CHAPTER I

INTRODUCTION

1.1 Background of the Study

Changes in the order of human life cannot be stopped along with the times that have stepped on revolution 4.0. Where, this era is characterized by artificial intelligence that is widely applied throughout the fabric of people's lives (Tjandrawinata, 2017, as cited in Lase, 2019). All mobilities, relatedness, synergies, and intelligence have increased rapidly, especially in the digital field and form. In line with (Schwab, 2016, as cited in Lase, 2019), in the era of the industrial revolution 4.0, many things have changed in terms of one's think, perspective, and work. All of them have had a very significant influence, including the human education system (Lase, 2019). The education that is expected in this era is education that focuses on developing knowledge and skills. Those are of course also accompanied by a process of identifying good sources of knowledge as one of the elements that are indispensable in this era of revolution 4.0 (Fisk, 2017, as cited in Lase, 2019). A country is said to have been able to follow and balance well the 4.0 industrial revolution if it has succeeded in improving the quality of education in its country to improve its human resources.

Morrow (2011, as cited in Oktaviani & Fauzan, 2017) also said that good and appropriate learning methods in classroom learning must be used by teachers in an effort to achieve good learning benefits for students. The teachers also must be able to deliver the proper learning skills. There are several skills that must be mastered by an English learner in this era of revolution 4.0, such as the ability to

think critically and creatively and have good skills in communicating and collaborating, in addition to the ability to listen, read, speak, and write. All skills possessed by students must be able to deliver them to the success of education so that a good learning support instrument is needed (Silva, 2009, as cited in Ball et al., 2016). On the other hand, being able to convey knowledge interactively in order to improve student skills in various disciplines and English language skills, in general, is a small part of the skills that are expected to be possessed by a teacher (Angelianawati, 2019). Teachers are expected to be able to guide their students to be ready to face the future in the real world through learning classes. There is a need to improve teaching with better literacy and technology development (Fullan, 1993, as cited in Angelianawati, 2019). According to Harmer (2007, as cited in Angelianawati, 2019), teachers are expected to be able to become facilitators, prosecutors, and evaluators in the learning classroom. In the assessment, teachers are expected to be able to assist the student learning process in managing their strengths and weaknesses in the learning process. Teachers are expected to be able to provide directed instruction to students through an assessment that has been held and also pay attention to student interest in learning.

Let us have a look at Indonesia, English is one of the learning subjects that is very needed in the development of the country (Oktaviani & Fauzan, 2017). Learning English in Indonesia pays full attention to learning for young learners, one of which is for elementary school, where English will lead a child to become globally knowledgeable and literate about world issues(Oktaviani & Fauzan, 2017). In this case, teachers also take part in supporting good education with the demand to be a professional who is ready to educate their students with good adaptation to

the times (Lase, 2019). The government fully regulates Indonesian education centrally from all aspects of education including teaching staff, learning materials ,and methods, as well as student assessment processes (Churiyah & Sakdiyyah, 2020). Even though technology-based learning that is connected to the 21st century has been adopted, the inequality of the learning process still occurs. The unpreparedness of schools and educators is the main source of this education problem for children who have not been equally well distributed(Churiyah & Sakdiyyah, 2020). Teachers in Indonesia have limitations in terms of standardization and good teaching competencies due to limited studies. This limitation often makes it very difficult for teachers to adapt to the development of 21st century education (Luciana, 2020). The development and improvement of the Education curriculum in Indonesia was also carried out from the KTSP curriculum to the curriculum 2013, but it seems that this has not been effective in improving the education system. In line with the results of research conducted by Luciana (2020) that elementary school English teachers have not been able to apply the curriculum 2013 properly. This results in students being unable to master the expected 21st century skills, especially in Badung regency.

Nowadays, in a bad world condition due to the COVID-19 pandemic, the Indonesian government has launched a policy to carry out almost all sectors of life from home, including the educational sector. Schools with various levels in Indonesia implement an online learning system in an effort to stop the spread of the virus itself. In this online learning system, educators are required to be able to utilize technology well and display appropriate and innovative learning (B. Setiawan & Iasha, 2020). A learning that can be done remotely by utilizing internet technology

and electronic devices such as smartphones and notebooks to connect teachers and students to carry out learning is online learning (Stoetzel & Shedrow 2020, as cited in Setiawan & Iasha, 2020). The learning system is no longer conventional as when offline learning is carried out. Yet, in reality, the teachers do not have good enough innovation in presenting online learning classes for the convenience of their students. With the new learning system, the teacher is still groping to find the appropriate learning method. Teachers are often not aware of how the steps and the relationship between indicators, learning media, and good communication in online classes are to meet student learning needs (Burdina et al., 2019).

In online learning, online media is one of the fundamental things that is needed in this learning system. Setiawan and Iasha (2020) revealed that the media that are most often accessed and considered to facilitate the online learning process in Indonesia are WhatsApp groups, zoom meetings, telegram, and google classroom. Of course, smartphones and supporting applications are needed in carrying out learning classes both by educators and students. In line with the previous result of the study of Setiawan and Iasha (2020), in carrying out this online learning there are several things that become obstacles both from the teacher and the students themselves, such as signal problems, especially for those who live in remote areas, then lack of facilities and infrastructure. adequate, such as the unavailability of supporting smart phones and other devices for those in rural areas or families who are financially less. On the other hand, online learning also shows a little ineffectiveness when viewed by the teachers who are still technologically stuttering and are only able to use one medium, such as WhatsApp. Students are only asked to do assignments and then collect them in WhatsApp groups without

clear and detailed explanations of material which will certainly hinder students' understanding (Ganesha & Nandiyanto, 2021). The obstacles to learning English and the assessment process are the same as online learning in general. Signals are often an obstacle and the teachers are very difficult to control the process optimally to his students (Nartiningrum & Nugroho, 2020).

Although the learning process is conducted through online media, the assessment process remains one of the fundamental parts that cannot be separated from the learning process. With a good and regular assessment process, the teachers will be able to know the level of ability and development of their students. Through the results of the assessment, the teachers can provide services and learning materials that are in accordance with the level of student needs. A teacher must be able to create innovative and appropriate assessments to measure and evaluate students' abilities (Yulianto & Mujtahid 2021.) As stated by Yulianto and Mujtahid (2021), there are several challenges faced by teachers and students when carrying out the online assessment process, such as inadequate signals, difficulties in using technology for users who are just learning to use technology, especially those who still in elementary school. Signals often hinder student activity in learning in the classroom and even students do not carry out their obligations on time due to signals and other factors beyond the control and supervision of teachers because they take place online. In addition to these obstacles, the assessment is also sometimes considered not authentic enough to be applied. Assessment should be attempted to be able to provide feedback in order to improve students' abilities, but in reality, not all have been met (Oncu & Cakir, 2011, as cited in Yulianto & Mujtahid, 20201). Tinoca (2013, as cited in Yulianto and Mujtahid, 20201) also revealed that teachers

have not been able to provide online assessments that develop students' metacognitive abilities. In addition, teachers will definitely find it difficult to know the original ability of a student, there are those who appear to be less involved due to technical problems or there are those who get good evaluation results because they are assisted by friends or parents, so sometimes online assessment results cannot 100% guarantee students' abilities Teachers also cannot monitor student performance in full and in control.

In addition, let us know together how English is taught in primary school in Buleleng according to observations and interview to the teachers, those show that English is not the main subject in elementary school, it belongs to local content. It has big possibility to be deleted. Teachers in each school are very limited, one teacher teaches all classes and batches in the field of English. Teachers and schools do not have a firm grip on the syllabus used in learning because it is not officially provided by the education office. English MGMP create the syllabus independently based on the curriculum used. Sometime the school prepares on them own or not prepares those at all. The teacher also does not apply the appropriate learning method to do the proper English learning activity. Teachers have not been able to carry out varied learning processes so that the students in those elementary school indicate uninterested able and unmotivated able to learn. Teachers are not able to provide authentic assessments and evaluations, they have unclear assessment rubric that can build and introspect students' abilities as a whole. Teachers are required to be able to maximize the learning processes and provide authentic assessments, but in fact learning situations that cannot be fully implemented offline result in learning outcomes that cannot be categorized as authentic. Teachers are very difficult to

manage students remotely and cannot be sure whether their work is purely on their respective abilities or not.

In each process and learning outcomes the teacher has not been maximally able to provide feedback and input to students or their respective skills. Teachers only provide input at certain times when students get less than optimal learning outcomes or in doing several tasks. Sometimes the teacher also only gives very good, good, or enough comments without any constructive input. From these findings, we can see generally that the teachers in primary school in Buleleng Regency have not implemented appropriate learning methods in the classroom in order to obtain the benefits of a good teaching and learning process. The assessment system carried out also does not meet the standards of a good and authentic assessment process.

Seeing those above, there are several things we can do to achieve change for the better. Student learning and assessment must be improved to obtain the intended learning skills. Teachers must have a strong grip on carrying out the appropriate assessment process. First, in terms of appropriate and supportive learning methods, there are several learning methods that are very appropriate to use in this revolutionary era 4.0, including the first, Problem-Based Learning, according to (Ball et al., 2016). Ball, et.al., (2016) said that combining metacognitive and cognitive learning in the form of learning that trains students to solve a problem in order to gain knowledge and understanding is called problem-based learning. It can provide good benefits as a result of the integration process that takes place between knowledge and skills itself (Ball, et.al., 2016). Second, Project-Based Learning, this learning method is able to train students' cognitive

well with students as a learning center to solve various problems through a project, students will be trained in their independence and skills in the learning process and of course students will be able to do good collaboration (Isrokijah, 2020). Third, Discovery-based Learning. This learning method is able to help teachers provide authentic learning for their students, where students are trained to acquire knowledge independently with a constructive learning process through testing and investigation activities that involve inductive reasoning (Schunk, 2008, as cited in Sofeny, 2017). Learning in this way will also develop students' metacognitive through knowledge development and problem solving (Sofeny, 2017). Task-based language learning is the next method that we can use. Through doing a task from the teacher, this method can help students to develop language skills, of course the material provided has a close relationship with everyday life (Yildiz & Senel, 2017).

After carrying out the learning process with the right method, of course, there is a need for an assessing process of the learning process and student learning outcomes. Yet, the findings of initial observations of teachers in primary schools in Buleleng regency have not made a good assessment, so that here can be seen the assessment with the right rubric is very required. The assessments and rubrics required are authentic. According to Aziz et al. (2020), this assessment is a professional form of assessment accompanied by a learning experience that is similar to the real situation in the field both in terms of critical thinking, communicating, working in groups, and acting in groups. Creative means students are encouraged to be more active so that indirectly they can develop their social skills, so that the assessment is not only a matter of score but also a process. It

should be remembered, that the goal to be achieved in this case is the implementation of an authentic assessment of the student's English learning process and of course with appropriate learning methods in the classroom. So that, research related to the development of the authentic assessment rubric will be carried out.

1.2 Problem Identification

From the result of doing the observation and interview with the teachers in elementary schools in Buleleng, it is known that English is only a local content subject and has no portion as the major learning material or the main course that makes it has big possibility to be deleted. On the other hand, the teaching staffs who teach English course in those elementary schools are limited, they have low mobility and creativity to teach English because they teach too many students, one English teacher for all classes and batches. It makes the students in that elementary school indicate uninterested able and unmotivated able to learn. Then, the school does not have a certain English syllabus from the government to teach, but from the MGMP. Sometimes, the school prepares on their own or not prepares those at all. The teachers are unable to use the learning facilitation maximally to facilitate the better learning class, especially in the online class. The teachers and the students cannot make the variation of learning, they cannot learn or do something cooperatively by using the learning tools such as breakout room in Zoom application. The teachers also do not apply the appropriate learning method such as project-based learning, problem-based learning, discovery-based learning, and task-based language learning. The last, there is no appropriate English learning method, assessment, and proper rubric assessment used in elementary school

students' class in Buleleng. On the other hand, the previous study also talked that proper assessment and method do not appear in online learning. The teachers have some obstacles to control students learning process and assessment. Those should be authentic, but still do not. If these cases are allowed to be continued, the teaching and learning process especially in teaching English will never improve. Moreover, for the learning assessment process, teachers often do not provide authentic assessments and evaluations, there is no clear assessment rubric, and there is no feedback that can build and introspect students' abilities as a whole. The teacher only provides an assessment of student learning outcomes without looking at the processes and efforts that have been done by students to complete a lesson. Online classes also will never be at the maximum level to provide the comfortable distance learning.

If the whole thing is allowed to be continued, it will threaten the potential of students in learning and mastering English. Following up on this, it is very necessary to develop an authentic assessment rubric to assist teachers in providing better and more authentic assessments not only on student learning outcomes but also on how students carry out a learning process. In addition, this rubric assessment will also be able to help students develop their abilities based on the assessment and feedback from the results of the assessment rubric given. This authentic assessment rubric will be a guide for teachers who still have low abilities to assess their students authentically. So that later the assessment is expected to be done better.

In an effort to develop the authentic assessment rubric, there are several things that need to be considered. Those related to what characteristics are appropriate to be used in the development process, then design according to the

authentic rubric assessment, and the right steps to develop it. It is also must related to the learning method used in the class, whether it is project-based learning, problem-based learning, discovery-based learning, or task-based language learning. This research will later develop an authentic rubric assessment which is innovative and of course suitable for learning in 5th grade students in elementary school. Authentic assessment rubric is very necessary in making the better students' assessing process.

1.3 The Limitation of the Problem

A limitation is of course very much needed in a study, as well as this research. This research would be limited to developing an authentic assessment rubric for 5th grade Elementary 'school students in Buleleng Regency in the 2020/2021 school year. In the future, the developed rubric can be used for both online and offline learning. The rubrics would be designed according to the syntax of each learning method used (problem-based learning, project-based learning, discovery-based learning, and task-based language learning).

1.4 Research Questions

According to the background of this research that has been presented above, the research questions that can be raised are:

1. What are the criteria for designing English authentic assessment rubrics for assessing 5th grade elementary school' students at Buleleng regency taught by Project Based Learning/ Problem Based Learning/ Discovery Learning/Task-Based Language Learning Learning?

2. How to develop the proper English authentic assessment rubrics for assessing 5th grade elementary school' students at Buleleng regency taught by Project Based Learning/ Problem Based Learning/Discovery Learning/Task-Based Language Learning?

3. What are the qualities of the authentic assessment rubrics development for EFL teachers in 5th grade elementary school students in Buleleng Regency?

1.5 Research Objectives

There are two research objectives formulated in this study, they are:

1. To recognize the criteria for designing English authentic assessment rubrics for assessing 5th grade elementary school' students in Buleleng regency taught by Project Based Learning/ Problem Based Learning/Discovery-Based Learning/ Task-Based Language Learning

2. To develop the proper English authentic assessment rubrics for assessing 5th grade elementary school' students in Buleleng regency taught by Project Based Learning/ Problem Based Learning/Discovery-Based Learning/ Task-Based Language Learning

3. To recognize the qualities of the authentic assessment rubrics development for EFL teachers in 5th grade elementary school students at Buleleng Regency

1.6 The Expected Specification of the Product

There are some specifications from the product that are expected in this research, such as:

1. It is expected that the researcher can help the teachers to develop the proper rubric to assess the 5th grade elementary school's students in Buleleng regency with authentic assessment

2. It is expected that the rubric can help the teacher to assess the 5th grade elementary school's students in Buleleng regency with authentic assessment

3. The rubric is related with authentic assessment and proper learning method that later expected to be able to help teacher or school to apply the better rubric assessment in English learning process in.

1.7 Research Significances

Generally, this study provides two expected research significances, which are:

1. Theoretical Significance

    This research is expected to be able to contribute in generating the development of knowledge in a better direction, especially in the development of the authentic assessment rubric

2. Practical Significance

    In practical significance, there are some things addressed by this, which are:

    a) To the students: through this research students are expected to get a better learning class, especially in terms of assessment in the English

class, they are also expected to experience an increase in the quality of learning after getting proper assessing

b) To the teachers: this research expected that English teachers in elementary schools would have a better understanding and knowledge in carrying out the English learning process and have good learning assessment procedures. In addition, teachers are also expected to be able to make and develop assessments. which is authentic that is certainly able to guide students and teachers in a better learning process

c) To the other researchers: later this research is expected to be a reference for other researchers who carry out similar research related to developing authentic assessment rubrics

1.8 Assumption and the Limitation of the Development

In developing the authentic assessment rubric, there are several things to assume and their limitations, including:

1. The development of authentic assessment rubrics in this study uses the 5th grade elementary school 'students at Buleleng regency as its characteristics, so that the product would be limited to the 5th grade elementary school' students in Buleleng regency itself.

2. These authentic assessment rubrics is a rubric that must be developed in the future as a reference for teacher to assess the students, whether for online or offline learning

3. The products in this study would later be developed in the form of an assessment rubrics to be precise an authentic assessment rubric. It is to assess the students' abilities better in the learning process.

4. The products would be developed based on each syntax in each learning method used (project-based learning, problem-based learning, discovery-based learning, and task-based language learning).

1.9 Definition of Key Terms

In this research, there are four focuses major key terms which deal with the definition of authentic assessment, rubric assessment, EFL teachers, and young learners. The way to explain those key terms are divided in to two different types, which are conceptual and operational definition. Those two kinds of definitions are explained below:

1. Conceptual Definition

   A definition that comes as a result of the theories put forward by an expert is a conceptual definition. The four conceptual definitions of the major key terms in this study are explained as follows:

   a Authentic Assessment

      An assessment of the student learning process carried out by involving attitudes of participation, achievement, and motivation, and student learning performance is an authentic assessment (Suarimbawa et al., 2017). Not only knowledge but also attitudes and skills are the three main things that are assessed in this authentic assessment. In this assessment, students will be directed to several

things involved in it, such as authentic tasks, assessments with social and physical contexts, and complete assessment results with criteria. In an authentic assessment, the teacher must be able to present a professional task and of course in accordance with the needs of students. Moreover, the time used must be appropriate and ensure that it is able to improve students' abilities in accordance with the values in society, both social and cultural (Suarimbawa et al., 2017). Encouraging students to have a better interest in learning is the main goal of the existence of an assessment criteria. With the stages in the form of determining the standard of assessment, determining the authentic task to be given, determining the assessment criteria, and making an assessment rubric, an authentic assessment can be carried out. Authentic assessment is an assessment model that directs educators to be able to provide intensive and effective learning (Fatonah, et.al., 2013 as cited in Suarimbawa et al., 2017).

b   Assessment Rubric

A tool that can help teachers in an effective assessment of student performance and is able to train students' skills is called as assessment rubric (Chowdhury, 2018). An assessment rubric is able to help teachers present a more transparent and validated assessment so that students will have more opportunities to be able to find out their strengths and weaknesses in a lesson with a rubric that is designed appropriately and efficiently. The variety of assignments given to students by the teacher in the form of written and oral

assignments as well as thinking critically in the classroom can be assessed correctly with an appropriate assessment rubric (Chowdhury, 2018). Assessment rubric is able to direct students to what criteria they must meet in an assessment process in order to obtain maximum results. With a good rubric assessment, the teacher can have a directed record of the development of his students. Teachers can provide informative feedback in the student assessment process so that it can facilitate the student learning process properly. Teachers can also prevent the possibility of inconsistent assessment (Chowdhury, 2018)

c   EFL Teachers

An educator who already has a qualification to teach English as a foreign language in an agency is an EFL teacher (Abu & Halim, 2017) A good EFL teacher will be able to raise the spirit of learning English with care and mutual respect. An EFL teacher is expected to be able to dispel student learning stress levels in the classroom by generating a positive and interesting learning atmosphere (Abu & Halim, 2017). By having good competence, social skills, and social skills, an EFL teacher will be able to carry out their duties properly and are well qualified (Abu & Halim, 2017).

d   Young Learners

Learners who have not entered adulthood to take an education are young learners. They have a high risk of misunderstanding a lesson if it is not directed properly by the educator (Dewi, 2017). In a

language learning process, if a young learner is not educated properly, it will allow the fossilization of wrong knowledge. They are learners who have a high level of enthusiasm so that normally they will be able to master a complex lesson with a directional learning model (Dewi, 2017). they are at the stage of bringing up the ability to see things and explain and interpret facts and fiction in the surrounding environment (Dewi, 2017). in the age range of 8-10 years young learners will begin to be able to work in teams, ask questions about a decision, and convey what they like and don't like.

2. Operational Definition

A procedural definition related to the four key terms used in this study is an operational definition. The following are the four operational definitions of the four key terms used, namely:

a   Authentic Assessment

Authentic assessment is an assessment model that is used to assess student performance not only in terms of their cognitive abilities, but also includes skills and attitudes. With authentic tasks, adequate social and physical context, and appropriate assessment criteria and rubrics, an assessment with this assessment model can be more effective to be implemented. In this study, an authentic model assessment would be carried out in line with the learning topics for 5th grade elementary school students. All of these topics can of course be completed authentically by students at the level in

question. This authentic assessment would later be adjusted with supporting learning models, such as problem-based learning, project-based learning, discovery learning, inquiry learning, and cooperative learning.

b   Assessment Rubric

Assessment rubric is a tool used by teachers to assist the process of assessing student learning in a more focused manner. Students also have transparent assessment guidelines in order to obtain maximum learning outcomes. This study focuses on developing an authentic assessment rubric which would be adapted to all aspects of student assessment in the learning process later.

c   EFL Teachers

EFL teachers are those teachers who have been qualified to teach foreign languages in a particular institution. Teachers provide good teaching to their students with good cognitive, personal, and social abilities. In this study, EFL teachers are focused on those who teach English as a Foreign Language for 5th grade Elementary school students in Buleleng Regency.

d   Young Learners

Learners who are not yet in adulthood and are in a period of cognitive development are young learners. They are learners with high enthusiasm to understand a material. They have a very good ability to imitate and learn new things, so that their teachers must be considered whether it is appropriate or not to avoid

misunderstanding. In this study, the young learners in question are those students who are in the 5th grade of elementary school.