CHAPTER I

INTRODUCTION

This chapter present about the introductionary part of the study and elaborates background of the study, problem identification, limitation of the problem, research questions, research objectives, the expert specification of the product, research significances, assumption and the limitation of the development, definition of key terms,

1.1 Background of The Study

The influence for technological development in the industrial revolution 4.0 was immense on human life. The educational sector has undergone shifts in tandem with technology advancements meant to improve the quality of human life (Hussin, 2018). Education that bridges the real and virtual worlds is made possible by the proliferation of industry 4.0 (Benešová & Tupa, 2017). As a matter of fact, technology played a major role in the learning of teaching. Society is required to be communicative, cooperative, critical, and have technological literacy in today's era. Therefore, to meet the demands of the industrial revolution 4.0 wasadjusted for the education system (Saud Albahlal, 2019).

Education in the 4.0 IR requirements era becomes cutting-edge study. The 21st century's educational system should focus on preparing students to use technologies and solve complicated challenges (Anagün, 2018). Learning and creative problem-solving; information literacy; and personal and professional

development; these are the three pillars of a 21st century education (Ashraf & Ahmadi, 2017). Next, students should cultivate the 4c talents of learning and invention. These abilities include analysis and problem solving, imagination, interaction, and teamwork (Turzillo et al., 1994). Educators in the twenty-first century should employ teaching strategies that allow for collaborative assessment between students, instructors, and qualified evaluators of student progress (Rosdiana et al., 2020). As the era and technology advance, the work sector of today's era urgently needs competent, jobless graduates. Such competent graduates are part of the 4.0revolution that comes from learning. Relevant and technology-based learning is emphasized through curriculum. Merdeka curriculum is the new curriculum established by thecurrent Indonesian ministry of education and culture for primary, middle-class, and high- rise sectors. The purpose of the merdeka curriculum (km) is to produce competent and ready graduates whose curriculum focuses on sharpening soft skills and hard skills students through innovative learning that focus on students, (Sitompul et al., 2021).

In Indonesia, the 2013 curriculum has been changed to an independent curriculumfor implementing 21st century learning. In general, the existence of merdeka curriculum aims to improve existing systems. Merdeka curriculum is directed at continuous accession. Therefore, in the assessment system, the authentic assessment once implements in the 2013 curriculum is still relevant to implement in the Merdeka curriculum (Sugiri & Priatmoko, 2020). But the reality of this application has not been successful. This is likely because Merdeka Curiccullum is the new transition curriculum of the 2013 curriculum in which schools have begun to adjust to the environmental conditions of the school. One study revealed thatthe

high school English teacher in Baturiti, Bali had not been able to implement authenticliteracy because there were some issues faced, among them: 1) lack of comprehension of authentic assessment by teachers, 2) lack of training in authentic assessment, 3) lack of MGMP support in conducting teachers in the study of authentic assessment, and 4) teacher's ignorance about where authentic learning is. Furthermore, teachers teaching in high school tend to use tests to perform both assessing processes and results, without considering whether they measure cognitive, affective, or psychopharmacological aspects (Zaim, 2013).

It is also reinforced by analysis and observation in the upper middle school in the Buleleng district. Through the interview with the 12th grade English teacher and the observation of the RPP being used. The proposed learning process (RPP) on the Merdeka curriculum is known as the ATP (the course of learning). During interviews, several findings were found the following: first, both schools used Merdeka curriculum. Second, thereare subjects for tenth, 11th, and 12th graders in both schools with three different subjects:compulsory English, English preferred (specializing in language and cultural classes), as well as English language and literature. Third, the school USES an independent curriculumsyllabus with a change of name from syllabus to cp (learning attainment). In the upper middle level of learning (cp) students are divided into two phases which are phase e for x class students, and phase f for xi and xii students. Fourth, through interviews with instructors, a number of 21st century teaching strategies, such as project-based learning and cooperative learning, are discussed. Fifth, assessment focuses only on the outcome results, whereas student processes are neglected. Sixth, in the covid-19 pandemic situation teachers struggleto perform the process of learning teaching and

assessment in both online and offline learning situations. Seventh, no instrument of assessment is used. The teacher assesses thestudent by guessing the student because of the number of classes being handled and rarelygives the student feedback on his or her work.

From these analyses, authentic high school assessments utilizing innovative learning methods required to be established. The series aims to help teachers assess students' appearance and work (Chowdhury, 2018). Additionally, a feature can also makea more valid, religious, and transparent assessment. This gives students clear feedback about their skills or performance in which they can use it as a reflection for self-improvement. A good series has to be subject to four aspects (Chowdhury, 2018). Which is a task description written on syllabus, scale, dimension, and dimensional description. For the next, the scale used should match the young student.

There are four distinct forms of authentic assessment that can be employed, namely performance assessment, project assessment, product assessment, and self-assessment (Putri et al., 2021). Performance assessments are evaluative measures that prompt students to demonstrate the skills they have acquired (Dharma & Adiwijaya, 2019). The evaluation of the project pertains to the appraisal of the student's project completed within a specified timeframe (Fitriani, 2017). This type of evaluation is especially suitable for the project-based instructional approach, which assigns students with tasks to accomplish. Moreover, the evaluation of the product pertains to the capacity of students to accomplish a task or generate a product, as well as an appraisal of the product's caliber (Ulya et al., 2019). Furthermore, self-assessment is recognized as a form of self-evaluation utilized by

students to improve their performance and skills. The act of self-assessment has the potential to enhance a student's level of awareness.

In addition, innovative learning methods or 21st century learning methods are helpful in preparing students for IR 4.0. Discovery based learning, project-based learning, and based learning are three methods. Discovery learning involves engaging students in problem-solving activities to facilitate the acquisition of knowledge (Listyotami et al., 2018). It has been observed that the implementation of problem-based learning can enhance the problem-solving abilities of students, while project-based learning can facilitate the development of 4C skills among students.

When assessing learners, there are some things a teacher must consider. Students entering high school will experience significant periods of change in their physical, cognitive, and emotional states (Fonseca et al., 2012). Teachers need to gradually improve the skills of the student's reasoning and abstraction management. In intellectual growth, students themselves will require challenges, problem-solving activities, and thinking tasks where linguistic information, knowledge, and real-life procedures need to be practiced. Access and assessment instruments play an important role in the future success of students. Therefore, the teacher must be able to devise an instrument ofassessment and make the best possible assessment following the student's needs (Schuwirth, C. Van der Vleuten, 2011).

Hence, the study is intended to develop appropriate authentic assessment columnsfor both the 12th and 1st semester students. Before developing the series, please know the criteria for the authentic assessment column for finding, problem-

based learning, and project-based learning at the intermediate level. Thereafter, it continued with the design and development of the authentic assessment series to assess senior high school in 12th of 1st semester students who were taught the method of discovery learning, problem-based learning, and project-based learning. Finally, the quality of the series developed has to be judged by experts.

1.2 Problem Identification

Based on the preliminary observation above, there was one main issue that causedteachers to have inappropriate way in apply authentic assessment. First, some EFL teachers in particular 12th grade at the 1st semester could not optimally implement the rubric authentic assessment. Thus, most of them only focus on the final result of their students without trying to see the whole progress of their students. Consequently, the researchers concluded that it is crucial to assist EFL lecturers in senior high schools in Buleleng by establishing scoring rubrics for authentic student assessment, of the kind that they are able to employ to evaluate their students' academic achievement in a more accurate manner.

1.3 Limitation of The Problem

In order to have better focus on the research. This research will be limited on the development of the rubric authentic assessment for EFL teachers in twelfth grade in first semester of senior high school in Buleleng regency for academic year 2022/2023.

1.4 Research Question

Based on the exposure above, the research questions were as follows:

1. How to develop the rubric of authentic assessment for assessing 12th grade in 1[st]semester senior high school' students at Buleleng regency?

2. What is the quality of the product that is for English Learning 12th grade senior high school?

1.5 Research Objectives

Based on the formulation of the problem above, the purpose of this research is as follows:

1. To develop the rubric authentic assessment series corresponding to HOTS based activities that teachers can use as a reference and assessment in the learning process in theclassroom.

2. To know the quality of the product that is for English Learning 12th grade senior high school

1.6 The Experts Specification of the Product

The expected specifications of the products in this proposed research can be stated as follows:

1. It is expected that by developing this rubric authentic assessment with material given on HOTS, Teachers can use this method to their advantage because it allows for a more holistic evaluation of students' learning outcomes by considering not just the end result but also their development as they work toward it.

2. As an assessment instrument is developed to carry out an authentic assessment, teachers in the EFL class may be able to have a better assessment practice to assess a students' learningperformances by using authentic assessment instrument.

1.7 Research Significances

From this proposed research consists of two research significances that are expected to beachieved 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, the proposed research is meant to be applied to and contribute to the growth of knowledge in the development and use of scoring rubrics for authentic assessment instruments. For the purpose of evaluating students in the second semester of their senior year of high school in the Buleleng regency.

1.7.2. Practical Significance

Particularly, this study is helpful for:

a. For Teacher

This research holds significance for teachers as it is anticipated to aid them in imparting knowledge regarding the creation and implementation of scoring rubrics for authentic assessment. This will enable them to evaluate the learning performances of their students throughout the learning process, not just based on their final achievement but also on their overall progress.

b. For Another Researcher

It is intended that the researcher may utilize this research as a point of reference to undertake analogous investigations concerning the creation of authentic assessment rubrics in varying levels or learning contexts.

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 rubric authentic assessment as the product that will be developed in this researchis based on the characteristics of 12th grade in 1st semester of senior high school in Buleleng regency. Hence, the rubric authentic assessment is designed and used for assessing students in grade 12th of senior high school.

2. The authentic assessment instrument in this research is developed only as theprototype which needs to be improved in the future.

1.9 Definitions of Key Terms

The key terms, there are four majors focused in this research deal with the definition of the rubric authentic assessment, assessment instrument, EFL teachers, and HOTS

1. **Conceptual Definition**

The conceptual definition refers to a definition that is derived from existing theories formulated by experts in the field. The present discourse expounds on the conceptual definitions of the four pivotal terms:

a. **Rubric Authentic Assessment**

Following the implementation of the Merdeka Curriculum in Indonesian education, it is imperative that the evaluation of students' learning performance be conducted through the utilization of authentic assessment rubrics. Brown (2019) assessment is a process of getting information that is used for making decisions about students' curriculum, programs, and educational policy. The term of assessment, is not limited only on activity in gathering information, but that covers all of the activities involvedin the effort to know a student's competency. The term of authentic, it means real, like real world, real life. So, from the meaning of the term's assessment andauthentic, we can infer what is authentic assessment means. Rubric authentic assessment is a pedagogical approach that involves evaluating students based on their ability to perform genuine tasks that require the application of fundamental knowledge and skills.

b.   Authentic Assessment

Assessment instrument as a tool used to collect all information of students' learning performance during the process of learning. An instrument can includesome aspects including task instructions administered to the students, criteria or standards of the assessment. The efficacy of assessment can be enhanced through the utilization of suitable assessment tools, with particular attention given to the validity and reliability of said tools (Sumarni et al., 2018).

c. EFL Teacher

EFL stands for English as Foreign Language. It is a concept for English which is taught in some countries as a foreign language. Then EFL teachers refer to the English teachers who teach English as foreign language to their students. Nowadays, many researches have been conducted relating to the roleof EFL teachers for the students. Abu and Halim (2017) based on their referenceto the Pe rmendiknas Nomor 16 Tahun 2007, that mention some competences that must be comprehended by EFL teachers to be regarded as qualified EFL teachers deal with pedagogical competence, and professional competence.

d. HOTS

Mohamed and Lebar (2017) Higher order thinking skills (HOTS), it is important aspect for the educations system. The factors that are affect the abilityof the students in HOTS is the effectiveness practice of assessment. Assessmentpractice and forms of assessment, questions techniques, items used, and also scoring rubric.

2. Operation Definition

The operational definition is a type of definition that is utilized in research procedures. The operational definitions of the four terms are expounded upon as follows:

a. Rubric Authentic Assessment

The rubric authentic assessment model evaluates students' academic progress by analyzing their performance on real-world tasks, projects, or activities that they have completed during their educational journey. The authentic assessment will be executed by selecting specific topics that are deemed

suitable for authentic assessment among first-semester twelfth-grade students. Subsequently, the process of evaluating students' knowledge and skills is modified by incorporating authentic learning models, including but not limited to discovery learning, problem-based learning, and project-based learning.

b. Instrument

The present investigation centers on the creation of a genuine assessment instrument, which will subsequently be modified in accordance with the specific facet being evaluated among learners during the educational procedure. Basically, the instrument developed in this study will deal with rubric as one of assessmenttools commonly used by the teachers.

c. EFL Teacher

EFL teacher is someone who teaches English to students, by which the English itself perform as foreign language for the students. This study involves the EFL teachers who become the subject of the study, in particular the teachers who teach English for grade seventh in junior high schools in Buleleng regency.

d. HOTS

Operational definition of HOTS is the ability of the students in HOTS is the effectiveness practice of assessment. Assessment practice and forms of assessment, questions techniques, items used, and also scoring rubric. Therefore, make students' learning into a higher order thinking skill.