CHAPTER I
INTRODUCTION

1.1. Research Background

Curriculum 2013, also known as K13, which attempts to adapt to the present, is used in Indonesia for learning activities during the 4.0 era of the 21st century. In the current curriculum for senior high school in Indonesia, the school learning system has been completely different level in junior high school and elementary school where some of the subjects are included in one single subject which makes it not that specific. But in this case, the subject of English in the Indonesian learning system has been separated and become one of the must-have subjects in the curriculum since junior high school started, and it become more specific in senior high school. so in today's curriculum ,English has become one of the most important subjects that need to be included in today's assessment as one of the required subjects and not treated as a Local subject like in elementary school, where the school will only teach English if there is an English teacher or a teacher that understands English quite well even though they are not an English teacher. All senior high school students are required to be able to communicate in English at an informational level (Ministry of Education and Culture, 2006), which is the rationale for the integration (Mukminin et al, 2015).

But at the same time. Nowadays, Indonesia has changed its curriculum from K-13 to Kurikulum Merdeka. Kurikulum Merdeka is the latest curriculum used in Indonesia, also known as KM, kurikulum merdeka is based on 2 words one of them is Kurikulum which can be translated into curriculum, and merdeka which has the meaning of independence which can be interpret as a curriculum where the academic community can have their freedom in learning process, which can lead them to move forward, learn more efficient and include to freedom of thought. Hasim (2020) backs up this claim by

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saying The Minister of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched the merdeka belajar policy program for the Advanced Indonesia Cabinet. According to Nadiem, teachers must first educate students the fundamentals of free thought. Furthermore, (Padmadewi et al, 2017) observed that in order for the scientific method to be successful, students must be able to think critically, be more engaged in their learning, and understand the notions of cooperative learning. The merdeka curriculum can be seen as the result of 21st-century abilities, such as critical thinking, communication, teamwork, and creativity.

The emergence of curriculum 2013 as a product of 21st-century learning also same as the merdeka curriculum which mainly focuses on student-centred. The learning and teaching process during the application of Merdeka Curriculum. Fulfilling the learning objectives, particularly in the areas of cognitive, emotional, and psychomotor development, is the aim of the Merdeka curriculum. Implementing the Merdeka curriculum requires assessment in order to accomplish the learning objective and evaluate the students' progress. The evaluation that needs to be used for this 21st-century learning is known as authentic assessment. But the majority of schools have not yet adopted it. The teachers continue to evaluate and assess their students manually. Performance evaluation, portfolio evaluation, and self-evaluation are the three domains that make up authentic assessment (O'Malley & Pierce, 1996).

The other thing besides that is the effect of the pandemic that happened in 2020, which force the teacher to be more creative, to be able to teach the students in such a way and forcing them to go online since then, but at this moment it back with the offline based learning. The sudden pressure and changes made some of the teachers have a hard time assessing their student's competencies in the online learning process. by those facts in mind, it pushed the teacher to their limit when faced with these sudden changes, and then

resulting such a bias assessment when they try to assess their student's competencies, the reason behind this biased assessment is because the parent of the students usually taking part in their children project or homework that are given to them, not only that the teacher can only see the final result of their project and not the process so it will be much harder to assess the students progress, and their result from that progress. according to (Abu 2017) The exact characteristics and actions that are thought to characterize effective teaching have received a lot of attention from educational researchers throughout the years. The right learning techniques must be taught by the teachers as well. In the age of revolution 4.0, an English learner has to have a variety of talents under their belt, including the capacity for critical and creative thought, as well as effective communication and teamwork skills. Teachers are supposed to be able to focus instruction to students through a held assessment, but there are additional factors they must take into account in addition to the skills that need to be mastered.

Therefore the need of authentic assessment is needed to help the teacher, assess their students learning process, According to (Zaim et al 2020) Despite the fact that the assessment is one that is advised in the school-based curriculum, most teachers have trouble using it in the classroom when students are learning a new language. To put it another way, most of the time teachers and schools do not have a strong understanding of the curriculum being utilized in instruction because the syllabus is not clearly published by the education office. Most of the time, teachers are unable to conduct effective English learning activities and lack the time necessary to evaluate the diverse learning processes. Teachers also can't provide their authentic assessment to assess the student thoroughly. Yet, according to (Alolaywi 2021), the majority of instructors have improved their technological knowledge in a short amount of time, independent of their

past exposure to technology. This is despite the fact that teachers were failing to improve the quality of offline learning engagement.

In the case of SMAN 1 Tejakula, due to the remote location of SMA N 1 Tejakula and the limited implementation of authentic assessment, the researcher aims to involve SMA N 1 Tejakula as the primary school in utilizing this product to enhance the use of authentic assessment. It also has been discovered that the teachers now lack a suitable rubric assessment to accurately assess their students' performance. The ability to effectively evaluate student skills, pinpoint their strengths, and address their areas for development presents a considerable barrier in this context. The lack of a suitable rubric may be caused by a number of things, including the absence of standardized assessment criteria, or the inability of current rubrics to adequately reflect the distinctive qualities and learning objectives of the curriculum of the school.

In regards to that researchers have started working on developing an appropriate rubric that is in line with the precise learning objectives of the assignment and takes into account the variety of skills and talents possessed by students after realizing the need for a more thorough and accurate evaluation tool. The goal of this study is to develop an authentic assessment rubric that is suitable for senior high school students in grades 11 during their second semester, in order to improve evaluation methods by addressing the shortcomings of the current rubrics. By developing an authentic assessment rubric, the researcher hopes to give teachers a solid framework that supports fair and accurate evaluations while also encouraging a deeper comprehension of each student's unique strengths and potential for improvement.

The reason for the writer choosing the second semester of 11th grade students is because The writter would like to develop more efficient and accurate rubric assessment in each of the semester, in this case to create a better rubric assessment on the second

semester of eleven grade highschool in buleleng Regency. Knowing the standards for developing authentic assessment rubrics for discovery learning, problem-based learning, and problem-based learning is important before creating a rubric. After that, it was continued by designing and developing authentic assessment rubrics to assess students in grades 11 in high school who were taught using discovery learning, problem-based learning, and project-based learning methods. Finally, the quality of the rubric developed must be assessed by experts.

1.2. Problem Identification

The following are some difficulties that can be detected based on the background that has been described that occasionally occur:

1.2.1. The teachers continue to rely on manual evaluation techniques that are still in use today.

1.2.2. The absence of an appropriate rubric assessment for SMAN 1 Tejakula students shows a key obstacle to effectively evaluating student skills and addressing their areas for development.

1.2.3. The teacher finds it challenging to use the right learning strategy to make an authentic rubric assessment (project-based learning, problem- based learning and discovery-based learning).

1.3. Limitation of The Study

Both this research and studies need to have limitations. The research would be restricted to creating a real evaluation rubric for Buleleng Regency 11th-grade Senior High School students in the 2022–2023 academic year. The created rubric will be used as a reference in the future learning process. Each learning method's syntax would be

taken into consideration when designing the rubrics (problem-based learning, project-based learning, and discovery-based learning,).

1.4. Research Questions

1.4.1. What are the criteria for designing an authentic assessment rubric for assessing 11th grade in 2nd semester at SMA Negeri 1 Tejakula ?

1.4.2. How to develop the rubric of authentic assessment for assessing 11th grade in 2nd semester at SMA Negeri 1 Tejakula ?

1.4.3. What are the qualities of the product that used to assess 11th grade in 2nd semester at SMA Negeri 1 Tejakula ?

1.5. Research Objectives

1.5.1. To understand what are the criteria in order to design an authentic assessment rubric.

1.5.2. To develop authentic assessment rubric related to project-based learning, problem-based learning as well as discovery-based learning.

1.5.3. To recognize the quality of the authentic assessment rubric was made for XI grade at senior high school level.

1.6. The expected specifications of the product

In this research, certain product specifications are anticipated, including:

1. It is anticipated that the researcher will assist the teachers in creating the appropriate rubric to evaluate senior high school students in Buleleng regency in the 11th grade using authentic assessment.

2. It is anticipated that the rubric will assist the teacher in conducting an authentic assessment of the seniors in Buleleng senior high school.

3. It is anticipated that the rubric will be able to assist teachers or schools in using better rubric assessment in the English learning process because it is connected to authentic assessment and appropriate learning methodology.

1.7. Significance of The Study

Broadly speaking, this study offers two anticipated research significances, namely:

1.7.1. Theoretical Significance

This study is anticipated to be able to generate knowledge development in a better path, particularly in the creation of authentic assessment rubric.

1.7.2. Practical Significance

This study is anticipated to be able to generate knowledge development in a better path, particularly in the creation of the authentic assessment rubric.

A. **For Teachers**

The goal of this study was to improve the knowledge of English teaching strategies and learning assessment methods among senior high school English teachers. Teachers are also required to be able to provide realistic evaluations that will undoubtedly aid both students and teachers in improving the learning process.

B. **For Students**

Through this research, students who participate in this research should expect to receive improved instruction, particularly in terms of English class assessments. They can also anticipate an improvement in learning quality following adequate evaluation.

C. **For Other Researcher**

Later, this study will serve as a guide for other researchers who do

comparable studies involving creating authentic assessment rubrics.

1.8. Assumption and limitation of the development

There are a number of assumptions to make and their limitations while creating the authentic assessment rubric, including:

1. The students at Buleleng regency's 11th grade senior high schools serve as the study's subject for the production of authentic assessment rubrics, ensuring that the product is only applicable to those students at Buleleng regency's 11th grade senior high schools.

2. Further development of these authentic assessment rubrics will serve as a guide for teachers assessing students for offline learning.

3. Later, the study's outputs would be developed as assessment rubrics, specifically an authentic assessment rubric. Its purpose is to more accurately assess students' learning capacities..

4. The products would be created depending on each learning method's syntax. (project-based learning, problem-based learning, and discovery-based learning,).

1.9. Definition of key terms

The four main key terms in this study are authentic assessment, rubric assessment, EFL teachers, and secondary students. The two different forms of definitions for those important concepts are conceptual definition and operational definition. Here is an explanation of those two categories of definitions :

1. Conceptual Definition

A conceptual definition is one that results from the theories advanced by an expert. The following explanations provide the four conceptual explanations of the key terms

used in this study:

a. Authentic Assessment

In order to give the assignment a sense of authenticity, authentic assessment is a concept where students are involved in using skills and knowledge to solve "real world" challenges (Lund, 1997). Which based on that we know that students need to be faced with a simulation of real world problem so that student does feel the authenticity on the learning progress and become more relatable to the learning process. This statement is also supported by (Svinicki, 2004) Having stated that, the evaluation will be based on student projects that will closely resemble performances in the actual world. Because of this, evaluation will no longer be limited to paper and pencil or even computer drill and practice tests. Students will be introduced to a wide range of components in this assessment, including authentic tasks, evaluations in social and physical contexts, and full assessment findings with criteria. A key component of an authentic assessment is the instructor; they must be able to deliver a task that is professional and, of course, takes into account the needs of the pupils.

b. Assessment Rubric

Assessment rubric is the tool that used in order to assess students, (Chowdhury 2018), who stated that rubrics are useful grading tools that provide reliability, validity, and transparency to the assessment process, also supports this claim. A lesson using a rubric that is properly and effectively developed will provide students more opportunities to identify their strengths and weaknesses. An assessment rubric can assist teachers in conducting a more transparent and validated assessment. Assessment rubric is also for over few decades had been described as a guide to their evaluation that the educators used to assess their student's work and progress

(Chowdhury, 2018). When a corressponden assessment rubric is presented by the teacher, where the students will be presented with the assessment rubric and their assignment it will help to make the students understand what and which criteria they should specify, that underlined assessment rubric are useful to students in giving clear understanding what to expect from them (Chowdhury, 2018)

c. EFL Teachers

EFL teachers are professionals with the necessary credentials to teach English as a foreign language in educational settings. (Abu & Halim, 2017). An effective EFL instructor can instill in their students the importance of learning English properly. An EFL instructor who possesses these qualities will be capable of doing their tasks effectively and is qualified (Abu & Halim, 2017).

d. Secondary Learner

Senior High School students can still be categorized as Young Learners., Senior High School students are in the category of young learners within age of 16-18 years old. even though it can also be considered an adult learner but Yulianti (2017) said that they still need some character-building development. for example, religious, creative, productive, innovative, and efficient both as citizen and could contribute to society.

2. Operational Definition

An operational definition is one that applies to the four essential words employed in this study. The four key terms' operational definitions are as follows:

a. Authentic Assessment

The term "authentic assessment" refers to an evaluation methodology that involves skills and attitudes in addition to cognitive abilities when evaluating

student achievement. The assessment employed is based on a real task, a suitable social and physical setting, as well as corresponding criteria and rubrics; its implementation would increase the effectiveness of the assessment's use. According to the second-semester learning objectives for senior high school students in the 11th grade, this study will use an authentic model evaluation. Students at the relevant level can successfully finish the course in the evaluation. Later, using additional learning methods like PBL, PjBL, and discovery learning, this genuine assessment would be improved.

b. **Assessment Rubric**

An assessment rubric is a tool that teachers use to help students' learning progress be evaluated in a more targeted manner. In order to move forward appropriately and reach the highest level of learning outcomes, the students must also get transparent evaluation guidelines. The goal of this research is to create an authentic assessment rubric that can be applied to all areas of student evaluation during the learning process.

c. **EFL Teacher**

EFL teachers are people who have the necessary credentials to instruct foreign languages in a specific educational setting. Good instruction is provided by EFL teachers who have strong social, cognitive, and personal skills. The study's focus is on EFL instructors who work with students in the 11th grade during the second semester of senior high school.

d. **Secondary Learner**

Students in the second level of education are children aged 11 to 18 years, where these students are divided into two, Namely, the lower beginning at age 11 to 14 and the upper beginning at age 14 to 18. The age of students at this second level

varies in each country. Regarding the age limit used in Indonesia, the second level of education for junior high school starts from 13 to 16 years old, then for high school, it starts from 16 to 18 years old. In this study the secondary learner used would be from the range 16-18 years old.