

**DEVELOPING AUTHENTIC ASSESSMENT RUBRIC BASED ON 21st
CENTURY LEARNING METHODS FOR ASSESSING SECOND SEMESTER OF
11th GRADE SENIOR HIGH SCHOOL**




**PRODI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2023**



**DEVELOPING AUTHENTIC ASSESSMENT RUBRIC
BASED ON 21st CENTURY LEARNING METHODS
FOR ASSESSING SECOND SEMESTER OF 11th
GRADE SENIOR HIGH SCHOOL**

SKRIPSI



**Diajukan kepada
Universitas Pendidikan Ganesha
untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**

**Oleh
Pande Kadek Dika Saputra
1912021047**

**JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA**

2023

SKRIPSI

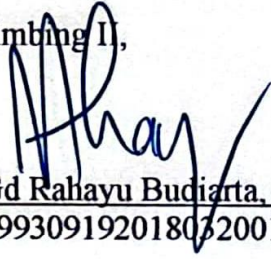
**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,


Prof. Dr. Putu Kerti Nitiasih, M.A
NIP 196206261986032002

Pembimbing II,


Luh Gd Rahayu Budiarta, S.Pd., M.Pd
NIP 199309192018032001

Lembar Persetujuan Dosen Penguji Skripsi
Skripsi oleh Pande Kadek Dika Saputra ini

telah dipertahankan di depan dewan penguji

pada tanggal 22 Mei 2023

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP 197609022000031001

(Ketua)



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP 198104192006042002

(Anggota)



Prof. Dr. Putu Kerti Nitiasih, MA
NIP 196206261986032002

(Anggota)



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP 199309192018032001

(Anggota)

Lembar Persetujuan dan Pengesahan Panitia Ujian Skripsi
Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

guna memenuhi syarat-syarat untuk mencapai gelar sarjana Pendidikan

Pada:

Hari : Selasa
Tanggal : 27 Juni 2023

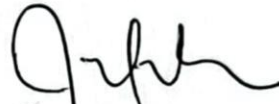
Mengetahui,

Ketua Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP 197609022000031001

Sekretaris Ujian,



Dr. I G A Lokita Purnamika, S.Pd., M.Pd.
NIP 198304022006042001

Mengesahkan
Dekan Fakultas Bahasa dan Seni



I Made Sutarna, M.Pd.
NIP 196004241986031002

MOTTO

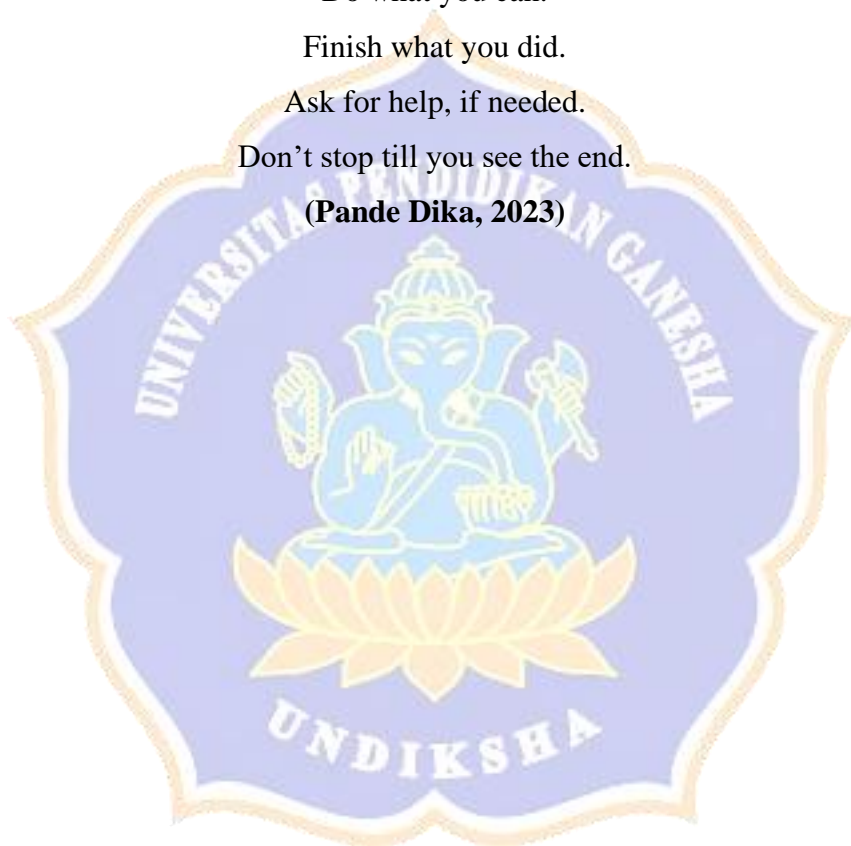
Do what you can.

Finish what you did.

Ask for help, if needed.

Don't stop till you see the end.

(Pande Dika, 2023)



DEDICATIONS

This thesis is highly dedicated to:

Ida Sang Hyang Widhi Wasa

My Parents:

Nyoman Putrayasa & Luh Suartini

My Siblings:

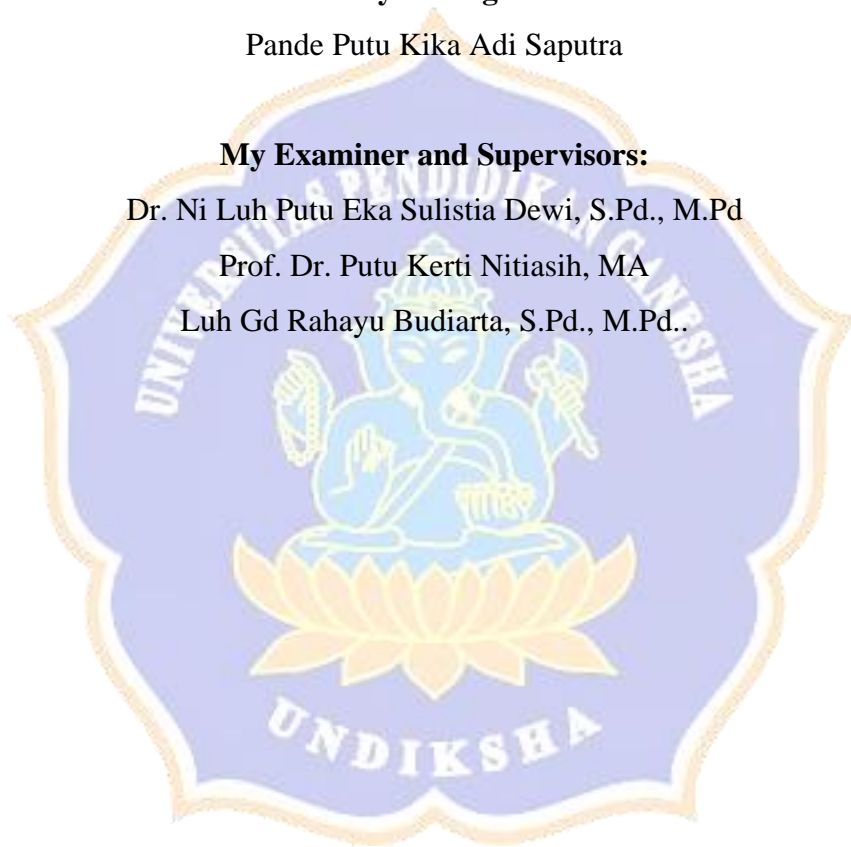
Pande Putu Kika Adi Saputra

My Examiner and Supervisors:

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd

Prof. Dr. Putu Kerti Nitiasih, MA

Luh Gd Rahayu Budiarta, S.Pd., M.Pd..



ACKNOWLEDGEMENT

First of all, the author would like to say thanks to the Almighty God, Ida Sang Hyang Widhi Wasa for all the blessing that has been given to the author, to finish the thesis entitled “Developing Authentic Assessment Rubric Based On 21st Century Learning Methods for Assessing Second Semester of 11th Grade Senior High School”. The author also would like to appreciate all of the people who support, motivate, advice, and help the author to finish this research. Then, the author would like to say thanks and the highest appreciation to:

1. Prof. Dr. Putu Kerti Nitiasih, MA as the first supervisor, who had kindly given valuable support, suggestion, advice, and cares along the completion of this thesis,
2. Luh Gd Rahayu Budiarta, S.Pd., M.Pd.. as the second supervisor for the beneficial feedbacks, suggestion, supports, helpful advice and unstoppable guidance in helping the writer a lot in finishing this thesis,
3. Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd. as my examiner who provide suggestions and input for the author in improving this thesis,
4. All of English Language Education lectures who have guided the writer with knowledge and experience over the years and in completing the thesis,
5. My beloved parents Nyoman Putrayasa & Luh Suartini, my respected brothers Pande Putu Kika Adi Saputra for their love, support and motivation under any circumstances,
6. Lastly, I would like to thank myself for being able to survive this situation and go through all the processes.

Regardless of all the above, the researcher realizes that this research has not been perfect. Therefore, the researcher expects all constructive criticism and suggestion expected of this research.

Singaraja, May, 17th 2023

Pande Kadek Dika Saputra

DEVELOPING AUTHENTIC ASSESSMENT RUBRIC BASED ON 21st CENTURY LEARNING METHODS FOR ASSESSING SECOND SEMESTER OF 11th GRADE SENIOR HIGH SCHOOL

By
Pande Kadek Dika Saputra, NIM 1912021047
English Language Education

ABSTRACT

This study was done to create an authentic assessment rubric using problem-based learning (PBL), project-based learning (PjBl), and discovery learning, three 21st-century learning strategies. This study employed the Richey and Klein (2007) design and development (DnD) approach, which has four stages: analysis, design, development, and evaluation, or ADDE. The participants in this study were a senior high school English instructor and 11th graders. The data was gathered using a variety of tools, including surveys, interviews, and document analyses, and was then examined using a mixed technique. Instructions for instructors and students as well as the proper assessment methods were included in the created rubric. Based on the syntax of each approach, it was customized to the learning aim, learning subjects, themes, learning methods, and learning activity. After being examined by experts, the actual assessment rubric product was found to be an excellent rubric that is appropriate for English learning.

Keywords: Authentic assessment rubric, 21st-century learning methods, teacher and students of 11th-grade senior high school.

DEVELOPING AUTHENTIC ASSESSMENT RUBRIC BASED ON 21st CENTURY LEARNING METHODS FOR ASSESSING SECOND SEMESTER OF 11th GRADE SENIOR HIGH SCHOOL

By
Pande Kadek Dika Saputra, NIM 1912021047
English Language Education

ABSTRAK

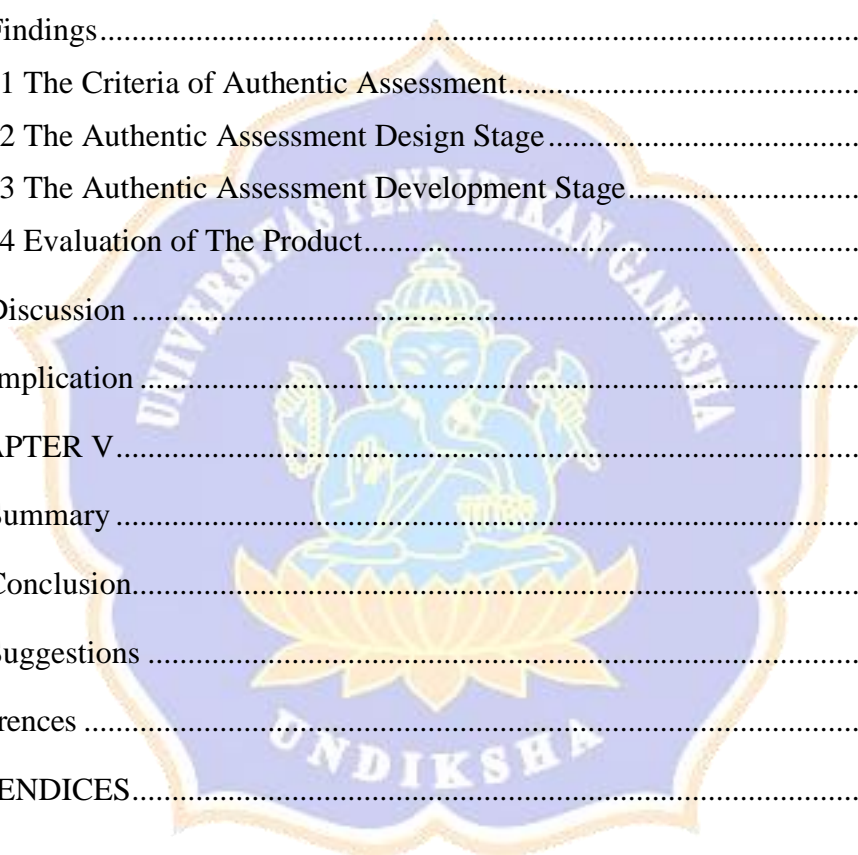
Penelitian ini dilakukan untuk membuat rubrik penilaian autentik dengan menggunakan pembelajaran berbasis *Problem-Based Learning (PBL)*, *Project-Based Learning (PjBl)*, and *Discovery Learning*. Penelitian ini menggunakan pendekatan desain dan pengembangan (DnD) Richey dan Klein (2007), yang memiliki empat tahapan: *Analysis, Design, Development, and Evaluation*, atau disebut ADDE. Peserta dalam penelitian ini adalah instruktur bahasa Inggris SMA dan siswa kelas 11. Data dikumpulkan dengan menggunakan berbagai alat, termasuk survei, wawancara, dan analisis dokumen, dan kemudian diperiksa dengan menggunakan *Mixed Method*. Instruksi untuk instruktur dan siswa serta metode penilaian yang tepat dimasukkan dalam rubrik yang dibuat. Berdasarkan sintak masing-masing pendekatan disesuaikan dengan tujuan pembelajaran, mata pelajaran, tema, metode pembelajaran, dan aktivitas pembelajaran. Setelah diperiksa oleh para ahli, produk rubrik penilaian aktual ditemukan sebagai rubrik unggulan yang sesuai untuk pembelajaran bahasa Inggris.

Kata Kunci: rubrik penilaian autentik, metode pembelajaran abad 21, guru dan siswa kelas 11 SMA.

TABLE OF CONTENTS

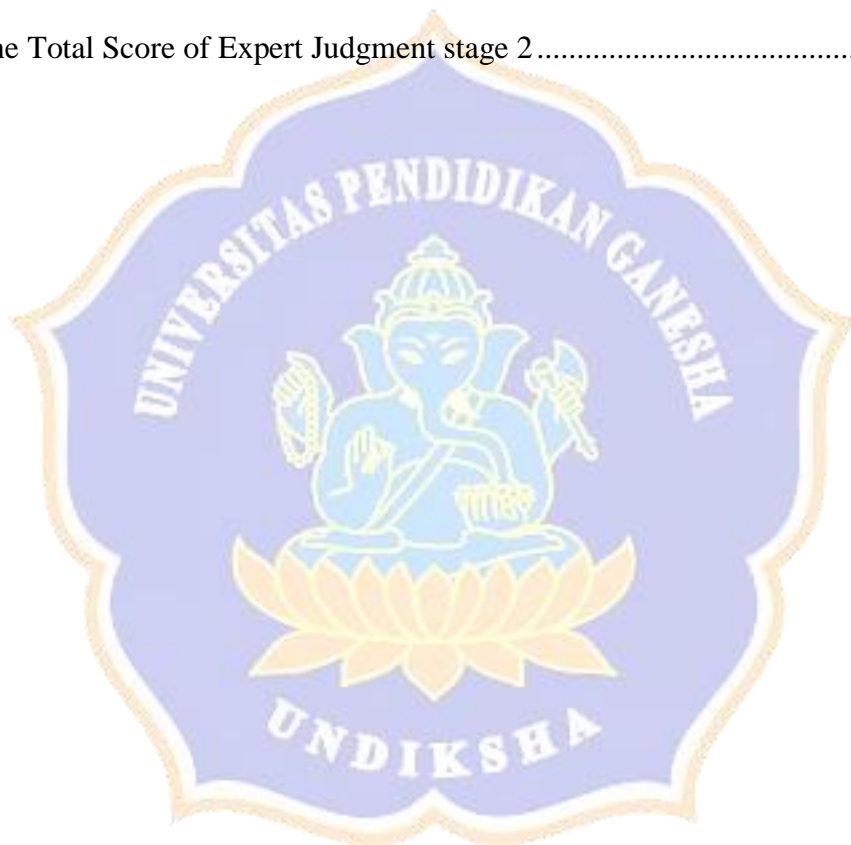
ABSTRACT	x
TABLE OF CONTENTS	xii
LIST OF TABLE	xiv
LIST OF CHART	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
1.1. Research Background	1
1.2. Problem Identification	5
1.3. Limitation of The Study	5
1.4. Research Questions	6
1.5. Research Objectives	6
1.6. The expected specifications of the product	6
1.7. Significance of The Study	7
1.8. Assumption and limitation of the development	8
1.9. Definition of key terms	8
CHAPTER II	13
2.1. Theoretical Reviews	13
2.1.1. The True Essence of HOTS-based Learning	13
2.1.2. Authentic Assessment	14
2.1.3. Types of Authentic Assessment	15
2.1.4. Secondary Education Learner	16
2.1.5. Rubric assessment and authentic rubric assessment	16
2.1.6. Types of Innovative Teaching Methods in the 21st Century	17
2.1.7. Analytical and Holistic Scoring Rubrics	20

2.2. Empirical Reviews	21
CHAPTER III.....	25
3.1. Research Design	25
3.2. Research Procedure	25
3.3. Research Subject and Object.....	27
3.4. Instrument and Method of Data Collection.....	28
3.5. Techniques and Methods of Data Analysis.....	31
CHAPTER IV	33
4.1 Findings.....	34
4.1.1 The Criteria of Authentic Assessment.....	34
4.1.2 The Authentic Assessment Design Stage.....	53
4.1.3 The Authentic Assessment Development Stage.....	55
4.1.4 Evaluation of The Product.....	56
4.2 Discussion	59
4.3 Implication	62
CHAPTER V	64
5.1 Summary	64
5.2 Conclusion.....	65
5.3 Suggestions	67
References	68
APPENDICES.....	73



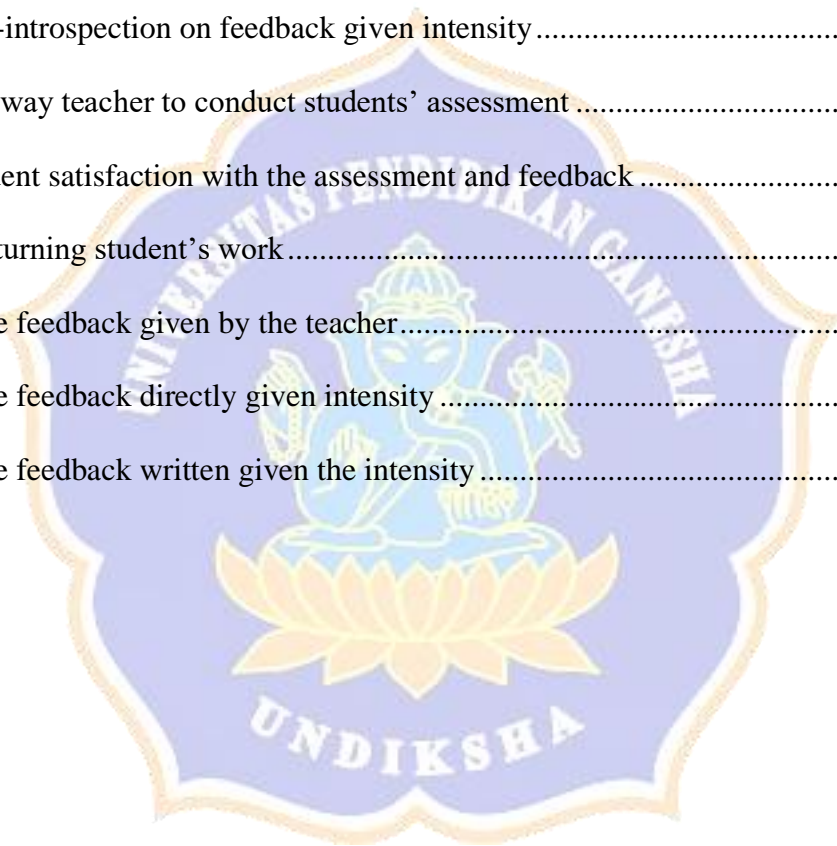
LIST OF TABLE

Table 3.1 Instrument and Method of Data Collection table.....	28
Table 3.2 Table formula by Nurkencana and Sunartas (1992)	32
Table 4.1 Research Stages and Corresponding Research Questions.	33
Table 4.2 The Learning topics in 2 nd semester	50
Table 4.3 The learning objective and its theme	51
Table 4. 3 The Total Score of Expert Judgment stage 1	58
Table 4. 4 The Total Score of Expert Judgment stage 2.....	59



LIST OF CHART

Chart 4.1 Students' groups activity in the class	36
Chart 4.2 The intensity of the discussion session in the group	38
Chart 4.3 Question and answer session.....	39
Chart 4.4 The question and answer intensity	40
Chart 4.5 Homework intensity	41
Chart 4.6 the use of 21 st learning method	41
Chart 4.7 Self-introspection on feedback given intensity	42
Chart 4.8 The way teacher to conduct students' assessment	43
Chart 4.9 Student satisfaction with the assessment and feedback	44
Chart 4.10 Returning student's work.....	45
Chart 4.11 The feedback given by the teacher.....	46
Chart 4.12 The feedback directly given intensity	47
Chart 4.13 The feedback written given the intensity	48



LIST OF APPENDICES

Appendix 1 Teacher’s Interview Guide Theory	73
Appendix 2 Teacher’s Interview Guide	74
Appendix 3 Quisioner Guide Theory.....	75
Appendix 4 Quisioner Guide	76
Appendix 5 Syllabus	77
Appendix 6 Lesson Plan	86
Appendix 7 Blueprint of Authentic Assessment Rubric.....	89
Appendix 8 Draft of Authentic Assessment Rubric	104
Appendix 9 Authentic Assessment Rubric	109
Appendix 10 Expert judgement	115
Appendix 11 Activities Documentation.....	140

