

Dr. Elsina Sihombing, M.Pd.

pi



DEVELOPING A MODEL OF SCORING RUBRIC — OF AUTHENTIC — ASSESSMENT

For English Teachers at Senior High Schools in Indonesia

Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta:

- (1) Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/ atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
- (2) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf e, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
- (3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/ atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

DEVELOPING A MODEL OF SCORING RUBRIC OF AUTHENTIC ASSESSMENT

**FOR ENGLISH TEACHERS
AT SENIOR HIGH SCHOOLS IN INDONESIA**

Dr. Elsina Sihombing, M.Pd

Publica Indonesia Utama
2022

Perpustakaan Nasional RI. Katalog dalam Terbitan (KDT)

Developing a Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools in Indonesia/ Dr. Elsina Sihombing, M.Pd | Ed. 1; Cet. 1.-Jakarta: Publica Indonesia Utama - 2022

viii + 156 Hlm; 14,8 X 21 cm

ISBN: 978-623-5257-03-7

Cetakan Pertama, Februari 2022

Judul:

Developing a Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools in Indonesia

Penulis : Dr. Elsina Sihombing, M.Pd

Editor : Hendrik Legi

Editor bahasa : Nuri Hidayatus Sholihah

Penata halaman : Tim Kreatif Publica Institute

Desain sampul : Tim Kreatif Publica Institute

copyrights © 2022

Hak cipta dilindungi oleh Undang-Undang

All rights reserved

Diterbitkan oleh:

Publica Indonesia Utama | Anggota IKAPI DKI Jakarta

18 Office Park 10th A Floor Jl. TB Simatupang No. 18, Kel. Kebagusan,

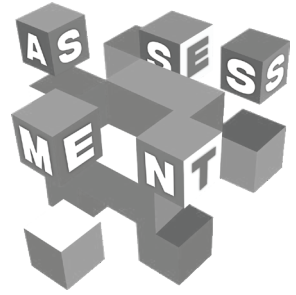
Kec. Pasar Minggu Kota Adm. Jakarta Selatan, Prov. DKI Jakarta

publicaindonesiautama@gmail.com

TABLE OF CONTENTS

Table of Contents	v
INTRODUCTION	1
Formulation of Problem	5
Purposes of Development	6
Product Specification	6
Significances of the Development	8
Development Assumption and Limitation	9
1. Development Assumption	9
2. Development Limitation	10
Definition of Key Terms	11
REVIEW OF RELATED LITERATURE	12
A. Theoretical Description.....	12
1. The Concept of Authentic Assessment	12
2. Characteristics of Authentic Tasks	24
3. The Concept of Authentic Assessment Development Versus Authentic Learning	32
4. The Concept of Scoring Rubric	36
5. The Concept of Curriculum for Senior High School (SHS)..	37
B. Related Previous Study	39
C. Framework and The Procedures of Developing Authentic	41
METHOD OF DEVELOPMENT	46
A. Type of Research.....	46
B. Model of Development.....	46
C. Procedures of Development.....	51
D. Tryout of Product.....	54
E. Subject of The Tryout	55
F. Types of Data	55
G. Data Collection and Instrumentation.....	56

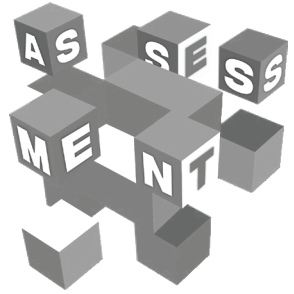
H. Data Analysis	63
1. Qualitative Data	63
2. Quantitative Data	65
RESEARCH RESULT AND DISCUSSION.....	66
A. Research Result on Preliminary Phase	66
1. Carrying-on Preliminary Study by Questionnaire	67
2. Carrying on a preliminary study by Interview and observation.....	68
B. Research Result on Designing Phase.....	74
1. 1. Recursive Phase	74
2. 2. Reflection.....	80
3. 3. Designing.....	81
4. 4. Development.....	82
DISCUSSION	115
1. Prime Informants.....	115
2. Secondary Informants	122
3. Analysis of Validity, Reliability, and Practicality of the Instrument.....	131
NORMAL STANDARD DISTRIBUTION	139
CONCLUSION, IMPLICATION, SUGGESTION	148
A. Conclusion.....	148
B. Implication.....	149
C. Suggestion	150
Reference	151
Author Biography	155



INTRODUCTION

In the last two eras, the Indonesian curriculum has been focused and periodically changed, and the reasonable issue for the changes is an improvement. In each of the changes was not a total change, but the partial one, instead. The last two periodical curriculums are; KTSP (2006), and the K-'13. All the changes needed the educators' participation in engaging the learners to be the most activated in the process during the learning period, as the pay-off, the educators should be much more well-prepared, steady, righteous, eligible and in concordance with Indonesia education system. As a matter of fact, in every maneuver of the curriculum, the teachers were certainly heading up to the goal or objective of every running curriculum. Different curriculum period needs different goals or objectives, and of course, different content, see Zais (1996). This condition could influence the teacher's steadiness to run the changing goals, from K-'13 to KTSP and back to K-'13 (revision) each in a short period. It made all the teachers being confused and did not know what to do to fulfill what the last curriculum (K-'13 revision) demands especially dealing with assessment and evaluation.

Bearing with the K-'13 curriculum, one main point that makes it different from the others is that one of its elements, is measurement standard, using authentic assessment. The authentic assessment recommends Contextual Teaching and Learning (CTL), and Scientific learning as the approaches of learning at schools.



REFERENCE

- Ansyar, Mohammad.(2014). *Kurikulum (Hakikat, Fondasi, disain & Pengembangan)*. Jakarta. Penerbit Kencana Prenada media Group.
- Bloxham & Boyd. 2007. *Developing Effective Assessment in Higher Education*. New York. Open Univ. Press.
- Boundless. *Maslow's Theory in Boundless Psychology*. Retrieved by June 18th, 2016, from <https://www.boundless.com/psychology/textbooks/boundless-psychology/>
- Burns, Robert. (1995). *Research Method*. Australia. Longman Australia Ptd, Ltd.
- Darling, H. (1994). *Performance based assessment and educational equity*. Harvard. Retrieved by July 25th, 2016, from <http://www.harvard.com/educationalreview>.
- Darling, H. (1999). *Authentic Assessment of teaching in context. Stanford university school of education*, CERAS 402 Stanford, USA. Retrieved by August 19th, 1999 from <http://www.elsevier.com/teaching&teachereducation>. 16(2000) 523-545.
- Feuer & Fulton. (1993). *The many faces of performance assessment*. Phy Delta Kappan 74 (6): 478
- Field, Andi. (2005). *Discovering Statistics Using SPSS*. London. Sage Publication.

- Finch A. E.(2001). *A formative evaluation of a task based conversation*
PAC journal 1 (1) 125-146.
- Frankle & Wallen. (2012). *How To Design and Evaluate Research in Education*. New York. McGraw-Hill Inc.
- Gay, L.R. (1980). *Educational Evaluation & Measurement*. London. Charles E. Merrill Publishing Company.
- Gay & Airasian. (2000). *Educational Research*. Ohio. Prentice Hall, Inc.
- Jackendoff, Ray. (2003). *Foundation of Language*. New York. Oxford University Press.
- Johnson & Johnson. (2002). *Meaningful Assessment*. Sydney. Allyn & Bacon Company.
- Joyce & Weil. (1992). *Models of Teaching*. London. Allyn and Bacon Publication.
- Kementrian pendidikan dan kebudayaan Republik Indonesia 2013. Permendikud no 81a 2013. Jakarta. Peraturan menteri pendidikan dan kebudayaan Republik Indonesia.
- Ken, Springer. (2010). *Educational Research*. New York. John Wiley & Sons, Inc.
- Kohonen. (1999). *Authentic assessment in affective foreign language education*. Retrieved by July 2016, from <http://doi.org/10.1234/12345678> (279-294).
- McClean,J.M. (1995). *Negotiating a spoken English scheme with Japanese*. Tokyo. Japanese Association for language teaching.
- Marsh C. & Stafford K. (1984). *Curriculum : Australian Practices and Issues*. Sydney. McGraw Hill Company.
- Mori & Tanabe. (2015). *Influence of Instructor Personality on Student Evaluation of Teaching*. English Language Teaching 8, (1) 23-38. Retrieved by December 17, 2014, from: <http://doi.org/10.5539/elt.v8n1p1>.

- Naga, Dali S. (1992). *Teori Sekor*. Jakarta. Gunadarma Press.
- Nunan D. (1996). *Towards autonomous learning: some theoretical, empirical and practical issues in Finch* (2002) secondary educational research, 49, 89-122.
- Ormrod, Jeanne. (2009). *Psikologi Pendidikan*. Jakarta. PT.Gelora Aksara Pratama.
- Ornstein & Hunkins. (2013). *Curriculum*. Boston. Allyn and Bacon Publication.
- Peraturan Pemerintah RI No. 17.(2013) Delapan Standar Nasional Pendidikan. Jakarta. PT. Binatama Raya.
- Permendikbud. (2013). Jakarta. <http://sep-sp.blogspot.co.id>
- Popham, James. (1975). *Educational Evaluation*. New Jersey. Prantice-Hall Inc.
- Reigeluth & Chellman. (2009). *Instructional Design Theories and Models*. New York. Routledge Group.
- Reiser & Dempsey. (1997). *Trends and Issues in Instructional Design and Technology*. Ohio. Merill Prentice Hall.
- Solman, R & Rosen G. (1986). *Bloom's six Cognitive levels represents two levels of performance*, Educational Psychology, pp. 243 – 263.
- Stufflebeam & Shinkfield. (2007). *Evaluation Theory, Models, & Applications*. United States. John Wiley & Sons, Inc.
- Sugiyono. (2010). *Penelitian Pendidikan*. Bandung. Alfabeta.
- Swezey, R. W. (1981). *Individual Performance: Assesment : An approach to criterion reference test development*, Reston : Prentice Hall.
- Thorndike, R. L. & Hagen E. P. (1977). *Measurement and Evaluation Psychology and Education*. Toronto. John Wiley & Sons.

- Willis, at al. (2000). *Constructivist Instructional Design: Creating a Multimedia Package for Teaching Critical Qualitative Research*. <http://www.nova.edu/ssss/QR/QR5-1/colon.html>).
- Wadsworth, B. J. (1975). *Peaget's theory of cognitive development*. New York. David McKay.
- Yan, Jiaolan at al. (2015). *Research and Practice on College English Oral Test*. Beijing. English Language Teaching; 8, (3). Retrieved by : February 13, 2017, from : <http://dx.doi.org/10.5539/elt.v8n3p121>.
- Yasin, Anas. (2012). *Penelitian Kualitatif : Etnografi, Fenomenologi*. Padang. Bung Hatta University Press.
- Yusuf, Muri. (2013). *Metode Penelitian*. Padang. UNP Press.
- Zais, Robert. (1996). *Curriculum Principles and Foundation*. New York. Crowell Company, Inc.

Author Biography

Nama : Dr. Elsina Sihombing, M.Pd.
Place/Day of birth : Simalungun, 03 Maret 1969
Address : Silangkitang, Tarutung Taput
North Sumatera
Mobile/email: 081363328302 /
elsinasihombing@gmail.com

Academic Record

D-3 IKIP Medan - 1991
S-1 IKIP Padang - 2003
S-2 UNP Padang - 2005
S-3 UNP Padang - 2019

Professionalism

1. English Instructor 1990-1991 Mutiara English School Medan
2. English Instructor & Translator 1991-1993 Elia Eng. Course & Dept. PU Padang
3. English Teacher 1993-1996 SMP PGRI Padang
4. English Teacher 1997-2004 Prayoga Catholic Schools Padang
5. English Teacher 2003-2006 Crown Australian School Padang
6. Lecturer 2003-2006 ABA Prayoga, Aperta Padang
7. English Teacher 2006-2007 Yadika Jakarta
8. Principal 2007-2011 Senior High School Yadika Jakarta-Palembang
9. Lecturer 2008-2019 STKIP PGRI Palembang
10. Principal 2011-2013 Secondary, Primary StellaMaris International School Jambi

11. Head of Schools 2012-2014 Secondary, Primary StellaMaris International School Jambi
12. 12. Lecturer 2016-now IAKN Tarutung, Sumut

DEVELOPING A MODEL OF SCORING RUBRIC OF AUTHENTIC ASSESSMENT



Language authentic assessment emphasizes the language production ability more than theory only (linguistics competence) in daily communication to meet various needs of the students. Since most of the teachers especially in Lubuklinggau South Sumatera were still unfamiliar with authentic assessment (based on the preliminary study by the researcher), therefore, it was important to familiarize them to enable them in assessing the learners authentically and properly, especially in English based on K-'13 curriculum requirements.

During conducting this research, English teachers seemed so thankful to have such a chance to know and experience much about the authenticity of learning that was biased from learning assessment. They can state now that good learning producing by good assessment, authentic assessment conditioning authentic learning, which lies not only on the product but much more important lies on the process.

It is hoped, this guidebook can be useful for not only English teachers but also for other subject matter teachers, to run the proper assessment eligibly towards the learners during the learning process in the continuum.

The practical guidebook is also usable for not only senior high school teachers but also the other different level schools, as a basis to develop their scoring rubric based on K-'13 curriculum claims.



publicbooksascarya.or.id
publicaindonesiautama@gmail.com
publicainstitute_jakarta
Penerbit Publica Institute Jakarta

ISBN 978-623-5257-03-7

