

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education in 21<sup>st</sup> century era leads to the establishment of authentic learning which promotes students to have meaningful learning experiences. Authentic learning has been conducted in many classrooms, including in EFL classrooms. Authentic learning is based on a constructivist perspective in which students integrate their prior experiences, resources, their own study, and their current experiences to form their own understandings of new concepts and activities that relate with the real-world situation (Roach et al., 2018). This is in line with Wornyo et al. (2018) who assert that authentic learning is often understood as learning by doing that gives meaningful experiences for the students by allowing them to learn based on real-life context, involve to solve real-world issues, and get closer to their environment. This means, through authentic learning, students are able to explore their experiences by applying all their knowledge and skills and having real practice in the real-life settings.

Nowadays, Indonesian education applies 2013 Curriculum which highly supports the establishment of authentic learning. Likewise, based on Regulation of Indonesian Minister of Education and Culture No. 65 in 2013 about Process Standards of Primary and Secondary Education, Indonesian EFL teachers are driven to implement some authentic instructional approaches that enables students to have real-world learning experiences such

as Project-Based Learning, Problem-Based Learning, Discovery Learning, and Task-Based Learning. By having these instructional practices, students can connect their knowledge and skills with the situation occurred in their real life, as well as encourage them to be more critical and aware with their environment surroundings.

To measure the progress of students' performance as well as their learning outcomes during the authentic learning process, the role of assessment cannot be separated from the learning process. In order to promote the learning process, Marhaeni et al. (2020) explain the importance of assessment in the learning process becomes the focus to be addressed. As one of crucial component in education system, assessment is necessary to be conducted to assess students' learning achievement. Zaim et al., (2020) mention that as Indonesian education applies the 2013 Curriculum, the assessment carried out by teachers must be in form of authentic assessment. Authentic assessment is model of assessment that permits teachers to collect data and information to assess students' learning achievement through their progress during the learning process, by which they integrate their knowledge and skills with their practice in the real life through working on tasks, projects, or performances (Villarroel et al., 2018). In line with this, Ozan (2019) mentions that by having authentic assessment, it provides students with in-depth learning experiences, where they can expand their knowledge, build their higher order thinking skills, and improve their autonomous in learning.

Besides, currently, educational systems around the world must undertake massive adjustments due to the outbreak of COVID-19. The impact of this pandemic has given enormous unprecedented changes toward the continuity of teaching and learning process in all school levels, shifting the landscape of learning from face-to-face to completely online learning (Chung & Choi, 2021). Teachers and students are required to be familiar with the use of many digital platforms provided by local government or private companies that give them free access for the online learning content and support the distant teaching and learning process (Fahik & Santosa, 2021). Since online learning has dominated today's educational system, definitely it affects many things including its assessment practice. To keep students' well performance during their learning although it is done in online setting, teachers need to consider various contextual learning activities, which also support students' knowledge and competence development. Thus, Wahyuni et al. (2021) suggest the implementation of authentic assessment needs to be considered as the assessment does not only include students' assessment, but also their learning progress as well as their works as the integral part of the teaching and learning process.

As the authentic assessment emphasizes on assessing students' progress during their learning process, then assessment criteria must not only come from their final result, but also their progress during learning. This is in line with Prasetyo's arguments in 2017 who states that the focus of doing authentic assessment is not on students' achievement, but their progress instead. For instance, when students learn through project-based learning and

finally produce a final product, their performance during the project is not only assessed through their final project, but also their progress during working on the project. Patton (2012) as cited in Gulmez and Ortaokulu (2018) states that several phases must be taken into consideration in doing project-based learning. The phases include get an idea, design the project, tune the project, do the project, and exhibit the project. It is clearly showed that whenever teachers want to assess their students, they cannot do the assessment by seeing the final result in the phase of exhibit the project, but the assessment must include the performances of students in all phases.

Regarding to the aforementioned points, noticing the way how the authentic assessment should be actually conducted, unfortunately there is a gap between the theory and its execution in the real practice. A preliminary observation had been done to see the reality occurred on the ground. The observation had been carried out in two secondary schools (junior high school) in Buleleng. From the observation, several information were encountered. First, both schools conducted English language teaching based on the guideline of 2013 Curriculum (K-13). Second, because of the outbreak of the pandemic, the learning process was conducted through online. However, due to the online learning, the process of learning could not be done optimally. Many students found themselves hard to learn online because of their limitation in terms of signal, internet data, and devices. That was why, most of the learning process was done in asynchronous mode by using WhatsApp Group or Google Classroom. Because of the lack performance of the students in the classroom, it affected the way how teacher ran the teaching



process and conducted the assessment. Hence, the next problem encountered dealing with the learning assessment. Based on the teacher's interview, it was revealed that the teacher chose to conduct lecturing and ask students to do assignment in form of quizzes, multiple-choice questions, or short essays, instead of asking them to involve in a project or related authentic activities. This was done because of considering the real condition of the students. Definitely, this was in contrary with the concept of authentic learning which encourages the students to have practical tasks instead of theoretical tasks only. In addition, after doing in-depth interview, it was found as well that the assessment instrument used to assess the students was not provided sufficiently. The unavailability of proper assessment instrument to assess students learning process became the other major problems faced by the teachers.

Regarding to the aforementioned matters, it can be summarized that the implementation of the authentic learning in line with its authentic assessment based on what has been suggested in 2013 Curriculum does not run effectively due to the ineffective of the learning activities done in the classroom as well as the assessment carried out for the students. The teachers need to be assisted in terms of equipping some references of authentic learning activities supported with appropriate assessment instrument, especially in terms of scoring rubric. Although in some occasion, the teacher used rubric to assess the students, yet the availability of the rubric as the assessment instrument was very few and stil in form of general rubric which was not feasible enough to support the assessment practice during the

authentic learning activities. Henceforth, based on this circumstance, it is necessary to develop authentic assessment scoring rubrics for the teachers in junior high schools in Buleleng which are adjusted based on the syntaxes of several authentic and innovative teaching methods; Project-Based Learning, Problem-Based Learning, Discovery Learning, and Task-Based Learning. The consideration of using these four teaching methods as basis of the development of the scoring rubrics are according to the 2013 Curriculum which requires the students to be involved in the learning activities with the help of the implementation of those teaching methods. By developing the scoring rubrics as the instruments of authentic assessment, this also becomes the novelty of the research as there are products developed from the research which later enable teachers to have appropriate and effective assessment both on students' performance and progress during their authentic learning.

## **1.2 Problem Identification**

Based on the preliminary observation done in two different schools in Buleleng, there were two main issues that encountered by the EFL teachers, particular in the seventh grade. First, the teachers could not optimally apply the authentic learning. Regarding to the observation and the interview, the teachers admitted that they had difficulties in applying authentic learning due to the online learning carried out with the students. Because of the online learning, the teachers had few chances to establish authentic learning activities that could support the students to have better experiences in real-world tasks. They rarely involved some authentic learning methods such as

Project-Based Learning, Problem-Based Learning, or Task-Based Learning in the teaching and learning process, even though based on the 2013 Curriculum English syllabus, it is highly suggested to vary the teaching methods to support the authentic learning activities. Indeed, the teachers tended to create some activities such as giving multiple choices quizzes or short essays which did not fully promote their language skills and relate with the authentic learning. This situation cut the students' chance to have better learning performances during their learning process.

Second, since there was no corresponding authentic learning activities, then absolutely the practice of authentic assessment could not run effectively. The teachers in particular seventh grade teachers of junior high school in Buleleng regency still have lack of knowledge, experiences, and preparation in doing authentic assessment. Referring to the information given by the teachers during the interview, they said that they did not have sufficient authentic assessment instrument used to assess the students. Most of the time, they did not use scoring rubric as the assessment instrument, because the learning activities were oriented to traditional learning (multiple choices, short essays, or quizzes). Hence, the assessment was gathered only by seeing the final result of the tests given. Whereas, it is known that the students' learning achievement cannot be assessed only from their final result, but also their progress during the learning process. In addition, they had less preparation and lacked of knowledge in creating the assessment scoring rubrics. Therefore, most of the time, some aspects that should be assessed on students' learning performances, were not included in the assessment rubrics.

By seeing this situation, the research considers that it is very important to help the teachers in junior high school in Buleleng regency by developing authentic scoring rubrics for them, which later they can use to assess their students' learning performances in better way. The development of the authentic scoring rubrics are designed in line with four major authentic teaching methods namely Project-Based Learning, Problem-Based Learning, Discovery-Based Learning, and Task-Based Learning. These four learning methods can assist the teachers to provide meaningful learning experiences for the students by which they are promoted to learn based on real-world tasks. By having innovative and authentic learning activities with the support of the proper authentic assessment instrument in form of rubric, these thoroughly establish a good and optimal teaching-learning process between the teachers and the students.

### **1.3 The Limitation of the Problem**

In order to have better focus on the research, the scope of this research is limited. This research will be limited on the development of scoring rubrics as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng regency, especially for first semester in academic year 2021/2022. The design of authentic scoring rubrics made in this developmental research can be adjusted in both online and offline learning. Furthermore, the rubrics are created based on four authentic learning methods such as Project-Based Learning, Problem-Based Learning, Discovery-Based



Learning, and Task-Based Learning in line with the syntax of each learning method.

#### **1.4 Research Questions**

Regarding to the aforementioned background, the research questions for this proposed research can be formulated as follows:

1. What are the criteria of designing scoring rubrics as authentic assessment instruments based on Project-Based Learning, Problem-Based Learning, Discovery-Based Learning, and Task-Based Learning for seventh grade of junior high school students in Buleleng regency?
2. How to develop scoring rubrics as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng regency?
3. What is the quality of scoring rubrics as authentic assessment instruments developed for assessing seventh grade of junior high school students in Buleleng regency?

#### **1.5 Research Objectives**

The objectives of this proposed research is formulated as follows:

1. To determine the criteria of designing scoring rubrics based on Project-Based Learning, Problem-Based Learning, Discovery-Based Learning, and Task-Based Learning for assessing seventh grade of junior high school students in Buleleng regency.

2. To develop scoring rubrics as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng regency
3. To find out the quality of the scoring rubrics developed as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng regency

### **1.6 The Expected Specification of the Product**

The expected specification of the product in this proposed research can be stated as follows:

1. It is expected that by developing the scoring rubrics as the authentic assessment instruments, those can help teachers to have better assessment practice in assessing students' learning performances, in which their performances are not only assessed through their final product or achievement, but also through the whole progress that they have during the learning process.
2. As the scoring rubrics are developed for conducting authentic assessment, teachers in EFL classrooms can have better assessment practice for assessing students' learning performances by using authentic assessment.
3. The authentic scoring rubrics are supported with various learning activities based on four innovative learning method namely Project-Based Learning, Problem-Based Learning, Discovery-Based Learning, and Task-Based Learning. By using the methods, these will help the

teachers to provide meaningful learning experiences for the students relating to real-world tasks.

## **1.7 Research Significance**

This proposed research consists of two research significances that are expected to be achieved in the research. They are theoretical and practical significances. Further, these significances are explained as follows:

### **1.7.1 Theoretical Significance**

For the theoretical significance, this proposed researched is expected to give contribution to the development of knowledge in designing and using scoring rubrics as authentic assessment instruments for assessing seventh grade of junior high school students in Buleleng regency.

### **1.7.2 Practical Significance**

#### **a) For teachers**

For teachers, it is expected that this research will help them to gain knowledge of designing and using authentic scoring rubrics for assessing students' learning performances during their learning process, in which they are not only assessed through their final achievement, but also through their whole progress that they have during the learning process. In addition, it is also hoped that through this research, teachers can implement better authentic assessment practice to assess the students' learning performance

during their authentic learning practice, since they are already provided with appropriate instrument to assess their students.

b) For students

It is expected that by conducting appropriate authentic assessment practice, it can encourage students to perform better during their learning process, which they are expected to enrich their knowledge and improve their higher order thinking skills and apply all their knowledge and skills in the real-world context.

c) For researchers

For the researchers, it is expected that they can use these research as their references to conduct similar study about developing authentic assessment rubrics in different level or context of learning.

### **1.8 Assumption and the Limitation of the Development**

The limitations of the development of authentic assessment in this research can be stated as follows:

1. The authentic scoring rubrics as the products that will be developed in this research are based on the characteristics of 7<sup>th</sup> grade of junior high school in Buleleng regency. Hence, the authentic scoring rubrics are designed and used for assessing students in grade 7<sup>th</sup> of junior high school.
2. The authentic scoring rubrics in this research are developed only as the prototype which needs to be improved in the future.



## 1.9 Definition of Key Terms

There are three major key terms focused in this research. The key terms deal with the definition of authentic assessment, assessment instrument, and scoring rubric. Furthermore, the definition of all key terms will be explained in two different types of definition namely conceptual and operational definitions. All definitions of the key terms are explained as follows:

### 1.9.1 Conceptual Definition

Conceptual definition can be understood as definition obtained based on the existed theories made by the experts. The conceptual definitions of the three key terms are explained as follows:

#### 1.9.1.1 Authentic Assessment

Since Indonesian education shift to 2013 Curriculum, the assessment used to assess students' learning performance must be in form of authentic assessment. Ozan (2019) states that authentic assessment is type of assessment that assess students' learning performance through authentic tasks given by teachers. Authentic tasks here refer to any tasks that allow students to work based on real-world tasks, in which they can integrate their learning, expand their knowledge, develop their high-level thinking skills, and practice what they have learned in their society. Through conducting authentic assessment, this helps teachers assess students' learning entirely because this assessment emphasizes on the whole progress achieved by the

students while they working on real-world tasks, projects, or making performances during their learning process.

### **1.9.1.2 Assessment Instrument**

Assessment instrument can be defined as a tool used during the assessment practice to collect students' information during the learning process (Surya & Aman, 2016). In conducting assessment, instrument is needed to help the teacher assess the performance of the students. The evidence of students' learning achievement during the learning process is collected with the help of the instrument. By using assessment instrument, it ease teachers' assessment toward the students.

### **1.9.1.3 Scoring Rubric**

When conducting assessment practice, it cannot be separated from the use of assessment instrument and one of them can be in form of assessment rubric (also known as assessment scoring rubric). Jeong (2015) mentions that scoring rubrics are common found as assessment instruments used in language classrooms to help students learn and make the assessment process more transparent. In line with this, Jonsson and Panadero (2016) share that rubrics are used to aid teachers in determining the quality of students' performance, and in general all rubrics share two key characteristics. First, most of rubrics offer information about the features or criteria seen from students' performance. These features or criteria are used as consideration

to assess the quality of the students. Second, the rubrics provide descriptions of students' performance at diverse level of quality, later used to help teachers assess the students. The practice of assessment will run optimally when it is supported with appropriate assessment rubric. In line with this, to develop good assessment rubric, the validity and reliability of the rubric must be highly considered (Sumarni et al., 2018).

### **1.9.2 Operational Definition**

Operational definition is a procedural definition used in the study. The operational definitions of the three key terms are elaborated as follows:

#### **1.9.2.1 Authentic Assessment**

Authentic assessment is a model of assessment that assess students' learning achievement through the real-world tasks, projects, or performances they have done during their learning process. In this study, in order to conduct the authentic assessment, the assessment will be carried out based on the certain topics that can be done authentically by the seventh grade students. Later, the authentic assessment is adjusted with some authentic learning models that can be administered for the students such as project-based learning, inquiry-based learning, problem-based learning or problem-based learning.

### 1.9.2.2 Assessment Instrument

Assessment instrument is used in the assessment practice as it helps teachers a lot to assess the students' learning performance. As tool of assessment, assessment instrument is varied depends on the needs of the assessment.

### 1.9.2.3 Scoring Rubric

Scoring rubric is the tool used by the teachers to administer the authentic assessment. Since this study focuses on the development of scoring rubric as authentic assessment instruments, then the rubric itself will be adjusted based on what aspect is being assessed from the students in the learning process.

