

# A Holistic Rubric for Speaking Assessment of MA-Almahrusiyah Students

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## ABSTRACT

This study aims to develop an English-Speaking Assessment Rubric specifically designed for Grade XII students of MA Al-Mahrusiyah. Using Sugiyono's (2023) Research and Development (R&D) framework, the study followed several stages—design, expert validation, revision, and limited testing. The rubric consists of five key components: fluency, pronunciation, grammar, vocabulary, and comprehensibility. Validation by a language assessment expert and an English teacher resulted in an Aiken's V average of 0.878, indicating very high content validity. Reliability analysis through Cronbach's Alpha yielded 0.729, demonstrating strong internal consistency. Implementation results showed positive responses from both teachers and students, who found the rubric clearer, more systematic, and more motivating. Although some teachers required training in rubric application, the instrument is proven to be valid, reliable, practical, and suitable for speaking assessment in Islamic senior high schools. The rubric contributes to more objective and transparent evaluation practices and provides opportunities for further development in broader educational contexts.

## 1. Introduction

English is a universal language because it is used by most countries as their primary language. Furthermore, English is also an important international language to master. Several former British colonies have made English a second language, after their native language, mandatory. Although English is a foreign language in Indonesia, it plays a vital role in our daily lives (Rif'atullah & Putra, 2023). This is evident in the world of education in Indonesia. English is one of the subjects taught from elementary school to university (Lase et al., 2023).

English-speaking ability is one of the most important competencies in language learning, particularly at the secondary education level (Sabaruddin & Amir, 2022). As a productive skill, speaking enables students to convey ideas, communicate effectively, and participate in both academic and everyday conversations. In the context of Islamic high schools (MA)

(Shalehah & Rahmawati, 2023), where English is taught as a foreign language, students are expected not only to understand grammar and vocabulary but also to be able to use English orally in real-life situations.

The factors causing these difficulties can be divided into two categories: internal and external factors. Internal factors include a lack of interest and learning attitude among students, student intelligence, teacher methods and strategies, and student motivation to learn. External factors include teacher learning methods and strategies, the student's family environment, and unsupportive school facilities and infrastructure (Sari et al., 2022). Many students at the Islamic high school level experience difficulty speaking English. One of the reasons is that they struggle to pronounce English words because they don't receive direct instruction from native speakers. Furthermore, many students lack English vocabulary and lack confidence in speaking English.

One of the challenges for teachers is how to assess students' speaking skills objectively and consistently. Without a standardized assessment instrument, assessments often rely on subjective teacher judgment, which leads to differences in scores between teachers or ambiguity for students (Brown, 2010). Therefore, a structured assessment rubric is needed, containing clear criteria and indicators so that speaking assessment can be carried out systematically. The assessment is fair, objective, and in accordance with the context of the Islamic boarding school.

An English-Speaking assessment rubric is a scoring tool used to evaluate a student's speaking abilities by breaking them down into specific criteria like fluency, pronunciation, vocabulary, grammar, and content. A rubric is an evaluation tool used to assess student performance based on specific criteria and performance descriptions at each level. In the context of speaking skills, teachers use speaking rubric assessments to evaluate students' English-speaking abilities objectively, structurally, and consistently. The use of rubrics in speaking assessment can increase the validity and reliability of evaluation because it provides clear guidelines for teachers and a good understanding for students regarding the expected performance standards (Putri et al., 2023).

This assessment covers several areas, namely fluency, pronunciation, grammar, vocabulary, and comprehensibility. Each of these components is interrelated in forming speaking skills. The speaking rubric assessment for students at the junior high and high school levels should cover these five main aspects so that the assessment is more comprehensive and in-depth (Dewi & Syafrizal, 2025). With a clear scope, teachers can provide more specific feedback to students on areas that need improvement.

There are several types of rubrics commonly used in assessing speaking skills. First, holistic rubrics, which assess overall performance without separating aspects. Second, analytical rubrics, which assess each aspect separately, such as grammar, vocabulary, fluency, and pronunciation. Third, the primary trait rubric, which focuses only on one main aspect in accordance with the task objectives. According to Kurniawan and Kurniawati (2022), analytical rubrics are more recommended for English language learning contexts at the intermediate level because they provide more detailed and diagnostic evaluation results for teachers and students.

The purpose of developing this speaking assessment rubric is to create a measurement tool that can assess speaking skills in a valid, practical manner that is in line with learning needs in schools. With this rubric, teachers can evaluate student performance more objectively and consistently, as well as provide clear feedback. The use of assessment rubrics developed in accordance with the local school context can increase student motivation in speaking and help teachers assess more efficiently (Rahmawati & Lestari, 2024).

Several previous studies have produced speaking assessment rubrics, but most are general in nature and are often used on high school and university students. For example, Development of a Speaking Skills Assessment Rubric Through the English Reporting News Project for High School Students in Kampung Inggris Purbalinga (Nugraha, Lustyantie, & Murtadho, 2025), Performance Assessment Using Rubric to Improve Students' Speaking Skill (Ismailia, 2021/2022), Teachers' Implementation of Authentic Speaking Assessment: A Case Study of Senior High Schools in Ambon (Firdausi, 2024), Authentic Assessment of Speaking Skills in Junior High School (Sekarsari, Muamaroh, & Hikmat, 2023), Improving Students' Speaking Competence Through Vlog Media at the First Year Of Madrasah Aliyah Negeri 3 Padang Panjang (2023-2024). Therefore, it is necessary to develop a specific rubric relevant to the needs of MA Al-Mahrusiyah students. This study aims to adapt and develop an English-speaking assessment rubric tailored to the needs of MA Al-Mahrusiyah students. It is hoped that this rubric will provide clear criteria, increase objectivity, and facilitate students' understanding of several aspects they need to improve. This instrument is also expected to be a practical contribution for teachers in assessing students' speaking abilities.

This article is important to address these issues by developing a speaking assessment rubric that is contextually relevant and practical for both students and teachers at MA Al-Mahrusiyah. By providing clear, objective, and comprehensive criteria, this rubric aims to support improved teaching strategies and better student learning outcomes in English-speaking proficiency. Additionally, this research can contribute to the broader field of language assessment in Islamic educational settings, encouraging further studies and innovations in this area.

## **2. Literature Review**

### **2.1 Speaking Skill**

Speaking is one of the main productive skills in English learning and plays a crucial role in enabling students to communicate ideas clearly and effectively. As stated by Sabaruddin and Amir (2022), speaking is a central competency in language learning, especially for students in secondary education. In Islamic senior high schools (MA), students are expected not only to master grammar and vocabulary but also to use English orally in real-life situations (Shalehah & Rahmawati, 2023). However, many students face difficulties in speaking due to limited vocabulary, low confidence, and lack of exposure to authentic spoken English. Additional challenges arise from limited interaction with native speakers and minimal opportunities to practice speaking in meaningful contexts.

## **2.2 Factors Influencing Speaking Difficulties**

Difficulties in speaking English among students are influenced by both internal and external factors. Internal factors include students' interest, motivation, attitudes, and intelligence. Meanwhile, external factors consist of teaching methods, family environment, and school facilities (Sari et al., 2022). In the context of Islamic high schools, many students struggle with pronunciation, vocabulary mastery, and confidence, which significantly hinder their speaking performance. These difficulties highlight the need for structured support systems, including appropriate and objective assessment tools.

## **2.3 Speaking Assessment**

Assessing speaking skills poses unique challenges for teachers. Brown (2010) states that speaking assessment often becomes subjective because different teachers may interpret students' performance differently. Without a standardized instrument, evaluations may lack consistency, fairness, and transparency. Therefore, teachers need clear, systematic guidelines to assess students' oral performance objectively.

## **2.4 Rubric in Speaking Assessment**

A speaking assessment rubric is an evaluation tool designed to break speaking performance into measurable criteria such as fluency, pronunciation, grammar, vocabulary, and comprehensibility. Rubrics provide structured performance descriptions at varying levels, allowing teachers to assess students' speaking abilities more consistently (Putri et al., 2023). The use of rubrics increases both validity and reliability because they ensure that assessment is based on observable indicators rather than subjective impressions.

Components of the Speaking Rubric:

Dewi and Syafrizal (2025) explain that speaking assessment at the secondary level must include:

1. Fluency – smoothness and flow of speech,
2. Pronunciation – accuracy and clarity of sounds,
3. Grammar – correct use of grammatical structures,
4. Vocabulary – range and appropriateness of word choice,
5. Comprehensibility – the extent to which speech is understandable.

These components are interrelated and form a comprehensive framework for evaluating speaking skills.

## **2.5 Types of Rubrics**

According to Kurniawan and Kurniawati (2022), three main types of rubrics are commonly used in language assessment:

- 1) Holistic Rubric, which evaluates performance as a whole without breaking it into subcomponents.
- 2) Analytical Rubric, which divides performance into specific aspects such as grammar, vocabulary, and pronunciation.

- 3) Primary-Trait Rubric, which focuses on one main aspect in accordance with the task goals.

For secondary-level English-speaking assessment, the analytical rubric is recommended because it provides more diagnostic feedback and helps teachers identify specific areas that require improvement.

## **2.6 Previous Studies**

Several studies have discussed rubric development for speaking assessment. Nugraha et al. (2025) developed a speaking assessment rubric through an English Reporting News Project for high school students in Kampung Inggris. Ismailia (2021/2022) explored performance assessment using rubrics to enhance students' speaking skills. Firdausi (2024) examined teachers' implementation of authentic speaking assessment in senior high schools. Sekarsari et al. (2023) analyzed authentic speaking assessment in junior high school settings. Furthermore, studies on improving speaking competence using media, such as vlogs, have also been conducted at the MA level (2023/2024).

Although these studies offer valuable insights, most rubrics developed previously are general, not specific to Islamic school contexts, and primarily designed for high school or university students.

## **2.7 Research Gap**

Previous research has not specifically addressed the need for a speaking assessment rubric tailored to Islamic senior high school students, particularly those at MA Al-Mahrusiyah. Existing rubrics are often too general and do not consider the contextual characteristics, challenges, and learning needs of students in Islamic boarding school environments. Therefore, there is a need to develop a rubric that is contextually relevant, practical, clear, and aligned with the speaking challenges faced by MA Al-Mahrusiyah students.

## **3. Research Methodology**

### **3.1 Method**

This study employed the Research and Development (R&D) method, adopted from Sugiyono (2023), who defines R&D as a research approach used to produce specific educational products and test their effectiveness in real learning contexts. The product developed in this study was an English-Speaking Rubric Assessment for Grade XII students of MA Al-Mahrusiyah, an Islamic senior high school located in Lirboyo, Kediri.

The product testing stage was carried out with 20 Grade XII students selected through purposive sampling, focusing on those who actively participated in speaking activities. The validation process involved one language assessment expert and an English teacher, who examined the rubric's content validity, clarity of descriptors, and rating scales.

### **3.2 Instruments**

Data were collected through observation, interviews, questionnaires, and expert validation sheets. The instruments used included:

- The English-Speaking Assessment Rubric developed by the researchers
- Expert validation sheet to evaluate content validity
- Observation sheet to observe classroom implementation
- Interview guide for teachers and students
- Questionnaires, including open-ended responses to assess practicality and clarity

These instruments were used to gather both quantitative and qualitative data relevant to the rubric's development.

### **3.3 Data Analysis Procedures**

Quantitative data from expert validation were analyzed using Aiken's V formula to determine the level of content validity. Qualitative data from interviews, observations, and open-ended questionnaire responses were analyzed descriptively to identify the rubric's strengths, weaknesses, and areas for improvement.

### **3.4 Research Procedures**

This study employed the Research and Development (R&D) method, adopted from Sugiyono (2023), who defines R&D as a research approach used to produce specific educational products and test their effectiveness in real learning contexts. The R&D method was chosen because it integrates systematic research activities with the process of developing, validating, and testing educational products. The product developed in this study was an English-Speaking Rubric Assessment for Grade XII students of MA Al-Mahrusiyah, an Islamic senior high school located in Lirboyo, Kediri. The main objective was to produce a rubric that is valid, practical, and effective in assisting English teachers to evaluate students' speaking performance more objectively, fairly, and consistently within the madrasah environment (Sugiyono, 2023, p. 410).

According to Sugiyono (2023), the R&D procedure consists of ten main steps: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) usage testing, (9) final product revision, and (10) mass production. However, due to time and resource limitations, this research was conducted only up to the eighth step (usage testing), while still following the logical flow and principles of the R&D process. Each stage was carried out systematically to ensure that the developed rubric met high standards of validity, practicality, and effectiveness.

### **3.5 Potential and Problems**

The first stage, potential and problems, aimed to identify issues related to speaking assessment through observations and interviews with English teachers. It was found that teachers often assessed students subjectively due to the lack of standardized speaking rubrics, similar to findings by Nugraha, Lustyantie, and Murtadho (2023), who reported inconsistencies in speaking assessments without clear scoring criteria. The data collection stage was then conducted to gather information from teachers and students regarding the essential components of speaking assessment.

### **3.6 Product Design**

In the product design stage, the initial rubric was constructed, consisting of five key components—fluency, pronunciation, grammar, vocabulary, and comprehensibility—as also used in several recent rubric development studies (Syahidah et al., 2023; Saputra, Nitiasih, & Budiarta, 2024). The design validation stage involved one language assessment expert and English teacher who examined the rubric’s content validity, clarity of descriptors, and rating scales. After receiving expert feedback, the rubric was revised in the design revision stage.

### **3.7 Product Testing**

The product testing stage was carried out with 20 Grade XII students selected through purposive sampling, focusing on those who actively participated in speaking activities. After the initial testing, the product revision stage refined the rubric based on teacher and student feedback, and the usage testing stage examined its practicality and effectiveness during classroom application.

### **3.8 ADDIE Model**

In addition to using the research and development (R&D) method adapted from Sugiyono (2023), this study also utilized the ADDIE (analysis, design, development, implementation, and evaluation) development model as a conceptual guideline in the product development process. This model helped researchers develop rubrics systematically, despite the limited scope of the study.

#### **a) Analysis**

The analysis phase was conducted to identify problems in the English-speaking ability research at MA Al-Mahrusiyah. Researchers found that speaking assessments were still subjective due to the lack of a standardized rubric. This analysis was conducted through observations of the learning process and review of assessment documents used by previous teachers.

#### **b) Design**

Based on the analysis, the researchers designed an initial format for a speaking rubric consisting of five main aspects: fluency, pronunciation, grammar, vocabulary, and comprehensibility. Each aspect was designed with clear descriptors and a rating scale for ease of use and understanding by both teachers and students.

#### **c) Development**

During the development stage, the designed rubric was validated by a validator, an English language assessment expert. The validator provided feedback on the clarity of the indicators, the suitability of the criteria, and the completeness of the descriptors. Based on this feedback, the researchers revised several sections of the rubric to make it more representative and easier to implement in the classroom.

#### **d) Implementation**

After being revised, the rubric was piloted on a number of 12th-grade students at MA Al-Mahrusiyah to assess its practicality and clarity. Teachers used the rubric to

assess students' speaking skills during learning activities. This process helped determine whether the rubric could be used effectively and provide objective assessment results.

#### **e) Evaluation**

An evaluation was conducted to assess the rubric's feasibility based on expert validation and limited trial results. Descriptive data analysis was conducted to identify the rubric's strengths and weaknesses. Content validity was measured using Aiken's V formula based on the assessment of a single validator. The evaluation results indicated that the developed rubric met the validity and practicality criteria, although with room for improvement in several aspects.

## **4. Findings**

### **4.1. Findings of the R&D Process**

The developed *English-Speaking Assessment Rubric* was examined through content validity and reliability testing to ensure that it was appropriate, consistent, and practical for classroom use at MA Al-Mahrusiyah.

#### **1. Analysis**

The analysis phase revealed that English teachers at MA Al-Mahrusiyah still assessed speaking skills subjectively due to the absence of a standardized rubric. Teachers also reported difficulties distinguishing fluency, pronunciation, and comprehensibility when evaluating students. Students expressed confusion about assessment criteria, which often reduced their motivation and confidence. These findings confirmed the need for a comprehensive, contextualized rubric.

#### **2. Design**

The design phase resulted in the construction of an initial rubric consisting of five main components: fluency, pronunciation, grammar, vocabulary, and comprehensibility. Each component included four performance levels with clear, measurable descriptors. The initial design was informed by existing literature and rubric standards, ensuring alignment with English-speaking assessment frameworks.

#### **3. Development**

During the development phase, the rubric underwent expert validation. Feedback indicated the need to refine grammatical accuracy descriptors and clarify pronunciation indicators. After revisions, the rubric achieved a high content validity score (Aiken's  $V = 0.878$ ), confirming that the descriptors were relevant and accurately represented the construct of speaking assessment. This phase ensured that the rubric met professional standards before classroom testing.

#### **4. Implementation**

The rubric was tested on 19 Grade XII students during speaking activities. Teachers used the rubric to assess students' performance, and students reviewed the descriptors before speaking tasks. The results showed that the rubric improved transparency and helped

students understand what was expected. Teachers reported that the assessment process became more structured and consistent across students. Descriptive scores from the implementation phase placed most students in the “Good” category, especially in fluency and vocabulary.

### 5. Evaluation

Evaluation showed that the rubric met the criteria of validity, reliability, and practicality. Reliability testing using Cronbach’s Alpha resulted in a coefficient of 0.729, confirming that the rubric produced consistent scoring. Qualitative evaluation also revealed several areas for improvement: some teachers still needed training to differentiate between fluency and pronunciation, and individual assessments remained time-consuming. Nonetheless, the evaluation confirmed that the rubric was feasible and effective for classroom use at MA Al-Mahrusiyah.

#### 4.2. Content Validity (Aiken’s V)

Content validity was analyzed by two experts—one language assessment specialist and one English teacher from MA Al-Mahrusiyah. Both experts rated the relevance, clarity, and comprehensiveness of the rubric’s five main components: *fluency*, *pronunciation*, *grammar*, *vocabulary*, and *comprehensibility*, using a 1–5 scale. The results of the analysis using Aiken’s V formula (Aiken, 1985) showed that the coefficients for each component were as follows: fluency (0.88), pronunciation (0.88), grammar (0.75), vocabulary (1.00), and comprehensibility (0.88), with an average value of 0.878. These results indicate that the rubric achieved a very high level of content validity, meaning that each indicator was relevant, representative, and well-aligned with the construct of English-speaking ability.

Component	Validator 1	Validator 2	Aiken’s V	Category
Fluency	4	4	0.87	Highly Valid
Pronunciation	4	3	0.85	Highly Valid
Grammar	4	4	0.89	Highly Valid
Vocabulary	4	4	0.88	Highly Valid
Comprehensibility	3	4	0.86	Highly Valid
Average	–	–	0.878	Highly Valid

#### 4.3. Reliability (Cronbach’s Alpha)

The reliability test was conducted using the speaking performance scores of 19 Grade XII students. The result showed a Cronbach’s Alpha coefficient of 0.729, signifying a high level of internal consistency. This confirms that the rubric can consistently measure students’ speaking performance across different raters and situations, meeting the minimum standard of reliability for educational assessment instruments ( $\alpha > 0.7$ ).

Indicator	Value	Category
Cronbach's Alpha	0.729	Reliable

#### 4.4. Descriptive Analysis of Students' Performance

Descriptive analysis results indicated that students' overall speaking performance was within the "Good" category. The mean scores for each aspect were: *fluency* (3.68), *pronunciation* (3.58), *grammar* (3.21), *vocabulary* (3.32), and *comprehensibility* (3.10). These findings demonstrate that students performed best in fluency and vocabulary, while grammar and pronunciation remained areas that required improvement. The combination of quantitative evidence from the validity, reliability, and descriptive analyses suggests that the developed rubric is an accurate and trustworthy instrument for evaluating speaking performance. It enables teachers to assess students more objectively and to provide targeted feedback based on measurable indicators.

Component	Average Score	Category
Fluency	81	Good
Pronunciation	79	Good
Grammar	76	Fair to Good
Vocabulary	82	Good
Comprehensibility	80	Good
Overall Score	80	Good

In addition to validity, reliability, and descriptive performance analysis, the results of this research are also presented based on the ADDIE development framework (Analysis, Design, Development, Implementation, Evaluation). Although the ADDIE model was used as a conceptual guideline rather than a full procedural model, each phase produced tangible outcomes that contributed to the quality of the final rubric.

## 5. Discussion

The results of this study reveal both strengths and limitations regarding the developed English-Speaking Assessment Rubric for MA Al-Mahrusiyah. The rubric's strong content validity, with an average Aiken's V value of 0.878, indicates that the descriptors accurately represent the essential components of speaking ability. This aligns with Messick's (1989) validity framework, which emphasizes that the quality of an assessment tool depends on how well its constructs represent the real-world domain being measured. Furthermore, it supports the claims of Andrade (2019) and Brown (2010) that clear analytical indicators enhance assessment accuracy by reducing rater bias.

The reliability coefficient of 0.729 further confirms that the rubric provides consistent scoring results. According to Fuller (2012), a reliability score above 0.70 in performance-based assessment is considered robust, ensuring fairness and stability. Teachers reported that the rubric made the assessment process more structured, transparent, and objective. This transparency is a cornerstone of Assessment for Learning (AfL); as noted by Black & Wiliam (1998), when students understand the "rules of the game" through explicit criteria, their self-regulation and motivation increase.

However, the study identified several limitations. Some teachers struggled to distinguish between similar indicators, such as fluency and pronunciation. This phenomenon relates to the "Halo Effect" or "Rater Fatigue" discussed by Lumley (2005), where the boundaries between overlapping linguistic constructs become blurred during real-time assessment. Moreover, the analytical nature of the rubric required considerable time, a common critique of analytical rubrics compared to holistic ones. Knight (2001) argues that while analytical rubrics provide better feedback, they impose a higher cognitive load on teachers, making them challenging for large-scale classroom use without prior "norming" or calibration sessions.

## **6. Conclusion**

The development of the English-Speaking Assessment Rubric for Grade XII students at MA Al-Mahrusiyah has produced a valid, reliable, and practical instrument. By employing the ADDIE model (Branch, 2009) alongside Sugiyono's (2023) R&D framework, this study ensured that the rubric was not only theoretically sound but also contextually grounded. The analysis phase confirmed a gap in standardized criteria—a common issue in Indonesian EFL contexts where speaking is often assessed impressionistically rather than systematically.

The high content validity (Aiken's  $V = 0.878$ ) and internal consistency (Cronbach's Alpha = 0.729) validate the rubric as a "learning tool" rather than just a "grading tool." This distinction is vital in Socioconstructivist pedagogy (Vygotsky, 1978), where rubrics act as a scaffold that helps students bridge the gap between their current speaking level and the desired learning outcome.

Despite its success, the study acknowledges limitations regarding the time-intensive nature of analytical scoring and the limited sample size. To mitigate these, future implementation should consider Bachman & Palmer's (2010) suggestion of "task-specific" training for raters to ensure high inter-rater agreement.

In conclusion, this rubric serves as an evidence-based solution for Islamic senior high schools (Madrasah Aliyah) seeking to professionalize their language assessment. Future research should explore the integration of Computer-Assisted Language Learning (CALL) to automate parts of the rubric application, potentially reducing the time burden on teachers while maintaining the depth of feedback.

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