DEVELOPING AUTHENTIC ASSESSMENT RUBRIC FOR ASSESSING ENGLISH SKILL OF GRADE 4: A CASE STUDY IN BULELENG

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Abstrak

Tujuan penelitian ini untuk mengembangkan rubrik penilaian otentik kelas 4 berdasarkan sintaksis pembelajaran discovery, berbasis proyek, masalah dan berbasis tugas. Metode desain dan pengembangan digunakan dengan model ADDE. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas 4 di dua sekolah di Buleleng. Wawancara, observasi, dan studi dokumen merupakan metode pengumpulan data. Hasil dari tahap analisis digunakan untuk merancang dan mengembangkan rubrik penilaian otentik. Ini dikembangkan berdasarkan silabus kelas 4. Rubrik didukung dengan sumber belajar mengajar, tabel perbandingan dan analisis. Ada empat jenis rubrik yang dikembangkan, yaitu rubrik untuk menilai proses dan hasil belajar siswa, rubrik penilaian diri terhadap proses dan produk atau kinerja belajar siswa. Berdasarkan hasil penilaian ahli rubrik yang dikembangkan layak digunakan untuk siswa kelas empat.

Abstract

The purpose of this study is to develop an authentic assessment rubric for grade 4 based on the syntax of discovery learning, project based-learning, problem-based learning, and task-based learning. The design and development method was used with the ADDE model. The subjects of this study were English teachers and students of grade 4 in two schools in Buleleng. Interview, observation, and document study were the methods of data collection. Next, the result of the analysis phase was used to design and develop the authentic assessment rubric. It developed based on the grade 4 syllabus. The rubric supported with teaching and learning resources, a comparison and analysis table. There are four types of rubrics developed, rubric for assessing the process and students' learning performance or product, self-assessment on the process and on students' learning product or performance. Based on the result of evaluation phase the rubric was appropriate for students in fourth grade.

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INTRODUCTION

Technological developments in the era of the industrial revolution 4.0 have such a big influence on human life. Besides technology development that eases human life, the educational sector also changes (Hussin, 2018). Industrial revolution 4.0 leads to an education that combines the real and virtual world (Benešová & Tupa, 2017). It means that technology would take a big part in the teaching and learning process. It is also explained by Albahlal (2019) that being cooperative, communicative, critical, and IT literate were the requirements of the era. Therefore, the educational system was adjusted to meet the requirements of Industrial Revolution 4.0.

Regarding the requirements of IR 4.0, education changes into 21st-century learning. The 21st-century learning education is aimed to build students capable of using technology and solving complex problems (Anagün, 2018). Moreover, Farisi (2016, in Ashraf et al., 2017) mentions three skills of 21st-century learning, namely: 1) learning and innovative skills, 2) information, technology, and media skills, and 3) life and career skills. Furthermore, learning and innovation skills are 4C skills that students should develop. Those skills are critical thinking and problem solving, creativity, communication, and collaboration (Inggriyani, 2018). Besides, according to Rosdiana et al. (2020), in 21st century learning the teacher is suggested to use and implement teaching methods that could engage students and teachers and appropriate assessment to evaluate the teaching and learning process.

In Indonesia, the curriculum changed into Curriculum 2013 replacing the KTSP curriculum to follow 21st-century learning. The Curriculum 2013 emphasizes authentic assessment, but in reality, its implementation has not gone well. Saputra et al. (2019) found that English teachers of junior high schools in West Java still have many obstacles related to validity, reliability, evidence transformation, and subjectivity of the assessment. Wangid et al., (2017) also discovered that English teachers in Yogyakarta could not optimally implement authentic assessment based on the standard of the 2013 Curriculum. Besides, the Covid-19 outbreak also gave the teacher new obstacles in conducting the teaching and assessment process since the education became blended learning. English teachers of secondary schools in Cimahi were difficult to teach online because they were not familiar with technology and learning-based applications (Bhuana & Apriliyanti, 2020). English teachers in Surakarta also encountered some problems in conducting online assessments such as connection problems, assessment validity, and lack of monitoring (Yulianto & Mujtahid, 2021). Abduh (2021) revealed that students' integrity in finishing the task would be a big problem since they have the opportunity to copy others' work or cheat.

As a follow-up, a preliminary study was conducted in two elementary schools in Buleleng. It was done through an interview with English teachers of 4th grade and 4th-grade students and also observation towards the lesson plans used. The preliminary study showed several findings. First, both schools use Curriculum 2013. Second, there was an English subject for 4, 5, and 6-grade students in both schools, but it was not a compulsory subject. Third, schools used the 2013 curriculum syllabus. Fourth, there are several 21st teaching methods mentioned such as project-based learning and cooperative learning through the interview with the teachers. Fifth, the assessment only focused on the final result, meanwhile, the students' process was neglected. Sixth, teachers were difficult to conduct the teaching and assessment process in the online learning situation. Next, no assessment instrument was used. The teachers assessed the students by guessing due to the number of classes handled and they rarely gave the students feedback towards their works.

Based on the findings of the preliminary study and authentic assessment rubric with innovative learning methods for 4th-grade students was needed to be developed. The rubric could help the teacher in assessing students' performances and works (Chowdhury, 2019). It is also explained by Chowdhury (2019) by using rubric, the assessment becomes more valid, reliable, and transparent. It gives the students clear feedback about their skills or performance that they could use as a reflection for self-improvement. To develop a good rubric four aspects should be inserted based on Stevens and Levi (2005, in Chowdhury, 2019). Those are task description that is written based on the syllabus, scale, dimensions, and description of dimensions. Furthermore, the scale used should be suitable for young learners. The scale used

could follow the Triage theory of grading by Rapaport (2009).

Marhaeni and Kusuma (2017) reveal that four types of authentic assessment could be used. Those are performance assessment, project assessment, product assessment, and self-assessment. Performance assessment is an assessment that asks the students to perform certain skills they already learned (Dharma & Adiwijaya, 2019). Meanwhile, a project assessment based on Fitriani (2017) is an assessment of students' projects that they have made in a certain period. This type of assessment is suitable for the project-based learning method which is giving the students project to be completed. Furthermore, product assessment is an evaluation of students' skills in completing or creating a product and also an assessment of the product's quality (Ulya et al., 2019). In addition, self-assessment is as a self-evaluation that could be done by students to improve their performance and skills (Upa et al., 2018). Self-assessment could improve students' self-awareness.

Moreover, innovative learning methods or 21st-century learning methods are beneficial to prepare the students for IR 4.0. There are four methods namely discovery based-learning, project-based learning, problem-based learning, and task-based learning. Through discovery learning, students are required to work collaboratively to discuss and discover the knowledge or solution related to the problem given (Ward, 2013: 40 in Haryati, 2017). It also mentioned that problem-based learning can improve students' problem-solving skills and project-based learning could train students' 4C skills. Meanwhile, task-based learning according to Celik (2017), is useful to increase students' interaction, communication skills, and critical thinking.

Each innovative method has different steps to be followed. According to Veermans (2003, in Fahmi et al., 2019), the steps to conduct discovery based-learning is started with an orientation, hypothesis generation, hypothesis testing, conclusion, and regulation. In problem based-learning, five phases should be followed according to Hadi and Izzah (2018). First, it begins with problem elaboration. Second, the students should investigate the problem in collaboration. Third, determining the method to investigate the problem given with the teacher's assistance. Then, it continues to the report writing phase. After that, in the last phase, the

teacher helps students to analyze and evaluate their reports. For project-based learning, there are six syntaxes according to Papandreou (1994, in Thuan, 2018). It started with preparation, planning, research, conclusion, presentation, and evaluation. Meanwhile, task-based learning syntax based on Willis (1996, in Bonces & Bonces, 2010) are pre-task, followed by task-cycle which consist of three phases namely task, planning, and report phase, and the last step is language focus that student should analyze the task they have made and after that, they are given homework as a practice.

In assessing young learners, there are several things that teachers should consider. Young learners are students from age 0 to 15 years old (Sukmawati, 2018). Based on the questionnaire with the students of 4th grade, they are 9 to 10 years old. According to Anderson (2010), there are several characteristics of 4th-grade students in terms of social emotion, physic, cognitive, and language. The social emotion of 4th-grade students is individualistic, competitive, often complaining, anxious, critical of themselves and others, prefer same-gender friends, and need lots of encouragement from the teacher. In terms of physic, 4th-grade students like to push their physical limits, often complaining about pain, and they have better coordination. About the cognitive, they are diligent, curious, think concretely, and could learn from printed media. In addition, they love wordplay, new vocabulary, descriptive language, and like to exaggerate and frontalize. Moreover, Tanyer and Susoy (2018) mentioned that the structure of language in young learners' assessments should be simple. The visual aspects of assessment instruments also should be taken as a consideration besides the assessment simplicity (Dooly & Dowd, 2018). These characteristics are the consideration in assessing young learners, especially 4th-grade elementary school students.

Therefore, the objective of this study is to develop appropriate authentic assessment rubric for students grade 4. Before developing the rubric, it was essential to investigate the criteria to design authentic assessment rubric for discovery learning, problem-based learning, project-based learning, and task-based language learning for grade 4. After that continued to design and develop the authentic assessment rubrics for assessing 4th grade students who are taught using discovery learning, problem-based learning, project-based learning, and task-based

language learning. Finally, the quality of the rubrics developed have to be judged.

METHOD

This study belongs to design and development research which followed the method from Richey and Klein (2005). It is focused on the development of products and tools and follows ADDE procedures. It started with the needs analysis, followed by designing the rubric blueprints, developing the rubric, and evaluating the quality of the rubric. The subject of the study is 2 English teachers of grade 4 and 49 students from grade 4. For the setting, this study was conducted in two elementary schools in Buleleng regency.

The data in the analysis phase was collected through interviews with the teachers and students, observation towards the lesson plan, and document study with the syllabus. In the interview, the teachers and students were asked about how the teaching and learning process and the assessment process were conducted. The interview, observation, and document study were carried out in a week. For the method of the design phase, it used the rubric blueprint and for the development and evaluation phase, it used a questionnaire and rubric from the expert judge. It took three months in designing and developing the rubric.

There were three competent experts judges involved in evaluating the quality of the rubric developed. Besides, the English teachers which would be the users of the rubric also took a part in evaluating the rubric's quality. To calculate the score and determine the rubric criteria, it used Nurkancana and Sunartana's (1992) formula. The formula to determine the quality of the rubric could be seen in the Table 1.

Table 1. Criteria for Product Quality Based on Nurkancana & Sunartana (1992)

Formula	Score	Criteria
$X \geq Mi + 1.5Sdi$	$X \geq 121.5$	Excellent
$Mi + 0.5Sdi \leq X < Mi+1.5Sdi$	$94.5 \leq X <121.5$	Good
$Mi-0.5Sdi \leq X <Mi+0.5Sdi$	$67.5 \leq X <94.5$	Average
$Mi-1.5Sdi \leq X <Mi-0.5Sdi$	$40.5 \leq X <67.5$	Below Average
$X < Mi-1.5Sdi$	$X < 40.5$	Poor

RESULT

There were five phases in developing the authentic assessment rubric for grade 4. The first phase was analyzing the teachers' and students' needs. Based on the interview, observation, and also the document study it was found that the implementation of innovative teaching methods was not optimal. The teachers handled many classes which made the assessment process was unfair since they did not use assessment instruments. Besides, the assessment only focused on the result, not the students learning process. They were also rarely given feedback or comment related to the task they have been finished. The time for self-reflection was not provided. The detail of analysis phase could be seen in the Table 2, Table 3, and Table 4.

Table 2. The First School Students' Questionnaire Result

Statement	Very often	Often	Rarely	Never
Intensity of group discussion.	-	20%	74%	6%
Intensity of question-and-answer session.	17%	31%	45%	7%
Intensity of the task returned by the teacher.	5%	45%	36%	14%
Intensity of feedback towards the assignment.	7%	31%	34%	28%

Table 3. The Second School Students' Questionnaire Result

Statement	Very often	Often	Rarely	Never
Intensity of group discussion.	12%	68%	12%	8%
Intensity of question-and-answer session.	15%	60%	20%	5%
Intensity of the task returned by the teacher.	33%	27%	33%	7%
Intensity of feedback towards the assignment.	30%	25%	40%	5%

Table 4. The First and Second School Lesson Plan Observation Result.

Question	Yes	No
Does the school use the 2013 curriculum?	√	
Does the school use an emergency curriculum?		√
Is the English lesson plan that has been designed in accordance with the syllabus and curriculum used?	√	
Does the English lesson plan designed by the teacher use certain learning methods?		√
Does the English lesson plan designed by the teacher contain types of assessments to measure learning objectives?		√
Is the assessment used in the English lesson plan designed by the teacher appropriate and able to measure learning objectives?		√
Does the English lesson plan designed by the teacher contain an assessment instrument?		√

The blueprint of the authentic assessment rubric was made based on the result of the analysis phase and following the 2013 Curriculum syllabus. The blueprint consists of a theme, sub-theme, basic competencies that students should achieve, teaching method, activity, and the assessment type. Then it was used as a guideline in developing the rubric. In the development phase, the first thing done was to determine the learning method. After that, followed by constructing the teacher's instruction to ease the teacher in understanding the activity and assessment. Third, the assessment type was determined based on the assignment assigned. Next, the activity was developed based on the teaching method syntax and activity. Last, the rubric was developed. There are four assessment rubrics, a rubric for assessing the process, a rubric for assessing the learning product or performance, and a self-assessment rubric on the process and learning result. The rubric developed consisted of the task description, scale, dimensions, and description of dimensions following good rubric criteria by Stevens and Levi (2005, in Chowdhury, 2019). For the scale, it followed the triage theory of grading by Rapaport (2009). It is also supported with several pictures, video links, simple text, analyzing tables, and comparison tables to help the teachers and students. The example of rubric developed is accessible through this link https://drive.google.com/file/d/12nK6UTlYoK MCXVkgbCfW5PmpO6yGu_-v/view?usp=sharing

Furthermore, in the evaluation phase, the rubric quality was investigated by conducting experts and users judgment. The result of experts and users' judgment could be seen in the Table 5 and Table 6.

Table 5. Educational Experts Judgment Scores

Expert	Scores	Criteria
First expert	129	Excellent
Second expert	123	Excellent
Third expert	131	Excellent

Table 6. Users Judgment Scores

User	Scores	Criteria
First teacher	120	Good
Second teacher	128	Excellent

From three educational experts, the rubric quality was categorized as an excellent rubric because all of the scores exceeded 121.5. Meanwhile, the judgment from two English teachers considered the rubric as a good and an excellent rubric. Based on those judgments, it could be said that the authentic assessment rubric could be used and implemented for 4th grade students.

DISCUSSION

An authentic assessment rubric is seen as an assessment tool that could assist the teacher in conducting the assessment. The authentic assessment provides a wider opportunity for the teacher to assess the students' learning input, process, and output (Rahmawati 2014, in Suwartono & Riyani, 2019). This assessment is also known as the 2013 Curriculum recommendation (Riestyananda et al., 2018). By using a rubric, the teachers' job in assessing the students' work and performance could be easier. Chowdhury (2019) mentioned that they could achieve or obtain a certain score by looking at the information provided in the rubric related to the skills and knowledge required to complete the task. It could be used as a guideline. The

rubric also provides the students with informative feedback (Chowdhury, 2019). Moreover, the grading scale of the rubric needs to be considered, considering that the assessment is aimed at young learners. Triage theory of grading adapted from Rapaport (2009) could be used in which there are three ranges of scale, 3 as "good,", 2 as "average," and 1 as "poor."

Moreover, the authentic assessment rubric was driven and developed by the syntax of innovative teaching methods. There are four teaching methods, namely project-based learning, discovery learning, problem-based learning, and task-based language learning. These teaching methods are beneficial to improve students' 4C skills which would be useful for industrial revolution 4.0 (Hairuddin et al., 2018; Karyawati et al., 2018; Sobari & Husnussalam, 2019; Surya, 2017). The product of this study provides teaching and learning resources in the form of video, pictures, and simple text. It also facilitates the student with a comparison table and analysis table to ease young learners in the learning process. Then, the rubric was developed based on the activity and the syntax of the teaching methods. There are four authentic assessment rubrics developed, a rubric for assessing the process, the learning product or performance, a self-assessment rubric on the process, and a self-assessment rubric on the learning product or performance.

Based on Syahidah and Umasugi's (2021) study about rubric assessment for speaking skills, it was only developed a rubric to assess the students' performance. On the contrary, this study developed rubrics to assess the students learning process as well as students' learning product or performance. It was in line with the focus of authentic assessment which emphasize the teachers to monitor the students learning progress (Suwartono & Riyani, 2019). The rubric for students learning process was developed concerning that teachers were only focused on students learning result based on the interview conducted with teachers and students. Furthermore, the rubric for students learning process was developed based on each step in the learning method to ease the teachers in monitoring students' progress.

The product of this study also equipped with self-assessment rubric for the students. The self-assessment was developed in order to provide opportunity for the students to reflect themselves. They should reflect on the learning process and also their learning result whether the learning performance or product they have made. Self-assessment was provided to improve students learning progress. Self-assessment was added to the product of this study by considering the results of previous research conducted by Vasileiadou and Karadimitriou (2021). It was found that self-assessment rubric could improve elementary students' performances. Moreover, it was mentioned that it could facilitate deeper and meaningful learning for the students. Through self-assessment students could identify their weaknesses and strengths (Dharma & Adiwijaya, 2019).

In addition, the authentic assessment rubric developed already followed the syllabus of Curriculum 2013. The instruction, teaching method syntax and criteria of the rubric were explained in detail. According to Soliha (2019) English teachers of junior high schools in Probolinggo were difficult to implement assessment rubric based on Curriculum 2013 since the rubric they used was not provided with complete detail and clear criteria. Meanwhile, the rubric developed in this study already provided the teachers with learning resources and teacher's instruction to help teacher in implementing the rubric. Moreover, the rubric was quite applicable. The teachers could use the product of this study as a guideline in designing a new rubric with different activity or teaching method.

Due to the COVID-19 outbreak, education has great possibilities to be carried out online or in blended learning situation. In accordance with the decision of the Indonesian minister of education and culture, since March 24, 2020, education in Indonesia has been carried out online to maintain the health of students and teachers from the Covid-19 outbreak (Mardiana et al., 2021). Due to online learning, the assessment also would be done online. Online learning provides high potential for the development of assessment instruments that can be used as a guideline in evaluating student learning processes and outcomes. According to Joshi et al. (2020) online assessment is very useful for distance learning situations and is able to provide high quality and objective feedback. Hence, an assessment instrument in the form of a rubric has a high urgency to be developed since the education was shift into online or blended learning. Moreover, Surahman et al. (2021) have mentioned that teachers in Talegong Garut have

a high interest in implementing online assessment in blended learning situation to reduce the COVID-19 cases.

CONCLUSION

Based on the preliminary study in two elementary schools in Buleleng, it was found that authentic assessment for 4th grade students was not implemented accordingly with the 2013 Curriculum regulation. There was no assessment instrument involved and feedback was rarely given. In addition, innovative teaching methods were not implemented optimally. Therefore, an authentic assessment rubric for grade 4 with innovative teaching methods namely, discovery learning, problem-based learning, project-based learning, and task based-learning was developed. It followed the design and development (D&D) with an analysis, design, development, and evaluation (ADDE) procedure. The rubric developed was supported with teaching and learning resources in the form of video, pictures, and simple text. It also equipped students with a comparison table and analysis table to help them in the learning process. Moreover, there are four rubrics provided, 1) rubric for assessing the students' process, 2) rubric for assessing students learning product or performance, 3) self-assessment for the process, and 4) self-assessment on the learning product or performance. The quality of the rubric developed was categorized as an excellent and a good rubric. It could be concluded that the rubric was applicable and appropriate for students of grade 4.

There were three suggestions that could be given based on the result of this study. First, it was suggested that fourth-grade students could use and follow every step of the activities provided to improve 21st-century skills. The rubric provided could also be used as a reference to get a better score and self-reflection. Second, for teachers, it was suggested to apply the rubric to follow the regulations of the ministry of education regarding authentic assessment. It was also beneficial to train students 21st century skills. Third, because the rubric developed was based on the topic of the first semester, it was suggested for other researchers to continue the development of the rubric with the topic of the second semester and improve the quality of the rubric.

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