

**DEVELOPING AUTHENTIC ASSESSMENT FOR ASSESSING 11th GRADE
FIRST SEMESTER IN BULELENG REGENCY**

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ABSTRACT

This study aimed to develop an authentic assessment rubric based on HOTS learning Activities for EFL Teachers in 11th grade of the senior high school in Buleleng Regency. These activities were developed based on the syntax of 21st-century learning models such as discovery-based learning, problem-based learning, project-based learning, and task-based language learning method. The design and development method was used as the research method. This study employs Richey and Klein's (2007) Design and Development approach, which is complemented by the ADDE (Analysis, Design, Development, and Evaluation) phases. Teachers and secondary learner, especially students grade 11th senior high school were the subject in this research. Researchers developed the rubrics based on the blueprint which considered schools' syllabus and lesson plan. The analysis phase gathered data through interviews with teachers and students, document studies, and observations of lesson plans. The findings of the analysis indicated a requirement for authentic assessment rubrics. The rubrics were assessed by experts and classified as excellent media. The utilization of authentic assessment is expected to enable students to demonstrate the essential skills required in real-life situations.

Keywords : *Authentic Assessment Rubric, 21st Century Learning Method,*

Secondary Learner

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Penelitian ini bertujuan untuk mengembangkan rubrik penilaian otentik berbasis Kegiatan Pembelajaran HOTS untuk Guru Bahasa Inggris Kelas XI SMA di Kabupaten Buleleng. Kegiatan tersebut dikembangkan berdasarkan sintaks model pembelajaran abad 21 seperti discovery-based learning, problem-based learning, project-based learning, dan task-based language learning method. Metode desain dan pengembangan digunakan sebagai metode penelitian. Studi ini menggunakan pendekatan Desain dan Pengembangan Richey dan Klein (2007), yang dilengkapi dengan fase ADDE (Analysis, Design, Development, and Evaluation). Guru dan siswa sekolah menengah, khususnya siswa kelas 11 SMA menjadi subjek dalam penelitian ini. Peneliti mengembangkan rubrik berdasarkan *blueprint* yang mempertimbangkan silabus sekolah dan RPP. Tahap analisis mengumpulkan data melalui wawancara dengan guru dan siswa, studi dokumen, dan observasi RPP. Temuan analisis menunjukkan adanya persyaratan untuk rubrik penilaian otentik. Rubrik dinilai oleh para ahli dan tergolong media yang sangat baik. Pemanfaatan penilaian autentik diharapkan memungkinkan siswa untuk mendemonstrasikan keterampilan penting yang diperlukan dalam situasi kehidupan nyata.

Kata Kunci : *Rubrik penilaian autentik, Metode Pembelajaran abad 21, Pembelajar Sekunder*