DEVELOPING A MODEL OF SCORING RUBRIC OF AUTHENTIC ASSESSMENT FOR ENGLISH TEACHERS AT SENIOR HIGH SCHOOLS IN LUBUKLINGGAU

(DISSERTATION)

Conducted by   : Elsina Sihombing, M.Pd

Enrolled No.   : 14169008

Ditulis untuk memenuhi sebagian persyaratan dalam mendapatkan gelar Doktor

ENGLISH ORIENTATION - DOCTORATE PROGRAM

POST GRADUATE DEPARTMENT OF PADANG STATE UNIVERSITY

2019

ABSTRAK

Sihombing, Elsina. 2019. Developing A Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools in Lubuklinggau.

Post Graduate Program, State University of Padang

Terkait dengan kurikulum 2013 (K- 13) salah satu daya pembedanya dari kurikulum lainya adalah salah satu elemenya, yakni standard penilaian menggunakan assesmen yang otentik. Penilaian yang otentik adalah penilaian yang berdasarkan pembelajaran kontekstual (CTL), dan pembelajaran yang bersifat saintifik, yang diimplikasikan sebagai metode pembelajaran di sekolah, lihat (Permendikbud 2013). Penilaian otentik bahasa lebih menekankan pada penilaian kemempuan produk bukan pada teori semata (kemampuan linguistik) yan dinilai dari komunikasi sehari-hari, dan dari itu akan terlihat kebutuhan apa saja yang masih diharapkan untuk kemampuan berbahasa anak.

Karena masih banyaknya jumlah guru di kota Lubuklinggau yang pemahamanya masih rancu tentang apa dan bagaimana pelaksanaan assesmen otentik (berdasarkan observasi awal), maka peneliti memprakarsai sebuah penelitian R&D dengan teknik transformative concurrent dengan tujuan untuk menghasilkan sebuah produk yang dapat mengatasi permasalahan guru-guru tersebut di atas, khususnya di SMAN-1 dan SMA Xaverius Lubuklinggau, sumatera Selatan.

Hasil penelitian membuktikan bahwa instrumen dan model penilaian otetik yg dikembangkan oleh peneliti (rubrik penilaian assesmen otentik) ternyata praktis secara signifikan untuk digunakan yang dibuktikan dengan rumus t-test, dimana t-hitung jauh melampaui t-tab (2.518 pada $\alpha = 1\%$) and 1.725 pada $\alpha = 5\%$) yakni : $1.725 < 4.6 > 2.528$. Dengan tingkat kebebasan (df) 20 (22-2) dengan menggunakan test 2-ekor. Hal ini bermakna bahwa secara kwantitatif, Ha diterima dan secara otomatis H0 ditolak. Hal ini berarti bahwa model yang dikembangkan bermanfaat secara signifikan bagi guru-guru khususnya guru Bahasa Inggeris untuk digunakan sebagai rubrik penilaian untuk mengukur kemampuan belajar siswa secara otentik.

Sebaliknya, secara kwalitatif pertanyaaan riset terjawab bahwa berdasarkan persepsi guru-guru terhadap penilaian otentik dengan menggunakan rubrik penilaian yang dikembangkan oleh peneliti, ternyata bobot persepsinya meningkat dari sebelum dan sesudah model ini dikembangkan dan diimplikasikan, yakni dengan:

Pre-trial (1.8) $\longrightarrow$ Trial-1 (3.4) $\longrightarrow$ Trial-2 (4.9) pada skala maksimum 5. Dari hasil angket dinyatakan bahwa guru-guru membutuhkan model yang dikembangkan oleh peneliti ini, secara mendasar, dan hal ini terbukti dari selisih bobot pre-trial dengan trial-2 dari informan utama sebagai pengguna utama model yg dikembangkan yakni

4.9 (98 % pada skala 5) − 1.8 (45%) = 2.8 (53 %). Maknanya bahwa persepsi lemah mereka terhadap penilaian otentik meningkat 53 % setelah menggunakan model yang dikembangkan oleh peneliti.

Pertanyaan penelitian terakhirpun terjawab dari hasil olahan angket bahwa mereka telah mampu mengembangkan sendiri model penilaian otentik sesuai dengan kebutuhan akademik mereka di sekolah.

ABSTRACT

Sihombing, Elsina. 2019. Developing A Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools in Lubuklinggau.

Post Graduate Program, State University of Padang

Dealing with K-'13 curriculum, one main point that makes it differs from other is one of its element, it is measurement standard, using authentic assessment. Authentic assessment recommends Contextual Teaching and Learning (CTL), and scientific learning as the methods of learning at schools, see (Permendikbud, 2013). 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 and obscurity about authentic assessment (based on the preliminary study by the researcher), therefore, the researcher conduct an R&D research in transformative concurrent technique for the purpose of having a product that can help the teachers to overcome such an obscurity, at SMAN-1 Lubuklinggau, and SMA Xaverius Lubuklinggau.

The result of this research proved that the instrument and the developed model (scoring rubric of authentic assessment) are both practical to use, it proved by the formula of t-test in which t-obtained (4.6) was further exceeds t-tab (2.518 at α = 1%) and 1.725 at α = 5 %) which is symbolizing with : 1.725 < 4.6 > 2. 528. in degrees of freedom (df) 20 (22-2) using two tailed test. Means that quantitatively,, Ha is accepted and automatically Ho is rejected, it implies that the developed model is significantly effective to use by the English teachers to assess learning achievement authentically. On the other hand, qualitatively, the research questions are proved and answered that the teachers perception upon the authentic assessment coring on scoring rubric was improved before and after applying the product of this research with Pre-trial (1.8) $\longrightarrow$ Trial-1 (3.4) $\longrightarrow$ Trial-2 (4.9) using maximum scale 5. Moreover, the teachers need the developed model (scoring rubric of authentic assessment) fundamentally and it is very important, it cant be proved from the difference of value between pre-trial and trial-2 for the prime informants as the key users of the model; 4.9 (98 % in scale 5) – 1.8 (45% in scale 4) = 2.8 (53 %). It implies that 53 % of their knowledge about scoring rubric of authentic assessment improved, from weak perception before research conduction becomes significantly strong perception after the research conduction.

The last research question to answer is that the teachers now can develop scoring rubric for their own academic record, after mastering throughout the practice of using the guidebook as the product of this research.
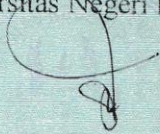
Lembar Pengesahan

Dengan persetujuan Komisi Promotor/Pembahas/Penguji telah disahkan
Disertasi atas nama :

Nama	:	*Elsina Sihombing*
NIM.	:	14169008

melalui ujian terbuka pada tanggal 29 April 2019

Direktur Program Pascasarjana
Universitas Negeri Padang

Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.
NIP. 19620919 198703 2 002

Koordinator Program Studi

Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc.
NIP. 19660430 199001 1 001

Persetujuan Komisi Promotor/Penguji
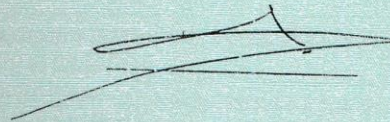
Nama   :   *Elsina Sihombing*
NIM.   :   14169008

Komisi Promotor/Penguji
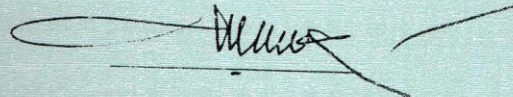
<u>Prof. Dr. Jufrizal, M.Hum.</u>
(Ketua Promotor/Penguji)
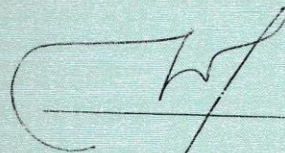
<u>Prof. Dr. Syafri Anwar, M.Pd.</u>
(Promotor/Penguji)

<u>Dr. Khairani, M.Pd.</u>
(Promotor/Penguji)

<u>Prof. Dr. Z. Mawardi Effendi. M.Pd.</u>
(Pembahas/Penguji)

<u>Prof. Nurhizrah Gistituati, M.Ed., Ed.D.</u>
(Pembahas/Penguji)

<u>Prof. Dr. Lince Sihombing, M.Pd.</u>
(Penguji dari Luar)

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya disertasi dengan judul : *Developing A Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools*, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainya.

2. Karya tulis ini murni gagasan, penelitian, dan disain saya sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Promotor.

3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dan jelas dan dicantumkan sebagai referensi dalam naskah saya dengan disebutkan nama pengarangnya, serta diposisikan pada daftar referensi.

4. Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang saya peroleh karena karya tulis ini, serta sanksi lainya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Juni 2019

Saya yang menyatakan,

Elfina Sihombing

NIM: 14169008

iv

FOREWORDS

Huge thanks to God for His goodness to bless the writer in finishing her doctoral program from the starting point till the edge of the process,which is ending by completing her dissertation entitled: *Developing A Model of Scoring Rubric of Authentic Assessment for English Teachers at Senior High Schools.*

Her warmest gratitude to the family : lovely husband Sabam Hutauruk, and her for children namely: Agustinus Smartco H., Christine Chindy R. H., Santa Brightness H., Guydo Endless Joy H., for all their beloved support during her study. Then, her truely love to her kindly brother and his family with their fruitful motivation and support namely Jagar Lumbantoruan and the family.

Thanks so much to Indonesia Government under Presidential of Bapak Joko Widodo throughout Dikti, of which I was budgetted by scholarship during my doctoral study.

Without the scolarship it is impossible for her to have had her doctoral degree in a reputable university, it is Padang State University.

At last but not the least, her lovely gratitude to her promoters of dissertation : Prof. Dr. Jufrizal, M.Hum., Prof. Dr. Syafri Anwar, M. Pd., Dr. Khairani, M.Pd., and her examiners as well: Prof. Dr. Z. Mawardi Effendi, M.Pd., Prof. Nurhizrah Gistituati, M.Ed., E.Dd.

Her honorable gratitude to madam Prof. Dra.Yenni Rozimela, M.Ed., E.Dd as director of PPs UNP., Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc., Prof. Dr. Atma Zaki, M.Pd., and the other lecturers and staff of UNP that she could not mention one by one.

The very special lovely thanks to her external examiner: Prof. Dr. Lince Sihombing, M.Pd. with her beloved support and motivation to finish her study.

All above is that, may God blesses us more than ever, now and forever, amen.

Padang, Juni 2019

The Athor,

vi

TABLE OF CONTENT

CHAPTER V: CONCLUSION, IMPLICATION, SUGGESTION

LIST OF TABLES

xi

TABLE OF PICTURES

APPENDICES **Page**

CHAPTER I

INTRODUCTION

A. BACKGROUND

In the last two eras, Indonesia curriculum has been focused and periodically changed, and the reasonable issues for the changes is *improvement.* In each of the change was not a total change, but the partial one, instead. The last 2 periodical curriculums are; KTSP (2006), and 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-of, 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 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 K-'13 curriculum, one main point that makes it differs from the others is that one of its element, it is measurement standard, using authentic assessment. Authentic assessment recommends *Contextual Teaching and Learning* (CTL), and Scientific learning as the approaches of learning at schools. Contextual learning is a concept of learning in which the teacher help the students to parallelize the content of learning to the real context around the society and togetherly tailoring the knowledge to the students so that they can actualize it in daily life, see (Permendikbud, 2013). Contextual learning is a holistic and integrated learning process in which the teacher nurturing the learners to master the content and parallelize it to their daily real life. Hence, basically this approach emphasizes the importance of content and life reality parallelism of which the learners as the part. Whereas, scientific learning approach is learning process that emphasizing on empirical creativity and innovation using methods of inquiry in 5 steps : observing, asking, logical thinking, exploring, and collaborating to sharpen the 3 golden domains of learners' faculty see, Permendikbud no. 65 (2013) about standard of process as allotting at the picture below :

AFFECTIVE

(WHY)

*productive, Innovative

*creative, Affective

PSYCHOMOTOR

(HOW)

COGNITIVE

(WHAT)

Pic-1; Three Golden Domains; Affective, Cognitive, and Psychomo
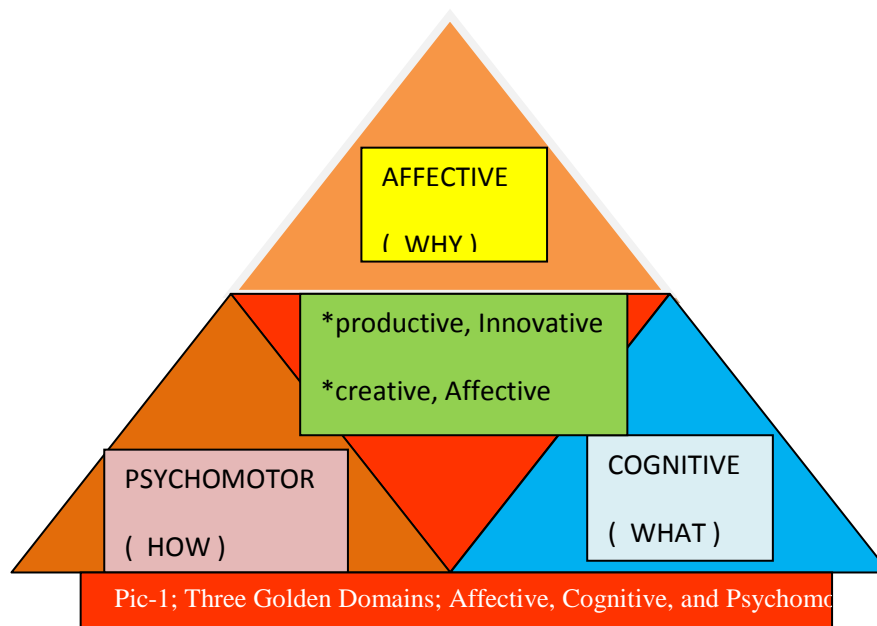
Authentic assessment indicates the measurement of the learners learning with the competence based in doing something related to the themes they learned. The power of competence is not on the knowledge they have mastered but on the learners ability to present *along the process*, demonstrate, or doing something instead, as the result of the knowledge essence they have, meaningful and is needed around the environment, (Muller, 2008). The term of meaningful is identical with daily needs, that is why the learners requisite to demonstrate the knowledge they have earned the actualization. .

Language learning basically conditioning the parallelism of the three bolden roots of learning ; achievable competence, content and

3

strategy, and learning evaluation. Generally, the objective of learning English at Secondary and Senior High levels in Indonesia is able to communicate verbally and non-verbally through the 4 language skills (listening, speaking, reading, writing) and all the 4 skills are actualized in their daily life, it is consequently, the authentic assessment should be able to measure those 4 skills during the process.

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 were still unfamiliar with authentic assessment (based on the preliminary study by the researcher), therefore, it was important to familiarize them so as to enable them in assessing the learners authentically and properly, especially in English based on K-'13 curriculum.

As a matter of fact, the system of assessment is rather weak practically, especially in test design and the rubric of scoring. Whereas, in Indonesia Government regulation, No. 20 by the year of 2007 about standard of Educational Assessment stated that Indonesia ministry for the purpose of controlling the quality of education based on the national standard of education which is developed by BNSP (National Education Standard Deputy), see The Regulation of Indonesia Government No. 17 by year 2010 (2010 ; 787). It is emphasized in K-'13 that there are 8 national standards of education,

one of them is the standard of educational assessment. There are 10 basis of standard of educational assessment and 9 points as the principles of assessment. The principles are as follows : 1) Reliable means it measures what it intents to measure. 2) Objective means it is on the basis of proper criteria and procedures and out of subjectivity. 3) Fairness means not tending on one point ; advantage or disadvantage toward the learners. 4) Integrated means that assessment is a part of learning activity. 5) Openness means that procedures and criteria are familiarized to all stakeholders. 6) Holistic and continual means covering all the aspects of competence by using various precise technique of assessment to record the learner's development . 7) systematic means it is planned and periodic using standard procedures. 8) Criterion Reference Based means that assessment is based on the competence standard as being settled prior to the learning process. 9) Authentic or accountable means that assessment can be implicated responsibly.

Authentic Assessment is one of the integrated part of K-'13 curriculum, as the component that is very essential and crucial of which most educators neglected as their not understanding about, that actually use to assess the students learning progress, either in KTSP or in K-'13. Many of the teachers have ever listened about this term but in fact they did not know what to do regarding authenticity of K-'13, they tent to apply conventional assessment instead though they knew

that their school implicated K-'13. Since there were many teachers who did not understand, did not know what should be scored from the students learning as theauthenticity of learning, the researcher thought that it was important to release such a vagueness and obscurity because it is also one of the ways of how to save Indonesia Education heading toward the certain and the best education. To solve such a complicated messy thought of the teachers in Lubuklinggau, the researcher intent to help them and the Government, as well to present a solution by presenting a guide-book of authentic assessment focusing on scoring rubric, as the product of this research.

Throughout the guidebook, it was hopefully that all the teachers especially English teachers could solve out their ambiguity in doing scoring rubric to meet the curriculum demand, besides, applying the true assessment upon the learners, out of the conventional one that evaluate the learners' cognitive or product orientation only by pencil/paper test. In the guidebook the teachers could see what the authenticity was or means, regarding with the scoring rubric as the K-'13 curriculum demands to fulfill.

There were many researches dealing with authentic assessment, but this research specifically forwarding to *rubric of scoring,* the way of the teachers to symbolize the students achievement by using numeric during the learning process, the way of administering, and disposing the real result as the extract of the

measurement during the learning process. This title was valuable and helpful for all the teachers generally, and for English teacher especially which was concerning about enhancing the educators on developing the authentic assessment, *coring on the Rubric of Scoring* English for Senior High School.

B. FORMULATION OF PROBLEM

Regarding the problem background above, it is fair enough to rebold the general problem of this study, it is: "What is the appropriate model of scoring rubric of authentic assessment for English teachers at senior high schools in Lubuklinggau South Sumatera?"

Then, inductively it was centrally elaborated into the following research questions: :

1. What is the English teachers' perception about authentic Assessment before and after the research?

2. How important is the teachers' need towards developed *scoring rubric of authentic assessment* and why they need it fundamentally?

3. How to develop a model of authentic assessment of English scoring rubric ?

4. What is the experts (validators) opinion towards developed model of scoring rubric of authentic assessment for senior high school English teachers in Lubuklinggau?.

5. What is the validity, reliability, and practicality of the developed

model?

To answer the problems above, the researcher intended to develop a model as the process of this research which remained a result (Chapter 4, 5) and a product in the form of a guide book for English teachers, contains the formats of scoring rubric and the compulsory domains of assessment.

C. PURPOSES OF DEVELOPMENT

The purpose of developing an appropriate model of authentic assessment on scoring rubric for Senior High School English teachers in Lubuklinggau were :

1. To explore an appropriate scoring rubric based on the demands of K-'13 curriculum. The guidebook (as the product of this research) can help the English teachers to use and to develop scoring rubric, to match the curriculum requirements to the learners needs.

2. The product of this research can be devoted for the English teachers to run the authentic assessment practically since it has been blended from the too many segments of scoring becomes a simple representative solid rubric. This scoring rubric can stimulate the teachers to assess the students learning process simply and enjoyably to do.

3. Familiarizing the English teachers to a valid accountable ways of how to develop blended authentic assessment focusing on rubric scoring.

4. To design a model of practical English scoring rubric used for authentic assessment at senior high schools.

D. PRODUCT SPECIFICATION

After doing the research, it was hopefully that this study remained a usable authentic assessment guidebook for the teachers especially for English teachers that can be used to assess the real learning achievement of the learners, to meet the 2013 curriculum goals in assessment site. The authentic assessment discussed here was focusing on the rubric of scoring completed by some of the representative items of what to score.

The guidebook of the authentic assessment can be designed by the teachers in continuum up to six semesters to keep the learners academic record or even, for the purpose of extensive and intensive of Indonesian national education, it is worthy and helpful for the educators who educate certain students from the basic grade up to the higher school, can continually use this academic-records as the student's document as long as his formal learning period. As the result, in each of the school termination with different teachers, it can prove the students' background and achievement, the students'

academic flows, to avoid miss-judge towards the students. It is in the same line with Johnson & Johnson (2002 ; 5) who says that " what gets measured gets done", in this case, what the teachers assess may be the single most powerful message as to what the teachers value and wish to accomplish. Such a file is very helpful for the English teacher to follow and remember the improvement that the learners produce whilst or even during their learning period in a certain school. In such a task, school plays an important roles and take a huge responsibility towards the learners and the parents as well, to prove that school is really runs authentic learning as a meaningful learning to meet the learners needs in daily life. Henceforth, the product of this research has specification as the following :

1. The developed model is more practical than the conventional one and contains certain hints and procedures of scoring rubric

2. It measures not only learners' *knowledge (product)* but also the continual *life-skill (process)* along the period of learning, to show the improvement of the learners' competence which certainly meets the K-'13 curriculum demand fulfillment.

3. There is a bold chemistry between teacher and the students, among the students, and among the teachers / principal, sticking by the solid authenticity since the goal setting is formulated together by the English teacher, students, homeroom- teacher, approving by the principal.

4. The guidebook is portable, easy to do and easy to tap-up, in accordance with the teachers' and the students needs.

5. The product of this research can be used by the English teachers especially, and Bahasa Indonesia teachers, as well, and even other subject matters teachers after being translated.

E.   SIGNIFICANCES OF THE DEVELOPMENT

a. For the National Education Department (Disdiknas) of Lubuklinggau the result of this research can help the national education department to run the national program improving the quality of education of this country, especially around Lubuklinggau city, to focus the teachers attention on the authentic scoring rubric as an integrated part of authentic assessment for unleashing the autenticity of learning process.

b. For the educational institution (schools and universities) the developed model (in the form of a guidebook) can inspire all the teachers and educational practitioners to develop their own scoring rubric as a part of authentic assessment, to run their task based on the K-'13 demands or requirements which match to the national curriculum standard.

c. For the teachers

Since K-'13 has been launched, authentic assessment was already booming up to now on, but most of teachers are in doubt what to do

and how the real authentic assessment is. Henceforth, this authentic

assessment handbook help them to enease their work on how to

assess concerning to what the both curriculum assign to.

d. Other researchers

The result of this research can be as an inspiring text for other

researchers to conduct or deepen the next research dealing with

authentic assessment model development to contribute on

educational field in Indonesia.

F. DEVELOPMENT ASSUMPTION AND LIMITATION

1. Development Assumption

Concerning to the English teachers responses against the

researcher's observation as the preliminary study, say that

conventional authentic assessment is quite messy and ambiguous

about what to do and how to start, making them hesitant and rather in

doubt to apply this new measurement. As a matter of fact, the flows of

the curriculum implication in most of the schools in Indonesia

especially in Lubuklinggau seems stagnant as if they run the new

curriculum totally but it is not. They tend to measure the learning

process using the test system (mostly paper / pencil test) and a little

practical test for some of the subject matter for the purpose of

fulfilling the psychomotor score (without continuum). Whereas, the

two recent curriculums in Indonesia emphasize the authentic

assessment (process and product) as the measurement of the learning

process regardless by applying Contextual Approach for KTSP (2006)

or Scientific Approach for K- '13. Therefore, *it was assumed that*

authentic assessment of English scoring rubric can enhance the

English teachers to apply authentic learning as the true learning and

implicate authentic assessment to measure the true result of learning

(not only product but mostly in process, instead.

In some instances, performance assessments involve a

combination of performances and products. For example, experiments

require students to engage in the scientific process by developing

hypotheses, planning and executing experiments, and summarizing

findings (Feuer & Fulton, 1993). The focus of the assessment can be

the execution of the experiment (i.e., a demonstration), the laboratory

report that describes the results (i.e; a product), or both. Similarly, a

writing portfolio might be conceptualized as a product if the entries

only reflect final products; however, including drafts that provide

information about the writing process would change the focus of the

portfolio to include process and product. This research assumption

can overcome such a problem by coaching and drilling them, tailoring

this valuable issues of assessment, and lasting with a new product as a

means of learning measurement barometer especially for English

subject either at the institution or nationally, in the form of blended

authentic assessment guidebook.

2. Development Limitation

Nevertheless, if there is no periodical coaching from the national education department of Lubuklinggau, this handbook will lessen the function or it can be stay -still only around the school that ever dropping in by this research. Further more, English teachers will never meet the students need during the learning process since the learning measurement that they use is based on the school administration needs, instead.

To gain a representative perfect accountable blended authentic assessment of English is actually good, but in fact, it needs much more time to prolong the research (2-3 years) that absurdly doing in doctorate program (dissertation) of which the ideal length of study is 3 years.

Since this is a kind of an unpublished research, the product is only can be absorbed by the senior high school English teachers in Lubuklinggau. If such a product of the research is wished to cover wider users or even nationally, a research must be done intentionally out of the doctorate study program.

G. DEFENITION OF KEY TERMS

To avoid misunderstanding of the readers, it is very important to limit the definition of several key terms that are majorly arisen, out of discrepancy.

1. ***Developing a model*** is, stepping up the quality, effectiveness, and efficiency, of the former model as the core activity of this research to reform a certain qualified measurable model from the existed models prior to this research.

2. ***Blended*** is the result of unifying and utilizing of many/some elements of existed authentic assessment on the stem of scoring rubric.

3. ***Authentic Assessment*** is a kind of measurement of learning which emphasizes majorly on the process rather than the product only.

4. ***Scoring Rubric*** is one of the main parts of learning activities of how to actualize the students achievement, either numerically or descriptively at the end of every/some learning competences.

4. ***Authentic Assessment Guidebook*** is the handbook for the English Teachers contains some main description, format of scoring rubric together with some representative sample test as the product of this research.