted in an assessment rubric in the form of an assessment table. The writing proficiency assessment rubric has four assessment criteria: content, sentence structure and coherence, grammar, and vocabulary. The four assessment criteria are considered complete according to German PS students' competencies in writing skills. The study focused on one writing skill so researchers could use other skills for GER-based assessment rubrics (Gemeinsame europäische Referenzrahmen).

RESEARCH METHOD

This research is a type of research and development. Research and development aim to develop and validate products used in education and learning (Sugiyono, 2016:9). This development process will be described as a result of the research. In learning technology, there is one description of the procedures and steps of development research, including the opinion of Borg & Gall. Borg & Gall (1983:775) reveal that research procedures are developmental. There are two main objectives: (1) developing products according to needs and (2) testing how effective the resulting products are in achieving learning objectives. From the foundation in the form of developing according to needs and testing products, the theory of development according to Borg & Gall is suitable for developing an assessment rubric according to this research. The product developed is an A1 level reading and speaking skill assessment rubric based on GER (Gemeinsame europäische Referenzrahmen).

The four stages carried out in this research are 1) the initial stage, which consists of problem identification, 2) the planning stage; and 3) the development stage, which consists of validation, trial, revision, and trial. 4) design improvement and final stage revision. The above stages can be described as follows. The beginning of this activity was carried out as a literature review related to the problems to be discussed in this research. This step prepares the research flow and

framework; 2) planning. In this step, there are activities for formulating skills and expertise related to the research problem to be studied to determine several things to be achieved. 3) making an assessment rubric at this stage is the creation of the initial form of the product that will be worked on in this research. 4) direct field tests to educators on students.

This study uses data from FV's course institution, which is located in Surabaya and has seven students. Several reasons behind the choice of this subject. One of the levels that will be tested is the same as ongoing learning. Course participants have diverse backgrounds, so they can produce products that can be used for all ages and occupations with a single focus on learning a language at the A1 level.

The data used are the *Netzwerk Deutsch als Fremdsprache A1* book and the GER Guide (*Gemeinsame europäische Referenzrahmen*). The themes in the *Netzwerk* book will cover all lessons on A1.

Next, the researcher will combine data from GER (*Gemeinsame Europäische Referenzrahmen*) and *Netzwerk Deutsch als Fremdsprache A1* which will be applied to students who have FV courses. The results of the research will be presented in a qualitative descriptive manner. Analysis of the data used to analyze the quality data for the development of the assessment rubric is a qualitative and descriptive qualitative argumentative analysis technique. Quantitative descriptive analysis techniques are used to obtain development data quality and process data by scoring numbers from answers or responses from experts and content validity.

FINDINGS

The assessment rubric taken from the GER (*Gemeinsame europäische Referenzrahmen*) dominates the development of this research. Identification is made by processing the themes already in the *Netzwerk* list, and then the researchers take on reading comprehension and speaking skills. There are 12 themes in the *Netzwerk* book. In all 12 themes, all themes have an assessment of 2 skills needed, namely reading comprehension and speaking in this study. The themes in the book are as follows:

1. Guten Tag!, 2) Freunde, Kollegen und ich, 3) In der Stadt, 4) Guten Appetit!, 5) Tag für Tag!, 6) Zeit mit Freunden, 7) Kontakte, 8) Meine Wohnung, 9) Alles Arbeit?, 10) Kleidung und Mode, 11) Gesund und Munter, 12) ab in Urlaub

The researcher found 2 sub speaking skills in the book GER (Gemeinsame Europäische Referenzrahmen) as Communicative Teilkompetenzen first referring to Zusammenhängend sprechen and An Gesprächen teilnehmen. The researcher combined the two sub-speaking skills, which would then be harmonized with 12 themes taken from the Netzwerk book to produce an assessment instrument following A1 teaching in Indonesia. In collecting data based on the GER (Gemeinsame Europäische Referenzrahmen), the researcher took part in Chapter 2 – Der Ansatz des Referenzrahmens, Chapter 4 – Sprachverwendung, Sprachverwendend und Sprachenlernende, then the researcher narrowed it down to Kompetenzerwartungen für die Ersten Kommunitatedung with the sub Kommunitzenteil in it points regarding Zusammenhängend sprechen, Leseverstehen, and Sprachmittlung. This selection is based on the nine chapters contained in the GER (Gemeinsame Europäische Referenzrahmen) and is harmonized with the research needs of students in Indonesia.

In reading comprehension skills (Leseverstehen), the same thing applies; level A1 is divided into four levels, and the researcher concludes that the competencies that students must acquire are as follows;

- *Die Schüler können am Ende des ersten Bildungsabschnitts nach angemessener sprachlicher Vorbereitung kurzen, einfachen Texten zu vertrauten Unterrichts und Alltagssituationen wesentliche Informationen entnehmen, den Text nösiefa – wenn.*
- *Die Schüler können am Ende des zweiten Bildungsabschnitts zentrale Aussagen von klar strukturalierten Texten, die im Unterricht sprachlich vorbereitet wurden, erfassen und ihnen gezielt Informationen entnehmen. Die Texte beziehen sich auf Situationen und Themen, die für das Alltagsleben von Jugendlichen von Bedeutung sind*
- *Die Schüler können am Ende des dritten Bildungsabschnitts weitgehend selbstständig unterschiedliche Texte, die Themen ihres Interessens und Erfahrungs bereichs betreffen, license, verstehen und auswerten.*

- *Die Schüler können am Ende des vierten verstehen breitere und komplexere authentische Texte zu abstractteren Themen und ermitteln Kernaussagen und Detailinformationen, ordnen diese Informationen in thematische Zusammenhänge ein, beziehen sich und exinterudent Informationwicket Wisdom.*

The resulting assessment sheet is as follows:

Reading Comprehension Assessment Guidelines, no Aspects that are considered Good, Not Good.

Table 1. Assessment Results

No	Aspects	Good	Not Good
1.	Literal Comprehension		
2.	Understanding Interpretation		
3.	Sentence Arrangement		
Total			
Maximum Score			3

Description: Good gets a score of 1; not good gets a score of 0

- Literal comprehension demonstrates the ability to gain low-level understanding using only explicitly stated information
- Understanding interpretation is the ability to describe confidential information.

Student test results are a reference to see the effectiveness of the assessment rubric designed by the researcher. Two tests on different skills did not show that there were all correct answers but only a few wrong answers on specific questions. This shows that the test questions for this assessment rubric are effectively used. The following table shows the students' answers to the reading comprehension test.

Table 2. Students' Test Results

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
K1	0	2	3	2	2	2	3	3	3	3	0	3
K2	3	1	3	2	3	3	0	3	3	3	3	3
K3	3	3	3	2	2	2	0	3	3	3	3	3
K4	3	2	3	3	3	3	3	0	3	3	0	3
K5	2	2	3	2	2	3	0	3	3	3	3	3
K6	3	3	3	2	3	3	0	3	0	0	0	0
K7	3	3	3	2	2	2	3	3	3	3	3	3
Coorrect Answers	6	6	7	4	7	7	3	6	6	6	4	6

K: Correspondents from 1 to seven students.

Details of the guideline for assessing reading comprehension skills formed by the researcher divide three assessments into one question. The first study is literal understanding, which is how students gain understanding from reading the surface directly; interpretation understanding is an interpretation of something related to understanding, then sentence structure in German language rules and the placement of uppercase letters in the prefix, middle or at the end of the sentence.

Data on the quality of the development of an assessment rubric based on the GER (Gemeinsame Europäische Referenzrahmen) is described by the results of content and construct validation; this validation process by integrating assessment instruments, grids, and questions that researchers have made. The validation results can be seen in the following table.

Table 3. The validation Results

No	Aspects	V ₁	V ₂	Mean
1	Clarity			
	Title clarity	4	4	4
	Clarity of statement items in the assessment rubric	4	4	4
	Clarity of instructions on the assessment rubric sheet	4	3	3,5
2	Contents			
	The relationship between the GER standards (Gemeinsame Europäische Referenzrahmen) and the scoring rubric.	4	4	4
	The relationship between the Netzwerk theme and GER (Gemeinsame Europäische Referenzrahmen)	4	3	3,5
	The suitability of the material that supports the achievement of competence	4	4	4
	The suitability of competency achievement indicators in the assessment rubric	4	4	4
3	Language			
	Use language appropriate to the Deutsche Rechtschreibung	3	4	3,5
	The simplicity of the sentence in the scoring rubric			
	The language used does not cause multiple interpretations	4	4	4
	Assessment rubric using standard language or Hochdeutsch	4	4	4
	The scoring rubric has spelling accuracy	4	4	4
4	Construct			
	Assessment rubrics can be implemented without conflict	4	4	4
	Does not conflict with the learning objectives contained in the Netzwerk . book	4	4	4
	The themes and materials used do not overlap at each level	4	4	4
Score total		59	58	3,9
Percentage		97,5%		
Category		Sangat Baik		

The percentage of the feasibility of the reading comprehension and speaking assessment instrument based on the GER (Gemeinsame Europäische Referenzrahmen) is 97.5%. This shows that most of the aspects are good.

DISCUSSION

This study aims to produce an assessment rubric for reading comprehension and speaking German skills at level A1 according to GER (Gemeinsame europäische Referenzrahmen). This research rubric consists of assessment instruments, grids, reading comprehension and speaking questions, and learning outcomes assessment sheets. This assessment rubric has been validated by experts and tested. Nitko (2011: 241) concluded that the assessment rubric is a tool with a set of rules prepared to assess the quality of learning performance and student performance. This is in line with the results of research in which there are competencies and indicators for reference in obtaining student assessments. Then from the competencies, materials, and indicators, they produce questions that are used to take scores using an assessment sheet.

Accordance with the opinion of Borg & Gall (1983:775) revealed that research procedures are developmental in nature; basically, there are two main objectives, namely: (1) developing products according to needs and (2) testing how effective the resulting product is in achieving learning objectives. Then the two objectives were developed as needed into four previously planned stages that have been passed in this research; stage 1 consists of identifying the problem of lack of educators to find out which parts of the students do not understand material on reading comprehension and speaking skills. Then the second stage of the planning stage produces an arrangement of plans that will support this research, starting from the selection of materials, grids, questions, answer keys, assessment sheets, and the flow of sampling—making the structure of the assessment instrument by aligning reading comprehension and speaking skills as a product. The 3rd consists of testing, revision, and validation. The four stages of field testing and, at the same time, the last one will produce the final product.

The results of the expert validation of the assessment rubric show a percentage figure of 97.5%. However, there is still a revision in the vocabulary section of speaking questions based on GER (Gemeinsame europäische Referenzrahmen). So the researcher justifies certain parts that are still considered wrong. According to Arikunto (2010:211), validity is a measure that shows a test's validity level. A test is declared valid if it measures what it intends to measure. The test has high validity if the results follow the criteria that have been made, in the sense of having parallels between the test and the criteria. In line with the validation of the assessment rubric that has been proposed, this study also produces scores, and there are measuring instruments used to measure the ability of students. This study measures students' reading comprehension, and speaking skills using a competency measuring instrument along with questions that have been made based on the GER (Gemeinsame Europäische Referenzrahmen) and a measuring instrument in the form of an assessment sheet will produce a score. In the score, there will be details of what abilities are good and what less than students is.

CONCLUSION

Students can work on questions that have been prepared by researchers well, and the results of these answers are known that the abilities of students, which consist of literal understanding, understanding of interpretation, and sentence structure, each have their own weaknesses and advantages so that teachers can know the extent of student learning outcomes. This assessment rubric can be used as an alternative in taking the test scores of students with A1 level.

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