DEVELOPING AUTHENTIC ASSESSMENT RUBRIC FOR EFL TEACHERS IN 6ᵀᴴ GRADE OF ELEMENTARY SCHOOL

Kadek Dwi Candra Oktariana
Universitas Pendidikan Ganesha, Indonesia
Email: dwi.candra@undiksha.ac.id

Abstrak

Pembelajaran abad 21 memiliki tuntutan lebih lanjut dari pada pembelajaran sebelumnya. Selain memperoleh pengetahuan, siswa juga harus menggunakan pengetahuan mereka dan menerapkannya ke dalam situasi kehidupan nyata. Proses pengaplikasian ilmu yang telah dipelajari menjadi penting guna mengaktifkan keterampilan autentik siswa yang sangat dibutuhkan di era sekarang ini. Selama proses penerapannya, siswa juga diharapkan dapat menggunakan pemikiran kritis, kolaborasi dan kreativitas mereka. Salah satu hal yang dapat dilakukan guru untuk meningkatkan mutu pendidikan adalah dengan menerapkan penilaian di dalam kelas. Penggunaan asesmen membuat guru mampu mengumpulkan banyak informasi dari siswa serta seberapa baik metode pembelajaran tertentu untuk diterapkan di kelas. Informasi ini akan dikumpulkan dan digunakan untuk mengambil keputusan yang tepat dalam proses pembelajaran. Penilaian autentik memungkinkan guru dan siswa mengetahui kemajuan belajar mereka. Mereka akan mengetahui sejauh mana mereka telah memahami materi karena mereka harus mengingat materi dan mempraktikkannya melalui beberapa tugas berdasarkan situasi kehidupan nyata. Dengan menggunakan penilaian autentik memungkinkan siswa untuk melakukan keterampilan terkait yang dibutuhkan dalam kehidupan nyata. Keterampilan tersebut adalah keterampilan 4C yang sudah dijelaskan di abad 21 yaitu komunikasi, kreativitas, berpikir kritis, dan kolaborasi.

Abstract

21ˢᵗ century learning have a further demand rather than previous learning. Other than acquiring knowledge, students also have to use their knowledge and apply it into the real life situation. The process of applying knowledge that have learnt are important in order to activate students' authentic skill which are highly needed in today's era. During the process of applying it, students are hoped to use their critical thinking, collaboration and creativity too. One thing that teachers can do to improve the quality of education is by implementing assessment in the classroom. The use of assessment make teachers able to collect a lot information from students as well as how good a certain method of learning to be applied in the classroom. This information will be collected and use to make a right decision in the learning process. Authentic assessment allowed both teachers and students know their learning progress. They will know how far they have understood the material since they have to remember the material and practice it through several task based on real-life situation. By using authentic assessment it makes students possible to perform related skill which are needed in real life. Those skill are 4C skill which already explained in the 21ˢᵗ century which are communication, creativity, critical thinking, and collaboration

English Education Department, Universitas Islam Lamongan

INTRODUCTION

Industry 4.0 makes a huge revolution in technology (Schwab, 2018). Technology becomes more sophisticated and it affects all sectors of our world. In Industry 4.0, many things become more technology-oriented due to the invention of the Internet of Things (IoT). Therefore, many jobs are required employers to have high skills to accomplish a project. It demands many innovative things and people should follow the changes to sustain (Schwab, 2018)

One of the sectors that should become more innovative is the educational sector. Having knowledge is no longer enough nowadays (Md, 2019). How we make use of the knowledge becomes more important. Therefore, students should learn how to make us of the knowledge that they already had by gaining 21st century skills. 21st century skill stands for some abilities, habits, and characters that students should acquire in order to be able compete with others in the world that move and updated very fast. 21st century skill consist of critical thinking, creativity, collaboration, and communication. These four skill are crucial to be gained for each of student (Md, 2019).

21st century learning have a further demand rather than previous learning (Boholano, 2017). In 21st century students are demanding to not only acquire knowledge by listening to teachers' explanation but they have to acquire the knowledge by themselves under teachers' supervision. Students in 21st century can acquire the knowledge by searching it through internet sources. There are huge information in it. Students can find, and analyze which of those will be useful for their academic process. Other than acquiring knowledge, students also have to use their knowledge and apply it into the real life situation. The process of applying knowledge that have learnt are

important in order to activate students' authentic skill which are highly needed in today's era. During the process of applying it, students are hoped to use their critical thinking, collaboration and creativity too. By utilizing internet sources, students can do online collaboration too. They can conduct online meeting and work in a team to finish the project (Boholano, 2017).

One thing that teachers can do to improve the quality of education is by implementing assessment in the classroom (Imansyah et al., 2018). The use of assessment make teachers able to collect a lot information from students as well as how good a certain method of learning to be applied in the classroom. This information will be collected and use to make a right decision in the learning process. To obtain information that is the most appropriate to the student's skills, teachers should apply authentic assessment (Imansyah et al., 2018).

Authentic assessment is a process of obtaining information from students by giving the real life-world situation which contain of real life problems in it (Rizavega, 2018). Therefore, to do the authentic assessment students will perform not only their knowledge but they will utilize the knowledge to solve the problems. During the process of completing the task, teachers can assess students' affective, psychomotor, and cognitive domain (Rizavega, 2018).

Authentic assessment allowed both teachers and students know their learning progress (Sahyoni & Zaim, 2017). They will know how far they have understood the material since they have to remember the material and practice it through several task based on real-life situation. By using authentic assessment it makes students possible to perform related skill which are needed in real life. Those skill are 4C skill which already explained in the 21st century which are communication, creativity, critical thinking, and collaboration (Sahyoni & Zaim, 2017).

English Education Department, Universitas Islam Lamongan

The development of technology requires us to follow the advance of technology itself. Education should use technology as well (Dhawan, 2020). One of the implementation of using technology in education is to conduct online learning. Online learning in this era is no longer an options but it is needed to make the learning process become more students-centered, and make it more flexible. Students can access or learning everywhere and every time in their convenience time and place. However, face to face learning in the classroom is also highly important to make students feel the social interaction with friends and the teacher.

However, due to the Covid-19 outbreak, all learning process become fully online. It cause more problems that were faced by teachers and students (Dhawan, 2020). The class become boring and not as engaging as they come to the classroom. Students have limited space to implement or practice what they have learned. Meanwhile, as we know together the implementation of the knowledge is a matter in 21st century learning.

Moreover, in online learning not all students have sufficient device and stable connection(Medford, 2004). They will feel isolated because they do not have friends or teacher to directly give feedback to them. When they feel isolated, they have less motivation to learn and it can make them do not understand the material. In teacher's side, online learning gives them a lot of challenge and it requires more effort. Not all teacher can dedicated themselves in online learning. Teachers who do not dedicated their effort and time will probably not plan the learning process well and it can affect the teaching quality. Teachers found difficulties in conducting authentic assessment in online learning (Hamid et al., 2020). Teachers have to conduct students' affective, cognitive, and psychomotor by conducting project, oral test, written test, and many more. It is hard for teachers to assess and observe students' progress virtually.

To know deeper about how English teacher conduct the learning, and assessment that is being used in the learning process, gathering information will be done through interviewing English teachers and doing observation to the elementary school. If we see this problem, it is clearly enough to conclude that authentic assessment rarely used in the classroom.

This proposed research will focus on identifying the need of authentic assessment rubric in elementary school year 4 in order to improve students' process in learning. After identifying the needs, developing rubric will be done to response to the needs itself.

This research has three research questions, which include:

1. What are the criteria of designing authentic assessment rubric for teaching English as a Foreign Language grade sixth of elementary school?
2. How to develop the authentic assessment rubric for teaching English as a Foreign Language in grade sixth of elementary school?

METHOD

Research Design

This proposed research will use design and development (DnD) methodology for developing authentic assessment rubric for 6th grade elementary schools students in Buleleng regency. Design and development methodology is a method that has a purpose to create a product. The product can be an instructional model or non-instructional model. DnD has two kinds of model which are the development of the model and also the development of products and tools. This proposed research will be focused on the second type which is the development of products and tools. Beside using DnD, the development of products and tools will use ADDE or as known as Analysis, Design, Development, and evaluation.

Setting and Participants

The researcher will conduct this research in two elementary schools in Buleleng Regency, specifically in the 6th grade of elementary school students. Those schools are Sekolah Dasar Laboratorium Universitas Pendidikan Ganesha and Sekolah Dasar Negeri 3 Banjar Jawa. These schools were choose because they have implemented the current curriculum which is Curriculum 2013

Data Collection Method and Analysis

To gather the data that will be needed in this research, the researcher will use some methods and instruments. Those methods and instrument are as follows:

1. In analysis phase it used interview and observation method of data collection.
2. In design phase it used the developing phase of authentic assessment rubric
3. In development it used the checklist of expert judgment
4. In evaluation it used the test of product effectiveness.

All the data that has been collected will be analyzed quantitatively and qualitatively. Quantitative method is used for data which is in form of number, meanwhile for data that has been collected from interview and observation use qualitative method.

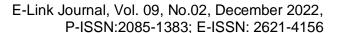The result from expert judge in development phase will be analyzed qualitatively. The data from implementation phase will use both quantitative and qualitative method. And for the final test on the students will use qualitative method.

FINDINGS AND DISCUSSION

The Criteria of Designing Authentic Assessment Rubric for Sixth Grade

Rubric is one of instruments in assessment. Rubric is used to scoring students' quality in learning process (A. Nkhoma et al., 2020). The way of scoring itself can be varied. It can be in form of numbers, description of ability, or detail explanation of students' quality (A. Nkhoma et al., 2020).

Rubric has important role in learning process especially in implementing authentic assessment (A. Nkhoma et al., 2020). It can be beneficial for both teachers and students. For teacher, rubric can make them easier in assessing students' performance because in rubric it is consist of score range and also criteria that should be achieved in learning process. By using rubric, teachers have a set of goals and expectation to the students and it can drive the learning process more systematic. Besides that, the judging or the assessment process become more consistent and accurate. For students, rubric help them to know what the goals that teachers are expected to them are. When students know the learning goals, they will also try to achieve the goals. As one of the assessment instruments, rubric allows students to get exact feedback for their progress (A. Nkhoma et al., 2020).

Feedback will be very effective when it is given directly after the assessment process (Mitchell, 2006). It allows students to know directly what they should improve. Then, in the next activity they know how to work with their strengths and weaknesses based on the previous feedback. By giving the feedback through the rubric, students can analyze by themselves what their weaknesses are in certain activity and how to improve it. And at the same time they will also analyze what their strengths are and try to maintain it. They will use their critical thinking to analyze their own leaning process by the feedback given (Mitchell, 2006). By knowing their ability based on teachers' point of view, they know in what aspects they should improve their ability (A. Nkhoma et al., 2020). If these things happen, learning process will become more achieved oriented. Both teachers and students have the same goals, and achieve the goals

together. Students also become more confident by the time they improve their skills (A. Nkhoma et al., 2020).

Rubric consist of four main parts that are used as a parameter of assessing students' quality (Mitchell, 2006). Those parts are the description of the task, level of students' achievement, the required knowledge and skills in the task, and the last one is specific description of each level or also known as a feedback. The number of level of students' achievement and knowledge and skill that are needed is depend on the task itself. It can be different from one task to another task.

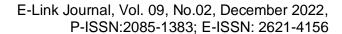To development a good rubric we should follow six steps below (Mitchell, 2006):

1. Determine the learning method
   First of all, teachers should determine the learning method that will be used in the classroom. The learning method affect assessment that can be used in the class and it definitely affect the rubric as well. When teachers determine the learning method, they have to consider whether the learning method suit with the topic, classroom situation, and students' ability.

2. Focus on the specific details
   After determining the learning method, teachers will focus on the specific details of the assignment that will be given to the students. Teachers also decide what are they expect from conducting a certain assignment.

3. Make the description of the task. This is the first thing that appear in the rubric which leads students to know what they should do with the task. As its name, task description, describe specifically and clearly what the purpose of the task. Task description consist of the types of the task, students' activity, the duration to accomplish the task, the expected result of the task. Description of the task is different regarding to the learning method in the learning process. Sometimes,

for some task, the description will be very detail and it is too long to be put in the rubric. Another way to cope this problem is, rubric should contain the tittle to grab students' attention and give the general idea of what will they do. The description will be given in another page, or put in syllabus.

4. Arrange the levels of students' achievement.

Students should accomplish every task as well as possible. From several skills and knowledge that are required, students might perform it in different levels. Each student will also perform the task differently. Due to this possibility of variation, rubric should provide different levels of students' achievement from the lowest to the highest level. The description of each level can be described by using one until two words whether it is verb or adjective. It has to keep in mind that the words should be in a positive term even though it is in the lowest level. The used of negative term can discourage students' motivation in learning. In an old rubric, the levels are usually consist of three levels only. However in the newest rubric, the levels consist of five. It provides more detail information of students' quality in accomplishing the task.

5. Decide the required knowledge and skills.

To accomplish the task, students are required to perform some knowledge and skill as well. The knowledge and skill are depend on the task itself. Rubric must provide the detail of knowledge and skill that students should perform and at the same time give the percentage on each skill. Giving the percentage to each knowledge and skill is important to emphasis which one is highlighted in this task. By knowing this percentage, students can adjust their process in accomplish the task.

6. Describe each required knowledge and skills

In this part, rubric provides the specific description of how good and poor students can perform the required knowledge and skills. A good rubric should

provide the description on each level. Start from the best level of performing the knowledge and skills until the lowest level of performing the required knowledge and skills. By providing each side of it, it allows students to get the specific feedback of their performance.

From those six stages, it can be concluded that a good rubric should make the assessment process easier for teachers (Williams, A., Northcote, M., Morton, J. & Seddon, 2017). It should make teachers easier to provide the feedback in a convenience time for the students. The feedback also become more objective, consistent, and specific. A good rubric drives learning process achieve the purpose of the learning. At the same time good rubric helps students to determine specific skill that they should perform. Help students to analyze their own learning process and know what should be maintained and improved (Williams, A., Northcote, M., Morton, J. & Seddon, 2017).

The Development of Authentic Assessment Rubric

1. Analysis

The analysis is based on the interview of the teachers in Sekolah Dasar Negeri 3 Banjar Jawa and also Sekolah Dasar Laboratorium Undiksha. The interview was asked about the assessment used in teaching English for sixth grade in both schools, how the teachers assess the students, the learning method used in the classroom and the learning activity in the classroom. The result of the interview has shown that the teachers in both schools are actually trying to apply the authentic assessment as many as possible. They also said that the they are trying to give the project to the students and try to involve the students as much as possible in the learning process. This action is actually refer the innovative learning method which focus to the students-centered and give students project to activate their 21st century skills which are
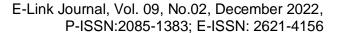
English Education Department, Universitas Islam Lamongan

communication, collaboration, critical thinking, and creativity. However, the missing point in applying this method is teachers only assessed the final product from the students. They did not assess the process of making the project itself. It is because the teachers in both schools are the only one who are teaching English in that school. It makes them hard to assess the process since it will be time consuming moreover, the students that they handle also more than the capacity which they can actually handle. Therefore, the assessment used is still traditional assessment which is only giving the score of students' project.

Besides did the interview, the researcher also analyzed the document which is gotten from both schools. The documents are the syllabus and the lesson plan. The syllabus itself is accordance to curriculum 2013 and it has four theme and eight sub theme in which two sub theme appeared two times. From this topic, the researcher developed the eight topics with four kind of innovative learning method which are Project Based Learning, Problem Based Learning, Discovery Based Learning, and Task Based Learning. The assessment type used are Project Assessment, Product Assessment, Performance Assessment, and Self-Assessment.

2. Designed and Developed

The analysis phase is done and it used to design and develop the rubric itself. To design the rubric first thing which were being make is the blueprint. The blueprint is consist of the theme, sub-theme, learning activity, learning method, and assessment type. Each sub theme has different learning activity. After the learning activity is chooses. The next step is deciding the learning method and assessment type which is suitable for the learning activity. The learning activity then, followed the syntax of learning method which has been chosen previously. The assessment type are two including one self-assessment for the students.

After making the blueprint, the next step is developing the rubric itself. The authentic assessment rubric for sixth grade consist of eight sub-theme. The first rubric which was being designed was the rubric for Discovery Learning Method. To make this rubric, researcher should follow the syntax of the learning method. Each method has its own identical. For Discovery Learning Method, it focus to discover something. Students have to make hypothesis and test the hypothesis itself. At the end, students will find whether the hypothesis is accepted or not. Therefore, researcher should provide possible answers for the students to test the hypothesis itself.

The next rubric is for Problem Based Learning. Identical feature from this method is students are given the problem that they have to solve by themselves. Therefore the researcher gave the problem in the teacher's instruction and also provide the expected solution. The third rubric is for Project Based Learning. As its name the identical feature form this method is at the end students should make a project with team. Therefore, researcher provides the project which students should make. Before making the project students are also guided to understand the topic first then they can make the project. The rubric is for Task Based Learning Method. This method is focuses on the language used. Therefore, the learning activities which also in accordance to the syntax are required students to speak or write. In this method, students also required to strengthen their understanding by giving them the additional assignment. The additional assignment can be product assessment or performance assessment. The rubric is consist of authentic assessment rubric for the process which followed the syntax of learning method and authentic assessment rubric for the product or performance. It depends on the type of assessment used. And the last one is self-assessment for the students which also consist of self-assessment on the process and self-assessment on the product or performance.

CONCLUTION AND SUGGESTION

Conclusion

This research aims to know the criteria of developing good authentic assessment rubric and how to develop it. From the literature review that the researcher did, it can be said that there are six criteria which we should follow. They are determine the learning method, focus on the specific details, make the description of the task, arrange the level of students' achievement, decide the required skill and knowledge, and describe each required skill and knowledge. After knowing the criteria then the researcher can develop the authentic assessment rubric. The first step is by making the blueprint. The blueprint is basically the guideline for the researcher to develop the rubric. In the blueprint, it consists of theme, sub-theme, learning activity, learning method, and assessment type. After the blueprint finished then the researcher developed the rubrics by following the syntax of each learning method. Each learning method has different identical feature. Discovery Based Learning focus on discovering something by stating and testing hypothesis. Problem Based Learning focuses on the solving the problem. Project Based Learning refers to the students' ability to make the project. The last one is Task Based Learning which focuses on the language used.

Suggestion

This research is hope to make teachers easier assess the students' process as the demand of 21st century learning. The process of the learning is a way more important than the result itself. Because from the learning process students can learn a lot more things rather than just the material itself. However, the product of this research only developing the topics in the first semester. The suggestion that can be said is, it is better to develop the rubrics for the whole semester which are including the first semester and the second semester.

English Education Department, Universitas Islam Lamongan

REFERENCES

Boholano, H. (2017). Smart social networking: 21st Century teaching and learning skills. *Research in Pedagogy*, *7*(2), 21–29. https://doi.org/10.17810/2015.45

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, *49*(1), 5–22. https://doi.org/10.1177/0047239520934018

Hamid, R., Sentryo, I., & Hasan, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, *8*(1), 86–95. https://doi.org/10.21831/jpe.v8i1.32165

Imansyah, I., Utama, I. M. P., & Sumarni, B. (2018). An Analysis on the EFL Teachers' Perception about Authentic Assessment. *VELES Voices of English Language Education Society*, *2*(2), 98–104. https://doi.org/10.29408/veles.v2i2.845

Md, M. R. (2019). 21st Century Skill "Problem Solving": Defining the Concept. *Asian Journal of Interdisciplinary Research*, *2*(1), 64–74. https://doi.org/10.34256/ajir1917

Medford, A. R. L. (2004). Online learning. *Quality in Primary Care*, *12*(1), 87–89. https://doi.org/10.4324/9780429355097-7

Rizavega, I. H. (2018). Authentic Assessment Based on Curriculum 2013 Carried by EFL Teacher. *Jurnal Profesi Keguruan*, *3*(2), 197–204.

Sahyoni, S., & Zaim, M. (2017). Authentic Assessment of Speaking Skill for Grade I Junior High School. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, *18*(1), 15. https://doi.org/10.24036/komposisi.v18i1.6509

Schwab, K. (2018). the Fourth Industrial Revolution (Industry 4.0) a Social Innovation Perspective. *Tạp Chí Nghiên Cứu Dân Tộc*, *7*(23), 12–21. https://doi.org/10.25073/0866-773x/97