

DEVELOPING AUTHENTIC ASSESSMENT RUBRIC TO ASSESS THE ENGLISH SKILLS OF 4TH GRADE STUDENTS IN BULELENG

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ABSTRACT

This research aimed to develop an authentic assessment rubric for fourth-grade students in Buleleng regency based on discovery learning, problem-based learning, project-based learning, and task-based learning. D&D or Design and Development methods were used with Analysis, Design, Development, and Evaluation research model. The subject of the research were teachers and students of grade-fourth. Interviews with teachers and students, observation, and document study were conducted to collect the data. The rubric was developed based on the analysis result, and the blueprint of the fourth-grade elementary school syllabus was adapted. The rubric developed consisted of teaching method, teacher's instruction, syntax activity, teaching resources, rubric assessment on process and learning product or performance, self-assessment on the process, and self-assessment on learning product or performance. Based on the evaluation from three expert judges, the rubric was categorized as an "excellent" rubric. Meanwhile, from the teachers' evaluation, one teacher acknowledged the rubric as "good," and another teacher identified it as "excellent."

Keywords: authentic assessment, rubric, young learners, innovative teaching method.

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan rubrik penilaian autentik siswa kelas IV di Kabupaten Buleleng berbasis pembelajaran discovery, berbasis masalah, berbasis proyek, dan pembelajaran berbasis tugas. Metode D&D atau Desain dan Pengembangan digunakan dengan model penelitian Analisis, Desain, Pengembangan, dan Evaluasi. Subjek penelitian ini adalah guru dan siswa kelas IV. Wawancara dengan guru dan siswa, observasi, dan studi dokumen dilakukan untuk mengumpulkan data. Rubrik dikembangkan berdasarkan hasil analisis, dan disesuaikan dengan cetak biru silabus SD kelas IV. Rubrik yang dikembangkan terdiri dari metode pengajaran, instruksi guru, aktivitas sintaksis, sumber pengajaran, rubrik penilaian proses dan produk atau kinerja, penilaian diri terhadap proses, dan penilaian diri terhadap produk atau kinerja pembelajaran. Berdasarkan penilaian dari tiga ahli, rubrik tersebut dikategorikan sebagai rubrik yang “sangat baik”. Sementara itu, dari penilaian guru, salah satu guru mengkategorikan rubrik sebagai rubrik yang “baik”, dan guru lainnya memberikan kategori rubrik yang “sangat baik”.

Kata Kunci: penilaian otentik, rubrik, pelajar usia dini, metode pengajaran inovatif.