

## VOLUME 50, NO.1, MEI 2025

Peran Bagian Administrasi Akademik sebagai  
Pusat Informasi Proses Pembelajaran di ASM Marsudirini Santa Maria Yogyakarta

*Ignasius Triyana*

*Suggested Scoring Rubric for English Correspondence Subject*

*Demetria Tri Adri Suyati & FX. Indrojiono*

*From Structure to Message: A Linguistic Analysis of Moral and Ethical Communication  
in Church Sermons*

*Kristina Wasiyati*

Peran Komisi Penyiaran Indonesia Daerah (KPID) Daerah Istimewa Yogyakarta (DIY)  
dalam Meningkatkan Literasi Media Televisi Siaran bagi Masyarakat DIY

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JURNAL ILMIAH SOSIAL

*Caritas Pro Serviam*

ASM MARSUDIRINI SANTA MARIA  
YOGYAKARTA

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VOLUME 50, NO.1, MEI 2025

ISSN:1410 4547

<http://asmistmaria.ic.id/wp/jurnal-charitas-prp-serviam>

Jurnal Ilmu Sosial Caritas Pro Serviam diterbitkan enam bulan sekali sebagai media publikasi hasil penelitian dan hasil pemikiran para dosen ASMI Santa Maria Yogyakarta. Redaksi juga mengundang para penulis, dosen, guru, praktisi dan professional lain untuk mengisi tulisan di jurnal ini sebagai wacana pengembangan ilmu pengetahuan, teknologi, kebijakan dan implementasi kebijakan, praktik dan seni

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## SUGGESTED SCORING RUBRIC FOR ENGLISH CORRESPONDENCE SUBJECT

Demetria Tri Adri Suyati & FX. Indrojiono

### *Intisari*

*Artikel ini membahas pentingnya menggunakan rubrik penilaian dalam penilaian kemampuan menulis surat dan manfaatnya bagi pembelajar serta pendidik. Tujuan dari artikel ini adalah untuk mengusulkan sebuah rubrik penilaian yang dapat digunakan untuk menilai kemampuan menulis surat dalam mata kuliah Korespondensi Bahasa Inggris. Rubrik ini diharapkan dapat memberikan standar yang jelas dan objektif dalam menilai keterampilan menulis surat dalam Bahasa Inggris. Dalam rubrik yang disarankan ini, penilaian mencakup aspek kejelasan isi surat, format surat, penggunaan tata bahasa, kosakata, serta penggunaan huruf besar dan tanda baca. Dengan menerapkan rubrik penilaian yang tepat dalam penilaian di kelas, diharapkan tidak akan terjadi bias dan subjektivitas dalam menilai kemampuan menulis surat pembelajar.*

*Kata kunci: kemampuan menulis surat, penilaian kemampuan menulis surat, rubrik penilaian*

### **A. Introduction**

Assessing learners' writing ability is a crucial part of educational system. Effective assessment provides valuable feedback to learners, allowing them to improve their writing abilities. One method that has gained significant popularity in recent years is the use of scoring rubrics. A scoring rubric is a tool used to assess how well learners performed in relation to a set of specified standards and criteria. It is a scoring guide that offers an obvious and objective approach in assessing learners' work and providing feedback. Scoring rubrics provide a clear framework for evaluating writing assignments and offer numerous benefits.

One of them is that they offer a method to assess learners' work that is impartial. The assessment procedure has less opportunity for subjectivity and bias because the criteria and standards are clearly stated. By doing this, it is ensured that learners are assessed on the basis of their work rather than their personality or other external influences. Scoring guidelines also provide learners with performance feedback. Learners can

understand what they need to focus on to enhance their performance by pinpointing particular areas of strength and weakness. Educators can use this input to create lessons and support materials specifically for their learners.

In academic and professional contexts, the ability to communicate effectively is crucial, and English correspondence is still one of the most popular written communication languages in the world. Considering the importance of English correspondence, it's essential to provide English Correspondence subject in higher education in order to prepare learners with necessary skills for their future careers. The English Correspondence subject plays an important role in developing effective written communication skills, especially in professional and academic contexts. Learners are expected to write letters, emails, and other forms of communication with correct grammar, clarity, and in accordance with established communication norms. However, in practice, there are often differences in the way the assessment criteria are evaluated

and interpreted. This can make the learners confused regarding the expectations of the educators and a lack of consistency in the evaluation. Therefore, a clear and reliable scoring rubric is needed to assist educators in providing objective evaluations and offering learners clear guidance for improvement. The scoring rubric is also expected to improve learners' understanding of the essential elements in writing correspondence in English.

Establishing standardized guidelines for evaluating the quality of the letters is essential as more people and organizations depend on English for official communications. The suggested scoring rubric for English correspondence aims to fill this gap by offering a detailed evaluation framework that ensures clear, professional, and effective written communication. This journal presents the rubric as an evaluation tool that can be applied to enhance the quality of written English correspondence.

By implementing this suggested scoring rubric, educators can gain valuable insights into the strengths and weaknesses of their written communication. The scoring rubric offers a methodical approach to assessing important elements including coherence, clarity, proper use of language, and the appropriate tone for different situations. The goal is to equip people with the knowledge and abilities necessary to improve their correspondence, facilitating more successful communication in social, professional, and academic contexts. This article demonstrates how the scoring rubric can be a crucial instrument for enhancing written English correspondence, leading to deeper connections and more obvious comprehension in a range of communication contexts.

## **B. Discussion**

### **1. Writing Skill**

Langan (2005:14) writes that to communicate effectively someone must adjust her speech to her purposes and audience. This same idea is true for writing.

When someone write for others, it is crucial to know both the purpose for writing and the audience who will be reading the writing. The effectiveness of the communication will be achieved if the writer can adjust the writing to suit the purpose and audience. Purpose and audience are special focuses for developing writing. Writing is divided into two activities. First, writing is as a lesson or dictation. It does not involve expression of meaning, produce decent handwriting, and so on. A learner displays knowledge about the language she is learning. Second, writing is as an article to a newspaper or likewise. In this type of writing, the writer expresses meanings which are arranged in a structured text. The writer has an audience: the newspaper editor (when it is still in the editing process) and the readers (if the article is published in the newspaper).

Writing is as one of language skills that can show whether someone is an intelligent person or not, because writing is an activity of exploring thoughts and feelings so that the reader can understand what and how the writer's mind. Writing skill requires a good command of language. Writing is a skill which is more and more important nowadays. Becoming a proficient writer is one of the major objectives of many learners, especially for those who want to become members of international business, administrative or academic communities.

Because of the importance of writing skill, it must be developed and obtained through a learning process. In learning a language, writing is an advanced level of proficiency. To be able to write, people must master the rules of spelling, grammar, morphology, and syntax. In addition, adequate vocabulary also becomes an essential factor in writing.

Richards and Renandya (2002: 303) state that there is no doubt that writing is the most difficult skill especially for second or foreign language learners to master. The challenges include not only coming up with and structuring ideas, but also turning them

into legible text. Writing requires a wide range of highly sophisticated skills and greater attention to both higher level planning and organizing skills as well as lower level spelling, punctuation, word choice, and other writing skills. The difficulties lies not only in generating and organizing ideas, but also in translating the ideas into readable text. The skills involved in writing are significantly complex. Second language writer have to pay more attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

From the definitions of writing above, it's obvious that writing is one of the language skills used to express thoughts into written language and to communicate among people in the written form. It's a process of transferring and communicating ideas, feeling and messages from one's mind into a written work intended to particular audience or readers. In this case, the learners are expected to be capable of expressing their ideas, feelings, messages and thoughts in written work.

## 2. Micro and Macro Skills of Writing

According to Brown & Abeywickrama (2004: 220-221), the taxonomy of micro and macro skill of writing is important, because through this taxonomy, educators are able to assess and evaluate the writing assignment.

### a. Micro Skill of Writing

There are six components in micro skill of writing: (1) produce graphemes and orthographic patterns of English; (2) produce writing an efficient rate of speed to suit the purpose; (3) produce an acceptable core of words and use appropriate words order and patterns; (4) use acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns and rules; (5) express particular meaning in different grammatical forms; and (6) use cohesive devices in writing discourse.

### b. Macro Skills of Writing

Brown (2001: 343) mentions six criteria to produce good written product: (1)

use the rhetorical forms and conventions of written discourse; (2) appropriate accomplish the communicative functions of written texts according to form and purposes; (3) convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (4) distinguish between nonfictional and inferred meanings when writing; (5) properly convey culturally specific references in the context of the written paragraphs; (6) develop and use a battery of writing strategies, such as precisely assessing the audience's interpretation, using prewriting instruments, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and educator feedback, and using feedback for revising and editing.

## 3. English Correspondence

A genre of writing which is used in education is English Correspondence. The vocational school learners and also university learners are expected to be able to write letters related to their fields. Correspondence is a part of the writing skills that is writing letter. Writing letter is included in one genre of writing that is job-related writing that includes messages, letters / emails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals (Brown & Abeywickrama, 2004: 219).

Nation (2009: 116) suggests that letter writing can be an activity between members of the class. The class can be organized so that some learners pretend that they are working in a bank, a tourist agency, or a school. Learners can write letters to each other about various things such as asking for information, offering new products to customers, looking for a job, or complaining about product or service. He also includes letter in types of writing. Correspondence is writing letter activity that requires the ability to write well, so that the message delivered in the letter can be easily understood.

Nurgiyantoro (2010: 436-437) states that letter is one of many types of writing found and essentially needed in life. Most of institutions and even individuals cannot be separated from correspondence services, whether they are traditional or electronic. Considering the importance of the role of letters for various purposes, then write a letter ought to have been trained and assigned to students at school or university. Writing letters can also be used as a means to train and reveal the writing skills of students.

Hariyanto (2006:16-17) explains that there are eight rules in writing a business letter, namely:

- a. Conciseness means that the words used in the letter should be brief.
- b. Clarity means that the message conveyed in the letter should be able to provide clearness in meaning to the readers.
- c. Completeness means that all the information must be fully conveyed.
- d. Concrete means to provide information in accordance with the facts, even if it unpleasant facts.
- e. Conversational means to avoid rigid expressions, for example, write 'the previous information' better than 'the aforementioned case'.
- f. Constructiveness means to avoid words that are negative such as failure, ignorance, and so on. Use positive words and they will provide a positive atmosphere as well.
- g. Courtesy or politeness is one of the most important things in writing. Irreverent sentence will hurt the readers.
- h. Correctness means each word must be written correctly, because if there is an error in the writing it will cause undesirable things happen.

#### 4. Writing Assessment Criteria

All language educators are in the business of fostering achievement in the form of language learning (Brown & Abeywickrama, 2004:11). They try to

maximize the chances for learners to achieve a high level in language learning. Writing includes in the language skills that needed to be optimized. Educators who recognize the importance of writing as a tool for learning understand that writing help learners to connect their thought and communicate with others. Regarding to that part, the writer realized that the most important part to know the learners' writing competence is from their products, i.e. their writings. It can be assumed that if learners have a good writing ability, their writing performance will be good and vice versa, so that, learners have to be able to assess learners' writing in an appropriate way.

Brown (2001: 356-357) mentions six general categories of writing as the basis for the evaluation of learner writing, namely:

- a. Content means the substantive or meaningful part of writing. It consists of thesis statement, related ideas, and development of ideas through personal experience, illustration, fact, and opinions, use of description, cause/effect, comparison/contrast, and consistent focus.
- b. Organization defines as something made up of elements with varied functions that contribute to the whole and to collective functions. It consists of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
- c. Discourse means a unit of text that range over more than one sentence. Discourse of the writing consists of topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
- d. Syntax means a systematic statement of the rules governing the grammatical arrangement of words and morphemes in a language.
- e. Vocabulary defines as a listing, either selective or exhaustive, containing the words and phrases of a language, with



meanings or translations into another language.

- f. Mechanics is the term used to describe the technical aspects of writing. It consists of spelling, punctuation, citation of reference (if applicable), and neatness and appearance.

Nurgiyantoro has his own opinion about writing categories. Nurgiyantoro (2010: 430-440) mentions the categories of writing as the basis of the evaluation of learners' writing are content, organization, sentence structure, diction, and mechanics such as spelling, punctuation, and capitalization.

#### 5. Scoring Rubric

In assessing learners' writing skill, educators need to use an appropriate tool that helps them in assessing learners' writing performance. A scoring system called a rubric is used to evaluate the outputs and performances of the learners. Rubric is a multi-purpose scoring guide for assessing learner products and performances (Wolf, 2007:1). According to Johnson (2010: 47-48) rubric is designed to simulate real-life activity, to engage learners in solving problems such as classroom management or lesson planning. Effective rubrics also help to define and quantify successful levels of performance. It is as an important tool to be prepared by the educators in order to give an objective score. Besides, rubric also explains the learners' performance clearly.

Johnson (2010: 48) explains the characteristics of rubrics as tools for: a) communicating specific expectations and grading criteria based on examples, b) measuring or quantifying a stated objective or standard (e.g., performance, behavior, skill, or quality), c) assigning levels or using a range to score performance, and d) describing the degree or amount to which a standard has been met, based on ascending levels.

There are two kinds of rubric to assess learners' writing products, namely:

- a. Holistic Scoring Rubrics

It is used to determine a level of performance by assessing performance across multiple criteria as a whole. Miller, Linn & Groundlund (2009: 251) argue that holistic scoring rubrics yield a single overall score taking into account the entire response. Moreover, Wiseman (2012: 59) defines a holistic scoring rubric as a global approach to the text that reflects the idea that writing is a single entity which is best captured by a single scale that integrates the inherent qualities of writing and that this quality can be recognized only by carefully selected and experienced readers using their skilled impressions, rather than by any objectifiable means. According to Nurgiyantoro (2010: 314), this kind of rubric does not give the evaluation of performance for each criterion. The scale of the value is given for all of the criteria holistically. The rater reads the whole learner's writing from the first until the end, then gives it a score. The score represents the whole part of writing without the information on writing aspects.

The advantages of using holistic scoring rubrics are (1) they can generally be constructed more rapidly and can be used to score a set of essay responses more rapidly than analytic scoring rubrics; (2) they save time to use by minimizing the number of decisions raters must make in scoring the learner's writing; (3) they emphasize what learners can do, rather than what they can't do; (4) they focus on global impression, not a single ability; (5) they emphasize achievement, not deficiencies; (6) weight can be assigned to certain criteria; (7) they encourage rater discussion and agreement; and (8) they are quick and efficient for teachers. However, holistic scoring rubrics also have several disadvantages, namely: (1) they are less useful for classroom purposes because they provide little information to learners about their performance because holistic scoring assesses learners' performance of several criteria as a whole in a single score; (2) they do not provide specific feedback to learners about the strengths and weaknesses of their

performance; (3) it's difficult to interpret the composite score; (4) raters may overlook sub-skills; (5) longer essays may get higher scores; and (6) they may confuse writing ability with proficiency (Brown &

Abeywickrama, 2004; Miller, Linn & Groundlund, 2009; Wiseman, 2012; Hyland, 2019).

Here is an example of holistic scoring rubric:

Table 1 Holistic Scoring Rubric for assessing writing skill

Score	Description
5 (Excellent)	The writing is exceptionally clear and coherent. The ideas are fully developed and well-supported, with excellent organization and logical progression. Vocabulary is varied, and there is effective use of sentence structures. The language is virtually error-free, and grammar, punctuation, and spelling are all accurate. The writing fully achieves its purpose in an engaging and original way.
4 (Good)	The writing is generally clear and organized, with ideas mostly well-developed. There may be occasional errors in grammar, punctuation, or spelling, but they do not interfere with communication. The structure is solid, and there is adequate use of vocabulary and sentence variety, though it could be further refined. The purpose of the writing is clear, and the ideas are well-supported but not as fully developed as in a score of 5.
3 (Satisfactory)	The writing is clear but may lack depth or complexity. Some ideas are not fully developed, and transitions may be weak or awkward. There are noticeable errors in grammar, spelling, or punctuation, but they do not completely hinder understanding. The vocabulary is somewhat limited, and sentence structure is repetitive or awkward at times. The overall organization may need improvement.
2 (Limited)	The writing lacks clarity, coherence, or sufficient development of ideas. There are frequent grammar, punctuation, or spelling errors that make understanding difficult. The writing is poorly organized, with little or no effective transition between ideas. Vocabulary is simple, and sentence structure is often incorrect or awkward. The writing struggles to fulfill its purpose effectively.
1 (Inadequate)	The writing is hard to understand due to frequent errors in grammar, punctuation, or spelling. The ideas are underdeveloped, unclear, or irrelevant. There is little or no organization, and the writing does not communicate effectively. Vocabulary is extremely basic, and sentence structure is grammatically incorrect. The writing does not fulfill its intended purpose.

0 (Unacceptable)	The writing does not address the prompt or is incomprehensible. There are pervasive errors that make understanding impossible. The writing lacks any meaningful content or organization.
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Taken from: Brown, 2007 p. 265

b. Analytic Scoring Rubric

An analytic scoring rubric provides learners with clear evaluation criteria and detailed feedback on how to improve their writing. It provides useful feedback to learners on areas of strength and weakness. It can show learners that they have made progress gradually in some or all writing aspects when the same rubric categories are applied repeatedly. Miller, Linn & Groundlund (2009:249) argue that analytic scoring rubrics enable educators to focus on one characteristic of a response at a time. They used scales that are divided into separate categories representing different aspects or dimensions of performance. Analytic rubrics provide more detailed information about learners' ability, because when using analytic scoring, educators use different aspects of writing, such as content, organization, mechanics, or grammar, which can give more information about students' writing ability. Wiseman (2012: 60) states that analytic scoring rubric allows raters to make judgements about nominated

features of writing skills and involves the separation of the various features of a composition into components for scoring purposes. The rubric provides more information about a test taker's performance than the single score of a holistic rating and permits a profile of the areas of language ability that are rated.

Hyland (2019: 219) mentions some advantages and disadvantages of analytic scoring rubrics. The advantages are (1) encouraging raters to address the same features; (2) assisting reliability as based on several scores; (3) preventing conflation of categories into one; and (4) allowing weighting of specific aspects. However, the analytic scoring rubrics also have some disadvantages, namely: (1) they may divert attention from the overall essay; (2) rating on one scale may influence others; and (3) they are more time-consuming than the holistic rubrics.

An example of analytic scoring rubric is presented below:

Table 2 Analytic Scoring Rubric for assessing writing skill

Criteria	Score	Score Description
Content	5	Ideas are fully developed and clearly communicated with detailed support and strong relevance.
	4	Ideas are clearly communicated, but development or support is lacking in some areas.
	3	Ideas are presented but underdeveloped or unclear, with minimal support.
	2	Ideas are vague or unclear, and support is limited or irrelevant.
	1	The content is either missing, irrelevant, or incomprehensible.

Organization	5	Writing is well-organized, with clear and logical progression of ideas. Transitions between ideas are smooth and effective.
	4	Organization is clear, but transitions may be weak or ideas may not always flow smoothly.
	3	Organization is weak, and ideas may be presented in a disorganized or unclear manner.
	2	Writing lacks organization, and ideas are presented in a confusing or random order.
	1	There is no recognizable organization, and ideas are chaotic or disconnected.
Language Use	5	Vocabulary is varied and precise. Sentence structures are varied, and the language is sophisticated.
	4	Vocabulary is appropriate, and sentence structures are varied but not as sophisticated.
	3	Vocabulary is adequate, but sentence structures are repetitive or simple.
	2	Vocabulary is limited, and sentence structures are often awkward or overly simplistic.
	1	Vocabulary is very basic or incorrect, and sentence structures are consistently problematic.
Mechanics (Grammar, Punctuation, Spelling)	5	Virtually no errors in grammar, punctuation, or spelling.
	4	Few errors in grammar, punctuation, or spelling that do not hinder comprehension.
	3	Noticeable errors that may cause slight difficulty in understanding.
	2	Frequent errors that interfere with understanding.
	1	Pervasive errors that make comprehension very difficult or impossible.

Taken from: Brown, 2007 p. 266

#### 6. Suggested Scoring Rubric for English Correspondence Subject

Considering the advantages and disadvantages of the two kinds of rubrics, the writer suggests analytic scoring rubric to be applied to assess learner's writing

especially in writing a letter, because this rubric gives feedback to learners about their strengths and weaknesses. Here is the suggested analytic scoring rubric for English Correspondence subject:

Table 3 Suggested Analytic Scoring Rubric for English Correspondence Subject

Criteria	Score	Description
Content	20 – 16	<ul style="list-style-type: none"> <li>• The letter clearly states the purpose</li> <li>• Appropriate explanations or facts used to support the main idea</li> <li>• Easy to follow</li> </ul>
	15 – 11	<ul style="list-style-type: none"> <li>• The letter clearly states the purpose</li> <li>• Some explanations or facts used to support the main idea</li> <li>• Somewhat hard to follow</li> </ul>
	10 – 6	<ul style="list-style-type: none"> <li>• The purpose of letter is unclear</li> <li>• More explanations or facts need to be used to support the main idea</li> <li>• Hard to follow</li> </ul>
	5 – 1	<ul style="list-style-type: none"> <li>• The purpose of letter is unclear</li> <li>• The main idea is not supported by explanations or facts</li> <li>• The letter rambles; hard to follow or understand</li> </ul>
Organization	20 – 16	Accurately uses correct and complete business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)
	15 – 11	Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) and omit only minor elements.
	10 – 6	Some noticeable errors in using of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) and lack of an essential part.
	5 – 1	Several noticeable errors in using of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) and lack of two or more essential parts.
Diction	20 – 16	Word choice is appropriate for audience
	15 – 11	Word choice is mostly appropriate for audience
	10 – 6	Word choice is inappropriate for audience
	5 – 1	Word choice is unprofessional
Sentences Structure & Paragraphs	20 – 16	Sentences and paragraphs are complete, well-constructed and of varied structure and no grammar error
	15 – 11	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well but there are 1 – 3 errors in grammar
	10 – 6	Most sentences are complete and well-constructed. Paragraphing needs some work and there are 4 – 5 errors in grammar

	5 – 1	Many sentence fragments or run-on sentences or paragraphing needs lots of work and there are more than 5 errors in grammar and it makes unclear messages
Mechanics	20 – 16	Accurately usage of punctuation and capitalization and there is no spelling errors
	15 – 11	There are 1 – 2 mistakes in punctuation or capitalization or spelling
	10 – 6	There are more than two mistakes in punctuation or capitalization or spelling
	5 – 1	There are many incorrect use of punctuation or capitalization or spelling throughout the letter

The writer uses five language aspects to assess the learners' writing in the scoring rubric, as follows:

- a. **Content**  
Content is the foundation of any writing, including letters. The message of the letter must be clear, complete, and relevant to the purpose of the letter. The learner should stay on the topic of the letter, convey the messages clearly, and provide enough supporting details.
- b. **Organization**  
Organization refers to the overall structure of the letter. A good letter should have a clear opening, a well-structured body, and an appropriate closing.
- c. **Diction**  
It means the range and appropriateness of vocabulary used in the letter. The learner should be able to demonstrate a functional range of words, including precision in word choice, as well as formality or informality depending on the type of letter.
- d. **Sentence structure & paragraph**  
This refers to the accuracy and appropriateness of the sentence structures and grammatical rules used in the paragraphs. For letters, it includes sentence structure, verb tenses, word order, and grammatical agreements.
- e. **Mechanics**  
The mechanical aspects of writing, such as punctuation, capitalization,

spelling, and overall readability, are essential in the assessment of writing a letter. These aspects may not directly affect the content or the meaning of the sentences, but they ensure that the letter is professional and easy to read. Correct punctuation, clear paragraphs, and proper capitalization help maintain the clarity of the letter.

This scoring rubric is expected to be able to help educators assess learners writings objectively.

### **C. Conclusion**

This article emphasizes the importance of implementing an analytic approach to assessing learners' performance in English correspondence. By breaking down the assessment into distinct, measurable language aspects such as content, organization, diction or word choice, grammar, and mechanics, the suggested rubric allows for more detailed and objective feedback. This method not only ensures a fair evaluation process but also provides learners with a clear understanding of their strengths and areas for improvement. Using an analytic scoring rubric helps improve learners' writing skills and prepare them for effective professional communication.

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## **PETUNJUK BAGI PENULIS JURNAL ILMU SOSIAL CARITAS PRO SERVIAM**

1. Naskah merupakan suatu kajian masalah bidang Ilmu Ekonomi, Sosial dan Humaniora baik hasil penelitian maupun hasil pemikiran yang belum pernah dipublikasikan. Naskah ditulis berdasarkan kaidah penulisan Bahasa Indonesia yang baik dan benar Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Naskah diketik dengan huruf Times News Roman, ukuran 12, spasi ganda, dicetak di atas kertas HVS ukuran kwarto sebanyak 10-30 halaman.
2. Judul tidak lebih 12 kata, ditulis dengan huruf kapital 14, spasi tengah
3. Nama penulis dicantumkan tanpa gelar
4. Abstrak ditulis dalam satu paragraph, maksimum 200 kata, dengan ketikan spasi 1 dan dicetak miring. Abstrak ditulis dalam bahasa Inggris bagi naskah Bahasa Indonesia dan ditulis dalam Bahasa Indonesia bagi naskah Bahasa Inggris. Abstrak disertai kata-kata kunci (*key words*)
5. Sistematika naskah hasil penelitian:
  - a. Judul
  - b. Abstrak
  - c. Pendahuluan
  - d. Metode Penelitian
  - e. Hasil dan Pembahasan
  - f. Kesimpulan dan Saran
  - g. Daftar Pustaka
6. Sistematika naskah hasil Pemikiran:
  - a. Judul
  - b. Abstrak
  - c. Pendahuluan
  - d. Pembahasan
  - e. Penutup atau Kesimpulan
  - f. Daftar Pustaka
7. Ketentuan Penulisan Daftar Pustaka
  - a. Penulis diurutkan berdasarkan alfabetis, nama akhir/ keluarga sebagai urutan pertama atau nama institusi yang bertanggung jawab atas tulisan. Nama penulis diakhiri tanda titik (.)
  - b. Tuliskan tahun terbit karya pustaka dan diakhiri tanda titik (.)
  - c. Tuliskan judul karya pustaka dari seorang penulis lebih dari satu, penulisan diurutkan secara kronologis waktu penerbitan
  - d. Penulisan referensi dari internet terdiri: judul, penulis, alamat website dan keterangan akses/ *down load*
8. Gambar, grafik, dan tabel disajikan dengan diberi nomor urut dan sumber

9. Biodata ditulis dalam bentuk narasi memuat nama lengkap, tanggal dan tempat lahir, keterangan selesai pendidikan S1/S2/S3, pekerjaan, alamat e mail, bidang kerja/ bidang ajar dan karya ilmiah yang pernah ditulis \
10. Naskah yang dikirim dapat:
  - a. Diterima tanpa perbaikan
  - b. Diterima dengan perbaikan dari redaksi
  - c. Diperbaiki oleh penulis dan dipertimbangkan dalam rapat dewan redaksi
  - d. Ditolak karena kurang memenuhi syarat