

SCORING RUBRIC AS THE AUTHENTIC ASSESSMENT USING BY THE ENGLISH TEACHERS TO RUN THE NATIONAL CURRICULUM IN SOUTH SUMATERA, INDONESIA

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Abstract

One main point on K-13 curriculum that makes it differs from others is its measurement standard, using authentic assessment. Authentic assessment recommends *Contextual Teaching and Learning* (CTL) as one of the methods of learning at schools. The result of her research is remaining that authentic assessment indicates the measurement of the learners learning with the competence based in doing something related to the themes they learned. The power of competence is not on the knowledge they have mastered but on the learners' ability to present *along the process*, demonstrate, or doing something instead, as the result of the knowledge essence they have, meaningful and is needed around the environment. Language authentic assessment emphasizing on 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 are still unfamiliar with authentic assessment, therefore, it is important to familiarize them. Since there are many teachers who do not understand, do not know what to score up from the students learning in authentic assessment, the researcher thinks that it is important to release such a vagueness and un-certainty because it is also one of the ways of how to save Indonesia Education heading toward the upgraded and the best education. To do that, the researcher presents a contribution bridging them and the Government, as well, by producing a guide-book of authentic assessment focusing on scoring rubric, as the product of the this research.

Keywords : *Scoring rubric, Authentic Assessment, National curriculum*

A. INTRODUCTION

The improvement of Indonesia curriculum in the last ten years becomes the trendy and booming topic to be discussed and overwhelmed due to Indonesia educational condition, which never being unstoppable to improve. In such maneuver, the teachers are the subject or the agent and as the directing designer in the educational field, to moderate all things dealing with the education. As a matter of fact, in every maneuver of the curriculum, the teachers are 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 can influence the teacher steadiness to run

the changing goals, from K-13 to KTSP and back to K-13 (revision) each in a short period. It makes all the teachers being confused and do not know what to do to fulfill what the last curriculum (K-13 revision) absorbs to, especially dealing with assessment and evaluation. They have known that K-13 is empowered with its specific assessment system, but they do not know what the elements of authentic assessment are, to be done.

Based on the idea of Reigeluth (2009), scoring rubric is the essential part of assessment of which the teachers measure the students achievement during their learning, and actualizing it in the form of written score and / or description as the formal report to the students' parents as the school's stakeholders. In this study, there are seven segments as the content of the model that will be developed throughout the authentic assessment of scoring rubric, they are :**Behavior assessment, Product assessment, self- assessment, and peer- assessment, portfolio, project, and written test** as reliable and valid instrument of evaluation, particularly suitable for assessing the real achievement based on the real life, and are also suggested by Reigeluth (2009). These reflective models encourage students to become involved in their learning, and promote positive attitude change in the fostering of life-long learning skills and socially responsible citizens.

The purpose of this research is promoting the new simple solid way of implicating the developed model of authentic assessment based on the K-13 curriculum by developing the conventional authentic assessment, which is named as English authentic assessment, as a guidebook for the teachers. This model is called authentic since it covers all the representative segments to what the assessment intents to measure towards the learners in accordance with the context of life. Johnson & Johnson (2002) suggest that for the purpose of the meaningful assessment there are some hints that should be followed, they are : 1) what students performances can be assessed 2) the procedures of the assessment. 3) the purpose of the assessment. 4) the focus of the assessment. 5) the setting of the assessment (artificial or authentic). 6) the stakeholders involved in the assessment. 7) the procedures of the evaluation.

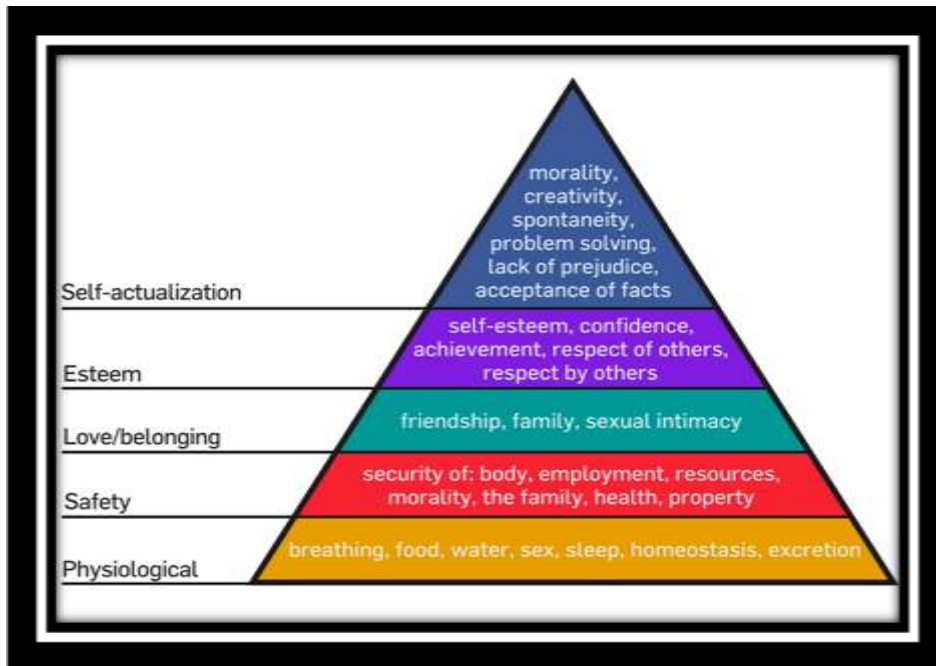
Based on the experts' perspectives above, the *researcher raises* an idea that Assessment should provide multiple measures and opportunities for students to

create and demonstrate what they *can do* with a language. To provide a comprehensive picture of a student's language ability, the teacher should strive to create a balance between formative and summative assessments. Assessments should be authentic and include alternative and integrated performance-based assessments (performance assessment is also called authentic assessment, alternative assessment, and performance testing). Performance-based assessment is characterized by diagnostic measurement, which identifies the learners' strengths and weaknesses, (see Joyce, et al, 2003). Diagnostic test usually focuses on the low end of the achievement and provide a detailed frame of the students' level of performance that refers to authenticity of learning. These characteristics are in the same bold with what the K-'13 curriculum emphasizing on assessment, they are Minimum Mastery Criterion (MMC) as the low end of the achievement, detailed description of achievement, and remedial treatment for the students whose scores are under MMC, till they master the indicators, the goals, and the standard competence that are capsulated in the MMC they ought to pass in the assessment, (see BSNP, 2010). Authentic assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing.

According to Santrock (2007) that in the 1990s there were many efforts to employee performance or authentic measures, of which the learners were required to demonstrate their achievement by producing authentic responses to evaluation tasks such as written and spoken answers, musical or psychomotor presentation, portfolios of work product, or group solutions to defined problems. The purpose of this authenticity is to make the students to master bold understandings. It is also generalized by Stufflebeam that a process of assessment is an ongoing examination on a plan implementation and documentation of the process, that aims to remains feed back and improvement, see Stufflebeam (2007 ; 341). By using this feedback, the teacher is always forwarding to the next feedbacks during the process in running the program of instruction and skills and effectively apply them in real-life situations. Moreover, meaningful learning class can be earned if there is a context of learning how to learn to take every new information becomes meaningful, it is also sounding by the other experts, see Maslow (1984). Based on the Maslow Taxonomy which is dealing with humanist theory, there is a

compulsory hierarchy of the human needs that flows level per level fundamentally. Abraham Maslow was the humanistic psychologist most famous for creating Maslow's hierarchy of needs.

As one acquires and fulfills a need, he/she can and will advance to the next level, and this process is continued throughout the lifespan.



Pic-1 : Learners' needs

On the other hand, Carl Rogers (1987) develop self-actualization of Maslow by emphasizing intrinsic motivation to gain self competence to actualize himself in the real life.

Regarding to this study, Rogers characterizes learning principle by ; 1) Will of learning, 2) Meaningful learning, 3) Threat-less in learning, 4) Self- initiative learning and the last, 5) Learning and changing. The topics which are in students' need might strengthen the learners to learn how to learn since they become meaningful topic to achieve, this is the real meaningful learning. In such a circumstance, the learners learn free-all out without under-pressure, threat, and punishment since learning flows from the learner's self-initiative which is comes purely from their own will. The real meaningful learning is *the process oriented learning* as the authenticity, of which the learners as the subject of the process, see Rogers (1987).

K-13 curriculum recommends the use of an approach, it is *Contextual Teaching and Learning (CTL)*, for public schools in Indonesia. Contextual Learning is a concept of which the teacher links the material of learning to the real daily social life and mediating or scaffolding the learners to actualize the received knowledge into a meaningful learning in the real life, as well (Depdiknas 2013). This approach is holistic and integrated nurturing the learners pursuing their learning activity heading to the real life in the society. Shortly, this approach emphasizes the importance of the linkage of learning material to be actualized in daily life of society, of which they are as a part (Maslow 1996).

The proper technique of measuring of CTL is *authentic assessment*. This technique emphasizes the measurement of the learners competency in doing something (performance), process – orientation rather than product – orientation. The fundamental gain is not only merely at the cognitive but also at the learners performance of how to present, to demonstrate, or to do something due to essential knowledge they have mastered. Overall, demonstrating the mastered competencies is not merely for the purpose of the knowledge itself, but much more important is grabbing it and actualize the reality as a need in daily life. Therefore, in authentic assessment, the learners competence is measured through out their ability to show up the knowledge, performance, and attitude on the basis of meaningful learning (Mueller, 2008). The term *meaningful* has a fundamental correlation with daily life, so it is reasonable to give the chance for the learners to demonstrate their competencies in each of the measurement that the teacher conduct against the learners.

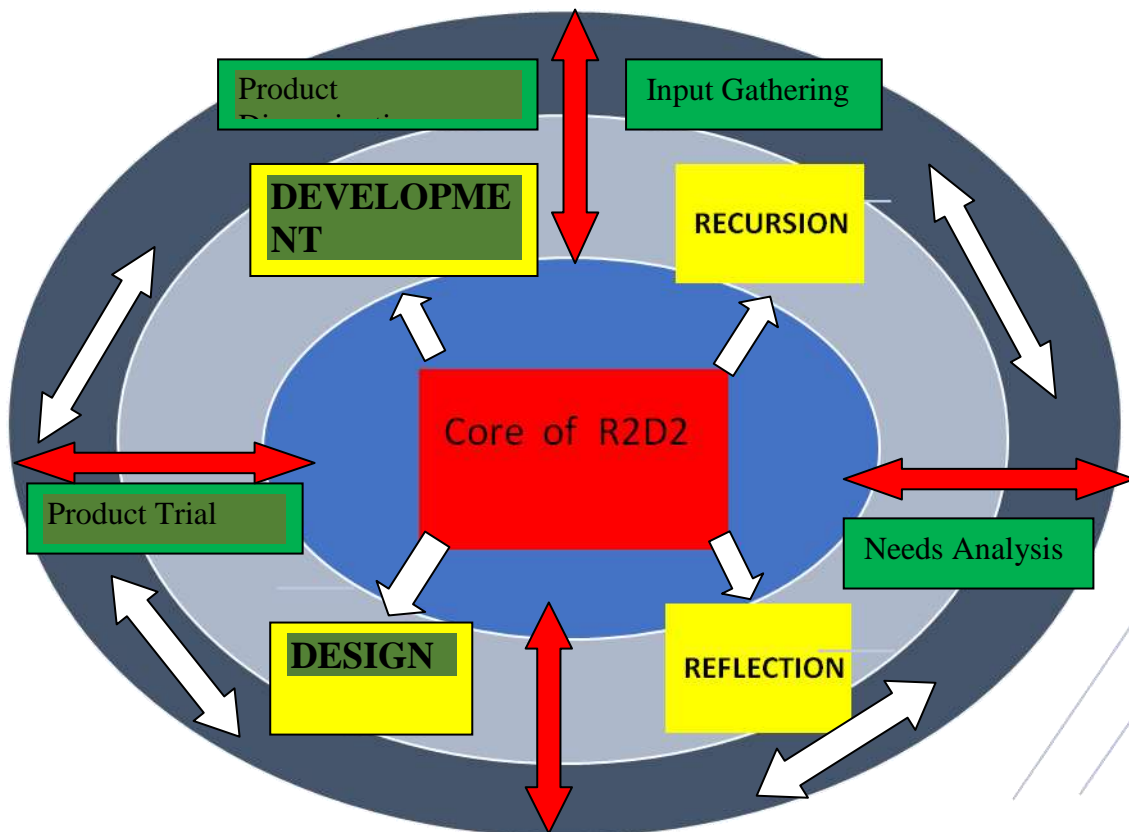
To meet the learners need in learning, the teacher should always run various instructional methods of teaching to drill the learners and assessing them as well, to never being neglected or loss the students academic track during the process in the three domains of learning, namely ; Affective, Psychomotor, Cognitive.

The writer found that previous curriculum lacks of technique of evaluation in continuum, especially in English subject, it was un-contextual assessment (emphasizing paper/pencil test), instead of authentic assessment. In authentic assessment, there is a balance among the triangle parts ; competence, content, assessment.

B. RESEARCH METHOD

This research belongs to Research and Development using concurrent triangulation technique, in which the researcher conducting both quantitative and qualitative research togetherly and then in data analysis she precedes qualitative data display then enhancing by the quantitative one. Regarding to R & D research, the purpose of the study is producing a product of the research in the form of a developed model, it is authentic assessment coring on scoring rubric.

The syntax of research development is based on R2D2 model by Willis, forwarding to developing the syntax adjusting to real fact in the field of research. The product of the development is settled separately from this article in the form of a guide-book, which at the end of the research will distribute or disseminate to the teachers, to the national education department of Lubuklinggau city, and the chairman of Lubuklinggau city. The model of development is adapted and developed from R2D2-model (by Willis 2000). At the first time, R2D2 model (Recursive, Reflective, Design, and Development) is initiated to develop Instructional Design in teaching qualitative research subject by Willis in 1995, (see Willis, 2000). But in this study, the researcher develops this model toward research and development of authentic assessment, which at the end of the research, resulting a model of an authentic assessment that focusing on scoring rubric, which is valuable and helpful for the teachers especially English teachers.



Pic-2 ; Chart of Authentic Assessment Model Development

The product of this study is a guide book of English Authentic Assessment Model that covers (a) *assessment planning*, (b) *assessment specification*, (c) *assessment rubrics*, (d) *evaluation standard*, and (e) *final score*.

Guiding Syntax

R2D2 has four overarching principles: (1) recursion, (2) reflection, (3) Design, and (4) Development. Each of them is a solid assemble of some activities which are in tied one another, runs automatically in a certain chain of demands. Henceforth, one principle may consist of more than three activities, enhancing from the starting point to the edge of the activities and running back till fulfilling the demands.

1) *Recursion* allows the researcher to revisit any information, decision, or process at any time in the design and development of the product, and make refinements and revisions as needed, for instance because of level of needs, any new issues, and so forth. *Recursion*, or *iteration*, makes the design process a spiral-the same issues and tasks may be revisited many times across the design and development of a particular instructional product.

- a. doing a preliminary study dealing with the research problem
- b. treasuring the preliminary data to find needs of the stakeholders in the schools
- c. designing the frame of work, what to do during research conduction, structuring a group discussion forum (GDF) as the validators unity.
- d. running-down the design of works and controlling the way of what and how to do.

2) *Reflection* requires the researcher to follow a set of pre-defined rules that prescribe what is to be done and thoughtfully seek and consider feedback and ideas from many sources. For instance, after getting the information from the schools, then needs analysis. In this process the validators are involved to overview the pre-design that remains in the recursion process. The purpose of this step is to sharpen the ideas that has been formulated in the pre-design regarding authentic assessment coring on scoring rubric.

3) *Designing* authentic assessment of learning needs not begin with a detailed plan that requires development of precise objectives at the beginning of the work. Objectives may, instead, emerge over the design process and not be completely set and clear until the end of the project. Thus, the design process commences wherever it is appropriate and progresses as appropriate. This is such a preliminary design which is still completed then by all the stakeholders after the tryout and will be sharpened by all the data gathered troughout the triangulation technique, either by qualitatively or quantitatively that are applied embedded in the mixed research.

The last principle, *Development*, is based on the assumption that the context of use is critically important. Further, the people most familiar with those contexts will be the users, after the researcher conducts a need analysis and meets kinds of demands that the English teachers really need in the school. In R2D2 the idea of participatory design has been expanded beyond end users to include "experts". Thus, in this research the R2D2 design model involves a participatory team that guides the process. This team typically includes instructional designers (in this case the researcher), subject matter experts, teachers, and students. Members of the team are often referred to as *stakeholders*.

Data that will be collected in this study is Nominal and ordinal data resources from both *qualitative and quantitative data*, since this research belongs to mixed method research focusing on Concurrent triangulation strategy, of which the quantitative method is embedded in the qualitative one. The data are enriched by triangulation technique, it means that both qualitative and quantitative data will be collected by means of (1) interview, (2) questionnaire, (3) observation and documentation. The data of preliminary study and some data of try out activity are analyzed qualitatively, while the data from the expert validation, teacher analysis, students responses, and field try out are analyzed quantitatively. The quantitative data are analyzed descriptively by computing the percentages of validators, teachers, and students' responses, calculating the responses of the subject using Rating scale, see Sugiono (2010 ; 98).

After having tryout-1 and tryout-2, continued with revision and completion under the validators control, then it is concluded that the developed model of English authentic assessment coring on scoring rubric is very effective, valid, accountable and practical to imply at senior high school in Lubuklinggau, South Sumatera.

C. RESULT AND DISCUSSION

Authentic assessment is similar with Performance-based assessment, it is characterized by diagnostic measurement, which identifies the learners' strengths and weaknesses, (see Joyce, at al, 2003). Diagnostic test usually focuses on the low ends of the achievement and provide a detailed frame of the students' level of performance that refers to authenticity of learning. These characteristics are in the same bold with what the K-13 curriculum emphasizing on assessment, they are Minimum Mastery Criterion (MMC) as the low ends of the achievement, detailed description of achievement, and remedial treatment for the students whose scores are under MMC, till they master the indicators, the goals, and the standard competence that are encapsulated in the MMC they ought to pass in the assessment, (see BSNP, 2010).

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of evaluation, particularly suitable for assessing the real achievement based on the real life, and are also suggested by Reigeluth (2009). These reflective models encourage students to become involved in their learning, and promote positive attitude change in the fostering of life-long learning skills and socially responsible citizens. It is suggested, therefore, that when employing in a student-centered class, holistic setting, self- and peer-assessment are practical and effective evaluation tools to obtain a meaningful product of learning for senior high or tertiary language education.

Product of learning can not be well-done without a planning and process, but those three are a unity in a cycle. The researcher, firstly suggested the teachers to prepare their planning by completing the table below.

Table-3

When executed				Type of decision			Specific activities					
P	L	A	N	N	I	N	G	P	H	A	S	E
PRE-IMPLEMENTATION				1. Outcomes to be achieved 2. Courses of action to be taken			1. Situation analysis 2. Specification of objectives 3. Specification of prerequisite 4. Selection/development of measuring of instruments 5. Delineation of strategies 6. Selection of a design 7. Preparation of time schedule.					
P	R	O	C	E	S	S	P	H	A	S	E	
During implementation				1. Degree to which execution is taking place as planned. 2. Changes needed for the shake of improvement			1. Administering of pre-test 2. Administering of tests, entry behavior 3. Assessing objectives appropriately. 4. Periodic of data collection (test). 5. Analysis of effectiveness of strategies.					

P R O D U C T		P H A S E
POST-IMPLEMENTATION	<ol style="list-style-type: none"> 1. Overall effectiveness of the instruction, project, or program. 2. Future courses of action 	<ol style="list-style-type: none"> 1. Collection of data pertinent to the objectives (e.g : posttest) 2. Collection of data related to unanticipated outcomes 3. Analysis and interpretation of the data 4. Reporting.

D. CONCLUSION

This research belongs to Mixed Research focusing on Concurrent Triangulation technique. In conducting such a type, the starting point is by carrying out both the methods together namely qualitative and quantitative due to the research problems and the objectives of each of the research methods involved.

By conducting this research, it is found that :

1. The English teachers do not know what to do and what is the authenticity of assessment in K-13 curriculum before this research was carried out in the schools.
2. The English teachers become totally understand and overwhelm regarding authentic assessment coring in scoring rubric, at the end of this research.
3. The product of this research, in the form of a developed model is very useful and helpful for the English teachers in running the national K-13 curriculum, that was proved by 95 % of the respondents in questionnaire and interview tend *to agree*.
4. After observing the respondents or the subject of this research and computing the scores of the responses, to measure the practicality, effectivity, validity and reliability, it is concluded that this developed model is fundamentally needed by the English teachers in nurturing the authenticity of learning through out the authentic assessment.

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