

**DEVELOPING SCORING RUBRICS AS AUTHENTIC ASSESSMENT  
INSTRUMENTS FOR ASSESSING SEVENTH GRADE OF JUNIOR HIGH  
SCHOOL STUDENTS IN BULELENG REGENCY**

By: Ni Putu Diana Eka Lestari, NIM 1812021015

English Language Education Department, Ganesha University of Education,  
Singaraja

E-mail: [diana@undiksha.ac.id](mailto:diana@undiksha.ac.id)

**ABSTRACT**

The purpose of this research was to develop scoring rubrics as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng Regency based on syntaxes of the authentic and innovative teaching methods including Project-Based Learning, Problem-Based Learning, Discovery-Based Learning, and Task-Based Learning. Research design used in this research was D&D model developed by Richey and Klein (2007) that had four stages namely Analysis, Design, Development, and Evaluation. The subjects of this research were teachers and students of seventh grade of junior high school in Buleleng Regency. Several methods were used to collect the data such as conducting interview, questionnaire, observation, and document study. The development of scoring rubrics as authentic assessment instruments were adjusted with 2013 Curriculum English syllabus used by the teachers. The scoring rubrics developed consisted of some detail information such as learning topic and sub-topic, basic competencies, teaching method, assessment type, teacher's guideline, learning activities, and the assessment rubric itself. After being evaluated by the experts, it was found that the scoring rubrics were categorized as excellent product. The scoring rubrics as authentic assessment instruments were ready to be used by the teachers to help them carry out authentic assessment in the learning process.

**Keywords:** authentic assessment, assessment instruments, scoring rubrics, innovative teaching methods

**DEVELOPING SCORING RUBRICS AS AUTHENTIC ASSESSMENT  
INSTRUMENTS FOR SEVENTH GRADE OF JUNIOR HIGH SCHOOL  
STUDENTS IN BULELENG REGENCY**

By: Ni Putu Diana Eka Lestari, NIM 1812021015

English Language Education Department, Ganesha University of Education,  
Singaraja

E-mail: [diana@undiksha.ac.id](mailto:diana@undiksha.ac.id)

**ABSTRAK**

Penelitian ini bertujuan untuk mengembangkan rubrik penilaian sebagai instrumen penilaian autentik untuk menilai siswa kelas VII Sekolah Menengah Pertama di Kabupaten Buleleng berdasarkan sintaks metode pengajaran autentik dan inovatif meliputi *Project-Based Learning*, *Problem-Based Learning*, *Discovery-Based Learning*, dan *Task-Based Learning*. Desain penelitian yang digunakan dalam penelitian ini adalah model D&D yang dikembangkan oleh Richey dan Klein (2007) yang memiliki empat tahapan yaitu *Analysis*, *Design*, *Development*, dan *Evaluation*. Subjek penelitian ini adalah guru dan siswa kelas VII SMP di Kabupaten Buleleng. Beberapa metode digunakan untuk mengumpulkan data seperti wawancara, kuesioner, observasi, dan studi dokumen. Pengembangan rubrik penilaian sebagai instrumen penilaian autentik ini disesuaikan dengan silabus Bahasa Inggris Kurikulum 2013 yang digunakan oleh guru. Rubrik penilaian yang dikembangkan terdiri dari beberapa informasi rinci seperti topik dan sub-topik pembelajaran, kompetensi dasar, metode pengajaran, jenis penilaian, pedoman guru, kegiatan pembelajaran, dan rubrik penilaian itu sendiri. Setelah dievaluasi oleh para ahli, ditemukan bahwa rubrik penilaian ini dikategorikan sebagai produk unggulan. Rubrik penilaian sebagai instrumen penilaian autentik siap digunakan oleh para guru untuk membantu mereka melakukan penilaian autentik dalam proses pembelajaran.

**Kata kunci:** penilaian autentik, instrumen penilaian, rubrik penilaian, metode pengajaran inovatif