

The Role of Scoring Techniques in Improving the Quality of Indonesian Language Learning Evaluation

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Abstract

The article analyzes the role of scoring techniques in improving the quality of Indonesian language learning evaluation. This research uses the library research method. This research aims to describe scoring techniques in language learning. Based on the literature review, scoring techniques play an important role in improving the quality of Indonesian language learning evaluations through the application of objective, valid, and reliable assessment concepts. The conception of scoring techniques emphasizes the importance of clear criteria and standardized assessment methods to measure various aspects of language skills, such as reading, writing, speaking, and listening. Literature studies show that good scoring techniques, such as the use of rubrics and scoring guides, not only ensure accurate assessment results but also support teachers in providing constructive feedback to students. Additionally, the contribution of scoring techniques is evident in their ability to enhance evaluation transparency, assist teachers in designing more targeted teaching strategies, and motivate students to achieve better learning outcomes. Thus, scoring techniques become a strategic element in creating meaningful and high-quality evaluations of Indonesian language learning.

Keywords: Scoring Techniques; Learning Evaluation; Indonesian Language

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INTRODUCTION

Learning evaluation is carried out to obtain, analyze and interpret data about students' learning processes and outcomes which is carried out systematically and continuously, so that it becomes meaningful information in decision making (Supriyadi, 2013). Learning evaluation is very important to find out whether or not a learning system is working by educators (Musarwan, 2022). When an educator does not carry out evaluations, there is no progress in designing a learning system. In this case, learning evaluation becomes an integral part of the education system which functions to measure whether the learning process has achieved the expected goals. In line with this, evaluation provides feedback for teachers, students and related parties to make further improvements and developments to improve the quality of learning. A good evaluation system will be able to provide an overview of the quality of learning so that in turn it will be able to help teachers plan strategies. learning (Magdalena, 2020)

The actualization of learning evaluation cannot be separated from giving scores to student learning outcomes. According to Djaali and Muljono (2004: 120) scoring is a

process of changing instrument answers into numbers which are the quantitative value of an answer to an item in the instrument. Scoring is the first step in the process of processing test results as a student learning outcome. In line with this, the scoring technique is a method used to assign value to student evaluation results, and its selection has a direct impact on the quality of the resulting assessment. The selection of this technique is carried out based on the objectives and characteristics of the learning material (Abdussakir, 2021).

Choosing an appropriate scoring technique is very influential in reflecting students' abilities objectively (Ibrahim & Muslimah, 2021). Inappropriate scoring techniques can cause inaccuracies in assessing student skills, which can lead to unfairness in evaluation results. It is important for educators to understand the various scoring techniques that can be used in learning in general, especially in learning Indonesian.

Learning Indonesian includes various competencies, such as spoken and written language skills which have different levels of complexity. By using appropriate scoring techniques, teachers can provide constructive and more targeted feedback, so that students can improve their skills more effectively. In many educational institutions, assessment of questions is often carried out without scoring, each question is given the same score, even though the level of difficulty of each question in the test is very different. Students' work is immediately given a grade without going through the scoring process first. As a result, frequent halos occur *effect*, namely judgments that are influenced by irrelevant factors, such as neatness of writing, language style, or the length of an answer. This tends to result in less objective assessments. If the essay questions are assessed by more than one person, teachers often have differences in giving an assessment. Even a teacher can give different results for the same answer. Errors like this can be minimized if the scoring and grading processes are clearly separated.

The scoring used to provide scores or grades for student answers must use the correct scoring procedure, so that the score can provide accurate information about students' cognitive abilities. Meanwhile, the challenges in implementing scoring techniques in effective learning tend not to be ignored. In this case, the main challenge is the need to train teachers to understand and master scoring techniques that are appropriate to the characteristics of the subject matter and the objectives of evaluating Indonesian language learning.

METHOD

This research uses the literature study method (*library research*). This research aims to describe scoring techniques in language learning. Literature study research is research that combines various literature so that a comprehensive concept of thought is formed based on the results of existing previous thoughts (Faiz et al., 2022). Activities are carried out systematically to collect, process and conclude data using certain methods/techniques to find answers to the problems faced (Sari & Asmendri, 2020).

RESULTS AND DISCUSSION

1. Concept of Scoring Techniques in Evaluation of Indonesian Language Learning

The scoring technique is a systematic method used to assign grades or scores to student learning outcomes based on certain criteria. In general, scoring techniques are used to assign numbers to the answers that students respond to (Ariyanti & Bhakti, 2020). In this regard, this technique functions to ensure that assessments are carried out objectively and consistently, so that the results can accurately reflect students' abilities.

The conception of scoring techniques in Indonesian language learning is no different from scoring techniques in general in each subject. In Indonesian language learning, scoring techniques have a special focus on measuring complex language skills, such as reading comprehension, writing, speaking and listening. In this regard, the

implementation of the concept of scoring techniques in language learning can be observed through several studies, both generally and specifically in Indonesian language learning as in the following table.

Table 1. Studies related to the conception of scoring techniques

No.	Title	Year	Writer
1	Multiple Choice Model Objective Test Scoring Technique	2016	Khaerudin
2	Development of a Scoring Rubric Instrument to Assess Elementary School Students' Listening Ability	2022	Decenni Amelia and Neni Maulidah
3	Assessment of Indonesian Language Learning in the Independent Curriculum	2023	I Ketut Suar Adnyana

Studies related to the implementation of concepts related to scoring techniques accumulated in Table 1 reflect a systematic approach in evaluating student learning outcomes. The data in the table shows that the use of scoring techniques based on rubrics or specific criteria can increase the validity and reliability of assessments, especially in measuring complex language skills.

The actualization of scoring techniques has an important role in assessing various aspects of language skills, such as reading, writing, speaking and listening. The basic conception of scoring techniques includes selecting appropriate methods to reflect student competency accurately and fairly. One of the main aspects of scoring techniques is clarity of criteria. Assessment criteria must be formulated in detail so that they can be understood by teachers and students both affectively, cognitively and psychomotorically (Ibrahim & Muslimah, 2021). In the context of evaluating Indonesian language learning, these criteria can include mastery of linguistic elements, creativity in constructing sentences, and the ability to understand texts and ideas.

The integration of criteria related to Indonesian language learning is reflected through scoring technique steps in language learning evaluations which are actualized in several systematic stages so that the evaluation results can reflect students' abilities objectively. These steps can be seen in the following table.

Table 2. Scoring Technique Steps in Evaluation of Indonesian Language Learning

No	The steps	Description
1	Determining Evaluation Objectives	Identify the aspect of language you want to measure, for example listening, speaking, reading, writing, vocabulary or grammar skills
2	Developing Evaluation Instruments	Choose the appropriate test type: multiple choice, short form, essay, or performative task such as a speech or dialogue. Ensure that the questions are appropriate to the learning objectives and have varying levels of difficulty.
3	Specify Scoring Criteria	Create an assessment rubric, especially for subjective tests such as writing or speaking
4	Determining Weights and Rating Scales	Determine the weight for each aspect assessed
5	Carrying out Evaluations	Administers tests according to established procedures. Ensure that all participants have the same conditions when taking part in the evaluation.
6	Doing the Scoring	Use a rubric or answer key to give a score to

		each student's answer
7	Processing Scores	Calculate the total score for each student according to the predetermined weight. Convert raw scores into the desired grade scale
8	Provide Feedback	Provide feedback to students regarding evaluation results, including strengths and areas for improvement
9	Analysis and Reflection	Re-evaluate instruments and scoring processes

An effective scoring technique considers the suitability of the scoring technique steps in evaluating Indonesian language learning as in Table 2 in relation to the learning objectives. Additionally, appropriate scoring techniques can provide constructive feedback for students. In this regard, it is necessary to design instruments that are able to measure these various aspects, such as through assessment rubrics and Likert scale scoring techniques that allow for more detailed and objective evaluation (Dewi et al., 2023).

The conception of scoring techniques cannot be separated from the principles of validity and reliability. Validity comes from the word validity which means the extent to which a test or scale is accurate in carrying out its measurement function (Azwar, 2012). Validity refers to the extent to which the scoring reflects the abilities actually measured, while reliability comes from the word reliability meaning the extent to which the results of a measurement can be trusted (Ramadhan, 2024). Reliability is related to the consistency of assessment results. In evaluating Indonesian language learning, validity can be realized by ensuring that the test or assignment corresponds to the core competency being measured. According to Surapranata (2004:86), the reliability or constancy of a score is very important in determining whether the test has provided good measurements. Reliability can be improved by using a uniform scoring rubric or guide. It is clear that the two influence each other or are interdependent. The scoring system has an impact on the determination of the results. Thus, appropriate scoring techniques not only support assessment accuracy but also encourage more meaningful learning.

2. Scoring Technique for Cognitive Domain Evaluation Results

Cognitive domain assessment is a process of collecting information about students' thinking abilities, which is integrated with their mastery of knowledge (Putri et al., 2022). The teacher's task after the test is carried out is to correct students' answers. Of course, when correcting student answers, the teacher must check carefully and thoroughly according to the existing answer key or scoring guidelines. At this initial stage the teacher obtains a raw score (raw value). The following is the scoring of the cognitive domain student evaluation results:

a. Determining Scores on Essay Questions

Scoring on essay test questions is generally based on weight (*weight*) on each question based on the level of difficulty or the number of elements that must be present in the answer that is considered the best (Hasni, 2024). In line with this, scoring in the form of descriptive tests tends to be more subjective (Wachidah, 2021). Therefore, scoring the essay questions test must be based on an assessment rubric so as to get accurate results. Rubrics have the advantage of providing a real picture of the learning outcomes that have been achieved by students (Suwarno, 2021). This tool can motivate students to achieve better results while recognizing their strengths and weaknesses. The use of rubrics is very important in the assessment process because it can classify the quality of students' learning abilities and support teachers in managing learning in the classroom, aligning teaching with assessments, and supporting students' learning processes. With rubrics, students can understand the learning targets that need to be achieved and the criteria that must be met to achieve these goals.

Correcting essay tests takes quite a long time and consumes more energy, because each answer must be read carefully one by one. (Ismail Ilyas Muhammad, 2020). The weights given are also based on difficulty and the number of elements that must be contained in the best or most correct answer. The classification of question forms generally starts using words such as describe, explain, why, how, compare, conclude, and so on (Alfath & Raharjo, 2019). For example, the essay test consists of five questions. Each question is given a score of 10. This is based on the question compiler having determined that the five questions have the same degree of difficulty and answer elements for each question item. So if *testee* (students) answered completely and correctly on all questions correctly then given a score of 10, if correct 8 then given a score of 8, and so on. So the total score obtained by the student is the sum of the scores on each question.

b. **Determining Scores on Objective Questions**

The advantage of objective tests or multiple choice questions is that the test results can be checked quickly and accurately and have high accuracy of results (Ibrahim, 2021). Aiken, Bennet and Ward (in Ndalichako and Rogers, 1997) added that multiple choice tests have several advantages, namely, easy to score, objective scores, easy to analyze items, and high reliability.

1. Multiple Choice Test

Multiple choice questions are questions that have a basic question construction (*stem*) as well as alternative answers (*option*). One of the alternative answers is the correct answer, while the other alternative answers are distractors (*distractor*) Possible answers can be words, phrases, place names, character names, symbols or definite sentences (Rosyidi, 2020). Meanwhile, there are two ways to score this multiple choice test, namely, without applying a fine system and by applying a fine system for guessed answers.

a) Scoring Without a Fine System

There are two possibilities for giving scores, namely by considering and without considering the score weight on each question. The first way is to calculate the correct answer and then multiply the score weight for each question (Sukiman, 2017). This method can be formulated as follows:

$$S = \sum R \times W_t$$

Information:

S : Score (the score being searched for)

$\sum R$: Right (number of correct answers)

W_t : Weight (score weight for each question)

Example:

The number of questions on a test is 50 items. There are 30 correct answers. Each question item has a score weight of 2, so the score obtained is $30 \times 2 = 60$. The second way is to count the correct answers and each question item answered correctly is given a score of 1, then the total score obtained by the student is the number of questions answered correctly. This method can be formulated as follows:

$$S = \sum R$$

Example:

The number of questions on a test is 50 items. There are 30 correct answers. So the score obtained is 30.

b) Scoring with a Penalty System

$$S = \sum R - \frac{\sum W \sum W}{n-1}$$

Information:

- S : Score (the score being searched for)
 $\sum R$: Right (number of correct answers)
 $\sum W$: Wrong (number of wrong answers)
 THE : Option (the number of answer choices in the question)
 1 : Constant number (fixed)

Example:

The number of multiple choice questions consists of 50 items. Amount *option* (choices) there are 4 answers, the number of correct answers is 35, the number of wrong answers is 12, and the number of unanswered is 3, then the score obtained is:

$$S = 30 - \frac{12}{4-1} - 1$$

$$= 30 - 6$$

$$= 24$$

2. Short Answer and Matching Form Tests

In general, the scores for these two tests do not take into account sanctions in the form of fines. Namely, the correct answer is given a score of 1 and the wrong answer is given a score of 0. The formula used for scoring is:

$$S = \sum R$$

Example:

The test is in short answer form with 30 questions. The correct answer is 28. So the score obtained is 28.

3. True-False Test (*True-False*)

The questions on the true-false test are in the form of statements (*statement*). Some of these statements are true and some are false. How to calculate this test using the following formula:

a) With a fine

$$S = R - W$$

Information:

S : score obtained

R : correct answer

IN : wrong answer

Example: There are 30 questions on a test. There were 26 correct answers, while there were 4 wrong answers. So the score obtained was $26 - 4 = 22$

b) No Ends

With the formula:

$$S = R$$

S : The score obtained

R : Correct score

So only the correct answers are counted.

4. Oral Test

With the formula:

$$S = R$$

S : The score obtained

R: Correct score (Alfath and Raharjo 2019).

3. Contribution of Scoring Techniques in Improving the Quality of Indonesian Language Learning Evaluation

Scoring techniques play an important role in improving the quality of Indonesian language learning evaluations. With appropriate scoring techniques, evaluation results

become more objective and reflect students' overall competency achievements. Indonesian as a subject that involves various aspects of skills, such as reading, writing, speaking and listening, requires a scoring method that can measure all these skills accurately. Good scoring techniques not only help teachers provide fair assessments but also provide a clearer picture of students' ability levels.

One of the main contributions of scoring techniques is to increase the validity of evaluations. Validity refers to the extent to which assessment results reflect the competencies actually measured. In the context of Indonesian language learning, validity is important to ensure that the assignments given and the scoring method are in line with the learning objectives. For example, rubric-based scoring techniques can help assess students' writing skills in more detail, covering aspects such as paragraph structure, grammar, and argumentation logic. Thus, scoring techniques help ensure that evaluations not only measure the final results but also the student learning process.

In addition, scoring techniques increase evaluation reliability, namely the consistency of assessment results. Reliability is a coefficient that shows the level of constancy or consistency of the measurement results of a test (Mardapi, 2016). In Indonesian language learning, the use of rubrics or standardized scoring guides helps reduce bias in assessments, both between teachers and between students. For example, when assessing students' speaking abilities, a rubric that includes aspects such as pronunciation, fluency, and vocabulary use can ensure that each student is assessed to the same standards. This reliability is important to provide confidence to students and parents that assessments are carried out fairly and consistently. High reliability shows minimal variance error (Musliha, 2019)

Another contribution of scoring techniques is that they provide more targeted feedback to students. With structured scoring techniques, teachers can explain students' strengths and weaknesses in certain tasks. For example, when assessing a student's ability to write essays, the score may be supplemented with notes about grammatical errors or lack of organized ideas. This kind of feedback helps students understand areas that need improvement, thereby encouraging improvements in their abilities in subsequent learning.

Apart from helping students, scoring techniques are also useful for teachers in designing more effective learning strategies. Evaluation results based on good scoring techniques provide richer and more reliable data about student abilities. Teachers can analyze patterns of frequently occurring errors, for example in understanding sentence structure or the use of punctuation, and use this information to adjust teaching methods. Thus, scoring techniques are not only an assessment tool but also a basis for improving the learning process.

Finally, good scoring techniques support improving the overall quality of learning. Evaluations carried out using appropriate scoring techniques not only reflect learning outcomes but also encourage students to learn better. When students understand that they are being assessed fairly based on clear criteria, they tend to be more motivated to achieve higher standards. In this way, scoring techniques contribute to creating a more positive and productive learning environment, for both students and teachers.

CONCLUSION

Scoring techniques have a very important role in improving the quality of Indonesian language learning evaluation by providing an objective, valid and reliable assessment framework. As part of the evaluation conception, scoring techniques help measure various aspects of language skills, such as reading, writing, speaking and listening, through clear and structured criteria. By applying appropriate scoring techniques, assessment results not only accurately reflect student abilities, but also provide constructive feedback to improve learning. In addition, the contribution of scoring

techniques can be seen from its ability to support teachers to design more effective teaching strategies based on analysis of evaluation results. Thus, scoring techniques become a crucial element that not only ensures fairness in assessment but also encourages the achievement of a better quality of Indonesian language learning overall.

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