

CHAPTER I

INTRODUCTION

1.1 Research Background

Industry 4.0 makes a huge revolution to the technology (Schwab, 2018). Technology becomes more sophisticated and it affects all sectors in our world. In Industry 4.0, many things become more technology-oriented due to the invented of Internet of Things (IoT). Therefore, many jobs are required the 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 sectors that should be become more innovative is 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 use 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 skills 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 skills 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 of 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 tasks based on real-life situation. By using authentic assessment it makes students possible to perform related skills which are needed in real life. Those skill are 4C skills which already explained in the 21st century which are communication, creativity, critical thinking, and collaboration (Sahyoni & Zaim, 2017).

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 option 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 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 challenges and it requires more effort. Not all teacher can dedicate themselves in online learning. Teachers who do not dedicate 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 research focused on identifying the need of authentic assessment rubric in elementary school year 6 in order to improve students' process in learning. After identifying the needs, developing rubric have ben done to response to the needs itself.

1.2 Problem Identification

Based on the preliminary observation in two elementary schools in Buleleng regency which were Sekolah Dasar Laboratorium Universitas Pendidikan

Ganesha and Sekolah Dasar Negeri 3 Banjar Jawa, there were three conditions that lead to the problem of English learning process in the elementary school. First, English was not a compulsory subject in elementary school. English subject consider as an extra subject that can be taken or not. English was an optional subject which can be deleted if the infrastructure not support the learning process. Because it was not a compulsory subject, there was no curriculum in the national rate that shows what should be taught to the students.

Second, there were limited teachers who be able to teach English in elementary school. English language teacher was only one in both schools. The only one teacher in that school taught English in all classes. There was one teacher who was not graduated from English Language Education but taught English. Even tough, English for elementary school is still in the basic level, there are some effective techniques than can be taught in order to make students understand well to the material. Not only that, because there was one teacher who did not graduated from English Language Education it could be led to another problem like teacher mispronouncing words or there were grammatical mistakes. Elementary school students which also consider as young learner have great memorization. And this mistake can be remembered until the students grow up.

Third, teachers focused only to the result not the process. Those previous problem lead to this problem. When teachers have lack competencies in teaching, they had less understanding on how to teach English in more fun and meaningful way so that students can achieve their best potential in learning. Teachers were just focus on how to complete the administration part by giving

traditional assessment which only focused on cognitive level. After conducting the test, teachers got the score and used it in administration form. Teachers sometimes gave feedback for students in form of remedial test, and on students' assignment.

If we looked to these problems, it was clearly enough to conclude that the focus of learning English was to get the final score as the goal of assessment. Authentic assessment was rarely or almost never used. It was contradictive with the goals of 21st century learning which more emphasized on how students use their knowledge. To response the problem that already mentioned, it is important to develop authentic assessment rubric in order to make teachers easier in assessing student's process. If teachers found out that assessing process was not difficult, there would be possibility for them to conducting authentic assessment more often.

In order to develop authentic assessment rubric, it was also important to know some teaching methods that would be used in the classroom. The teaching methods were project based learning, problem based learning, discovery based learning, and task based language learning method. These four methods were used because there were a lot of processes that can train students' skill in order to completing the task in these four methods.

1.3 Limitation of the Problems

Since there are many years in the elementary school, and each year have different skill level of difficulty, this research limited for developing authentic assessment rubric for grade sixth in elementary school and in first semester

only. The authentic assessment rubric still need to be tried in the future to make sure that it is appropriate for assessing students in the grade sixth.

1.4 Research Questions

Regarding to the problem identification above, the research questions for this research are as follows,

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?
3. How is the quality of authentic assessment rubric which has been designed for teaching English as a Foreign Language in grade sixth of elementary school?

1.5 Research Objectives

The research objectives for this research are as follows,

1. To identify criteria of designing authentic assessment rubric for assessing students in grade sixth of elementary school.
2. To develop the authentic assessment rubric for English Foreign Learning in grade sixth of elementary school.
3. To identify the quality of authentic assessment rubric for English Foreign Learning in grade sixth of elementary school.

1.6 The Expected Specification of the Product

The expected specification of the product in this research are as follows,

1. It is expected that the rubric of authentic assessment help teachers to assess students' process of learning easier.
2. It is expected, by knowing how to assess students' learning process, teachers can use authentic assessment more often so that it can make students train their skill on applying the knowledge into real life problem.

1.7 Research Significances

There were two kinds of research significance that are expected to be achieved in this research. There are theoretical significance and practical significance.

1. Theoretical significance
 - a. Theoretical significance of the research was to give the contribution to the development of using authentic assessment rubric especially for learning process in the elementary school grade sixth.

2. Practical significance

- a. For Teacher

It is hoped that by developing the authentic assessment rubric, EFL teachers will learn how to use authentic assessment rubric in assessing students in learning English. Moreover, teachers will emphasize more to the learning process since they are already provided by the rubric to assess students' learning process.

- b. For the students

It is hoped that students will be assessing through the process not by the result only. Since students will be assessed through learning

process, students can apply their skills and not only gaining knowledge but know how to use it.

c. For other researchers

For other researchers, it is hoped that other researchers can use this result of the research by conducting similar research that can provide teachers with authentic assessment rubric in different level or grade.

1.8 Assumption and the Limitation of the Development

The assumption and limitation of developing authentic assessment rubric in this research are as follows;

1. The authentic assessment rubric as the product that have been developed in this research was based on the characteristic 6th grade of elementary school in Buleleng Regency. Thus, this rubric have been designed and used for sixth grade of elementary school.
2. The authentic assessment rubric in this research have been developed as a prototype which is needed to be improved in the future.

1.9 Definition of Key-Terms

1.9.1 Conceptual Definition

1. Authentic Assessment

Authentic assessment is process which can be done to acquire students learning process (A. Nkhoma et al., 2020). Authentic assessment can be done by applying real-life problems. By applying authentic assessment, students can train 21st century

skills which consist of critical thinking, creativity, collaboration, and communication. As well as students can train language skills which are listening, reading, writing, and speaking (Marhaeni & Kusuma, 2017).

2. Rubric

To score students' skill and quality in the process, teachers can use the rubric (A. Nkhoma et al., 2020). Rubric can be varied depends on the purpose of learning process. Rubric consist of four main parts which are 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 (Mitchell, 2006).

3. Young Learner

Young learners are people who are in the age of 0 until 15 years old (Sukmawati, 2018). Yong learners are categorized into four stages which are from the age of 0 until 2, age of 3-7, age of 8-11, and age of 12-15. Each stage of age has the specific characteristics in acquiring skills and in learning process (Sukmawati, 2018).

1.9.2 Operational Definition

1. Authentic Assessment

Authentic assessment in this research refers to the four type of assessment which were used to develop the rubrics. Those were

project assessment, performance assessment, product assessment, and self-assessment.

2. Rubric

The definition of rubric in this research was authentic assessment rubrics which were developed based on the syntax of learning method and type of authentic assessment.

3. Young Learner

Young learners in this research were students in sixth grade of elementary school who are in the age of 11 until 12.

