

APPENDICES

Appendix 1 Lesson Plan of SD Laboratoium Undiksha Singaraja

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: VI/1

A. Kompetensi Dasar:

1. Menceritakan pengalaman.
2. Merespons instruksi sangat sederhana secara verbal mengenai kegiatan di hari libur.
3. Mengidentifikasi teks pemberitahuan.

B. Indikator:

- Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar.
- Merespons instruksi sangat sederhana dengan melakukan kegiatan yang diinstruksikan dengan benar.
- Menjawab pertanyaan teks pemberitahuan mengenai jadwal buka dan tutup lokasi wisata.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar.
- Merespons instruksi sangat sederhana dengan melakukan kegiatan yang diinstruksikan dengan benar.
- Menjawab pertanyaan teks pemberitahuan mengenai jadwal buka dan tutup lokasi wisata.

D. Materi Pembelajaran: I Had a Great Holiday

E. **Alokasi Waktu:** 4 jam pelajaran (4 kali pertemuan)

F. **Metode:** *Integrated Skills* (mendengarkan, memperagakan, menirukan, bercakap-cakap, penugasan)

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal

Guru menyapa siswa dengan sapaan *“hello”* sambil melambaikan tangan. Siswa menjawab sapaan tersebut dengan baik dan benar. Guru harus memastikan bahwa setiap siswa telah menjawab, apabila ada yang belum menjawab, guru dapat mengulangi sapaan *“hello”* lagi. Kemudian guru menanyakan kabar siswa.

Keg. Inti

Dengan bimbingan guru, siswa diajak untuk mencermati gambar yang ada di buku cetak halaman 2 dengan berkata *“Look and answer”* (sambil menunjuk mata dan mulut). Guru meminta siswa menjawab secara bersama-sama pertanyaan berdasarkan gambar.

Kemudian, siswa diminta untuk mengulangi membaca nyaring kegiatan yang ada di buku cetak halaman 3 setelah guru mengucapkan kalimat yang tertera pada gambar.

Untuk memeriksa pemahaman siswa, guru memperdengarkan rekaman audio yang ada di buku cetak halaman 4. Kemudian, siswa diminta memncocokkan gambar dengan kalimatnya.

Keg. Akhir

Guru memutar lagu dan mengajak siswa menyanyikan lagu bersama-sama.

Guru menutup pembelajaran.

Pert II – Keg. Awal

Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar.

Keg. Inti

Guru meminta siswa untuk mengambil buku dan membukanya dengan berkata *“Please open your book to page 6”*. Kemudian, guru memutar audio dan meminta siswa mendengar dan memperhatikan dialog yang ada di buku. Setelah itu guru meminta murid untuk mengulangi apa yang diucapkan dalam rekaman dan menjelaskan informasi yang terkandung dalam dialog percakapannya. Pastikan semua siswa menguasai dialog tersebut dengan meminta mereka berlatih secara berpasangan. Setelah selesai, guru meminta

siswa membuka halaman berikutnya dan meminta siswa melakukan instruksi yang disebut didalam rekaman. Kemudian, guru meminta siswa menjawab pertanyaan berdasarkan audio yang diputarkan guru.

Keg. Akhir

Guru memutarakan lagu tentang liburan dan mengajak siswa bernyanyi bersama.

Guru menanyakan siswa secara acak mengenai pelajaran yang dipelajari hari itu.

Guru menutup pembelajaran.

Pert III – Keg. Awal

Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru mengulangi materi pembelajaran sebelumnya.

Keg. Inti

Guru meminta siswa untuk mendengarkan audio. Setelah itu guru meminta murid untuk menjawab pertanyaan berdasarkan audio yang diputarkan. Pastikan semua siswa memahami materi yang telah diajarkan dengan memberikan game interaktif yang ada di buku halaman 12. Setelah itu guru meminta siswa mengerjakan latihan soal mengenai sebab dan akibat dengan mencocokkan pernyataan yang ada.

Keg. Akhir

Guru menutup pembelajaran.

Pert IV – Keg. Awal

Guru memberi salam kepada siswa dan menanyakan kabar dengan mengucapkan, “*Hello How Are You.*” Guru mengevaluasi seluruh materi yang telah diberikan sebelumnya mengenai kegiatan selama liburan.

Keg. Inti

Guru meminta siswa untuk mengambil buku dan membukanya dengan berkata “*Please open your book to page 15*”. Guru meminta siswa memperhatikan *notice* yang ada di buku kemudian menanyakan siswa mengenai *notice*. Setelah itu siswa diminta menjawab pertanyaan berdasarkan *notice* yang ada dibuku.

Guru meminta siswa mengisi paragraf rumpang yang ada di halaman 16.

Keg. Akhir

Guru mengevaluasi semua materi yang telah dipelajari mengenai kegiatan selama liburan kemudian menutup pembelajaran.

H. Penilaian:

| Jenis | Halaman | Keterangan |
|----------|---------|--|
| Tertulis | 4 | Mencocokkan gambar dan pernyataan |
| | 8 | Memilih jawaban yang tepat |
| | 11 | Menjawab pertanyaan dengan tepat |
| | 14 | Mencocokkan pernyataan yang tepat dan sesuai |
| | 15 | Menjawab pertanyaan dengan tepat |
| | 16 | Mengisi paragraf rumpang |
| Lisan | 2 | Menjawab pertanyaan secara lisan |
| | 6 | Bercakap-cakap dengan teman-temannya mengenai pengalaman liburan |

- I. **Sumber belajar:** Buku *Grow With English 6* Unit 1 halaman 1 - 16, Audio *Grow With English 6* Unit 1.

Mengetahui

Kepala Sekolah

Guru

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: VI/1

A. Kompetensi Dasar:

1. Menceritakan sebuah cerita.
2. Mendeskripsikan sifat benda.
3. Mengidentifikasi teks prosedur.

B. Indikator:

- Menyebutkan benda dan sifatnya dengan kosa kata yang baik dan benar.
- Mendengarkan rekaman dan memilih gambar yang sesuai.
- Menyusun cerita berdasarkan gambar yang ada.
- Membuat boneka wayang.
- Menjawab pertanyaan dari teks.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menyebutkan benda dan sifatnya dengan kosa kata yang baik dan benar.
- Mendengarkan rekaman dan memilih gambar yang sesuai.
- Menyusun cerita berdasarkan gambar yang ada.
- Membuat boneka wayang.
- Menjawab pertanyaan dari teks.

D. Materi Pembelajaran: Goldilocks and the Three Bears

E. Alokasi Waktu: 4 jam pelajaran (4 kali pertemuan)

F. **Metode:** *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, penugasan)

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal

Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru meminta siswa memperhatikan gambar di halaman 18 dan menjawab bersama-sama pertanyaan yang guru bacakan. Lalu guru menyatakan tujuan pembelajaran hari ini.

Keg. Inti

Guru meminta siswa melihat ke halaman selanjutnya. Kemudian, guru berkata *“Listen and tick”*. Kemudian, menyebutkan kata dan siswa menandakan di buku cetaknya.

Lalu guru melanjutkan ke halaman 21 dan meminta siswa menirukan kegiatan yang ada di buku dan dibacakan oleh guru. Selanjutnya guru meminta siswa menjawab pertanyaan yang ada di halaman 22.

Keg. Akhir

Guru menutup pembelajaran dengan memutar lagu *“It’s just right”* dan mengajak siswa bernyanyi bersama.

Pert II – Keg. Awal

Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar.

Guru mengajak siswa mendengarkan lagu *“Goldilocks and the Three Bears”* dan mengajak siswa bernyanyi bersama.

Keg. Inti

Dengan bimbingan guru, siswa diajak untuk mencermati gambar yang ada di buku cetak halaman 25. Guru meminta siswa mencocokkan gambar dengan keterangan yang ada. Kemudian, siswa diminta untuk membuka halaman berikutnya. Guru memutar kembali lagu *“Goldilocks and the Three Bears”* kemudian siswa diminta memberikan nomor urut pada gambar untuk menjadikan gambar itu sesuai cerita *Goldilocks and the Three Bears* yang benar.

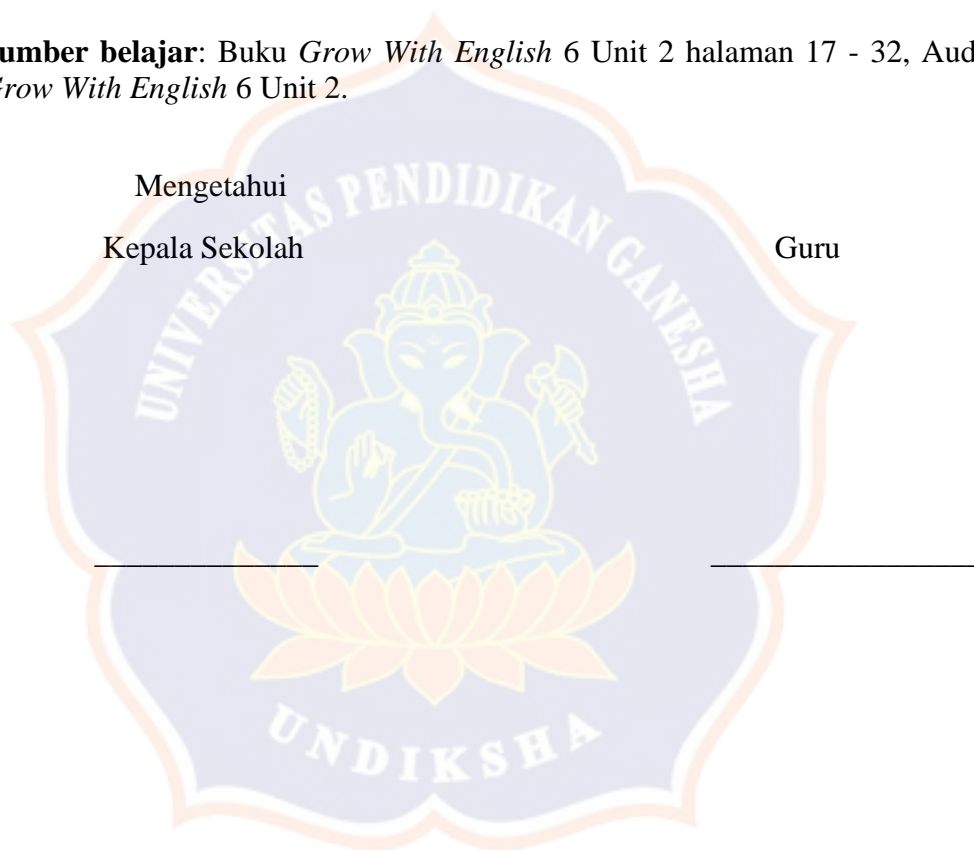
| | |
|----------------------|---|
| Keg. Akhir | <p>Guru memberikan siswa rencana kegiatan berikutnya dan meminta siswa membawa lidi, lem, gunting, dan kertas yang tebal.</p> <p>Guru menutup pembelajaran.</p> |
| Pert III – Keg. Awal | <p>Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar.</p> <p>Guru memeriksa perlengkapan yang diminta untuk dibawa.</p> |
| Keg. Inti | <p>Guru meminta siswa membuka halaman 28 dengan berkata, <i>“Ok, let’s open to page 28.”</i> Kemudian, guru meminta siswa membuat wayang kertas seperti yang ada di buku halaman 28 dengan mengikuti langkah-langkah yang tersedia.</p> |
| Keg. Akhir | <p>Guru menutup pembelajaran.</p> |
| Pert IV – Keg. Awal | <p>Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar.</p> <p>Guru mereview pembelajaran sebelumnya.</p> |
| Keg. Inti | <p>Guru mengevaluasi seluruh materi yang telah diberikan sebelumnya mengenai cerita tentang <i>Goldilocks and the Three Bears</i> dengan meminta siswa menjawab latihan soal yang ada di buku halaman 29-32.</p> |
| Keg. Akhir | <p>Guru menutup pembelajaran.</p> |

H. Penilaian:

| Jenis | Halaman | Keterangan |
|----------|---------|-------------------------------|
| Tertulis | 19 | Menandakan jawaban yang benar |
| | 22 | Menandakan jawaban yang benar |

| | | |
|---------|----|--------------------------------------|
| | 25 | Mencocokkan gambar dan keterangannya |
| | 26 | Mengurutkan gambar |
| | 29 | Menjawab pertanyaan |
| | 31 | Melengkapi paragraf rumpang |
| Lisan | 18 | Menjawab pertanyaan secara lisan |
| Praktek | 28 | Membuat wayang dari kertas |

- I. **Sumber belajar:** Buku *Grow With English* 6 Unit 2 halaman 17 - 32, Audio *Grow With English* 6 Unit 2.



RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: VI/1

A. Kompetensi Dasar:

1. Mendeskripsikan hewan.
2. Menceritakan cerita tentang hewan.
3. Menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat.
4. Mengidentifikasi teks singkat mengenai cara membuat boneka jari.

B. Indikator:

- Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi.
- Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman.
- Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar.
- Menjawab pertanyaan dari teks cerita dengan tepat.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi.
- Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman.
- Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar.
- Menjawab pertanyaan dari teks cerita dengan tepat.

D. Materi Pembelajaran: Animal Stories

E. **Alokasi Waktu:** 5 jam pelajaran (5 kali pertemuan)

F. **Metode:** *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, memperagakan, menggambar)

G. Langkah-langkah Kegiatan Pembelajaran:

| | |
|----------------------|---|
| Pert I – Keg. Awal | Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru menyatakan tujuan pembelajaran hari ini. |
| Keg. Inti | <p>Guru mengajak siswa membuka buku cetak halaman 34. Siswa diminta memperhatikan gambar dan menjawab pertanyaan secara lisan berdasarkan gambar yang dilihat.</p> <p>Setelah itu, guru meminta siswa membuka buku halaman 35 kemudian membacakan kosa kata yang terdapat pada buku dan meminta siswa mengulangi kosa kata tersebut. Untuk memeriksa pemahaman siswa, guru meminta siswa mengerjakan latihan soal yang ada di buku halaman 36 dan 37.</p> |
| Keg. Akhir | <p>Guru memutar lagu <i>“A Monkey Has a Tail”</i> dan meminta siswa bernyanyi bersama.</p> <p>Guru menutup pembelajaran.</p> |
| Pert II – Keg. Awal | Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas sedikit pelajaran di pertemuan sebelumnya. |
| Keg. Inti | Guru meminta siswa membuka halaman 39 dan memutar audio narasi cerita tentang <i>“The Lion and The Mouse”</i> . Untuk memeriksa pemahaman siswa, guru meminta siswa menjawab soal yang ada di buku halaman 41. Setelah itu guru meminta siswa membuka buku halaman 40 dan memutar audio rekaman kemudian siswa diminta memperagakan instruksi dari audio rekaman. |
| Keg. Akhir | Guru menutup pembelajaran. |
| Pert III – Keg. Awal | Guru menyapa siswa <i>“hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. |
| Keg. Inti | Guru meminta siswa membuka buku cetak halaman 43 dan selanjutnya memutar audio narasi <i>“The Aunt and the Dove”</i> dan meminta siswa memperhatikan cerita. Kemudian, guru memeriksa |

pemahaman siswa, guru meminta siswa mendengarkan kembali audio yang akan diputar dan menjawab pertanyaan dalam latihan di halaman 44. Selanjutnya dengan bimbingan guru, siswa diminta untuk memperhatikan dialog singkat mengenai prediksi akhir cerita di halaman 45 dan meminta siswa mempraktikannya. Setelah itu siswa diminta mengerjakan latihan soal di halaman 46.

Keg. Akhir Guru memutar lagu *“The Ant and the Dove”* kemudian mengajak siswa menyanyikan lagunya bersama-sama.

Guru menutup pembelajaran.

Pert IV – Keg. Awal Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar.

Keg. Inti Siswa diajak untuk berlatih merespons ungkapan dengan mencocokkan satu dengan lainnya seperti yang ada di halaman 49. Kemudian siswa diminta melengkapi paragraf rumpang yang ada di halaman 51.

Keg. Akhir Guru mengulas materi yang sudah dipelajari kemudian menutup pembelajaran dengan memberikan siswa tugas untuk membawa bahan-bahan yang diperlukan untuk membuat boneka jari di pertemuan berikutnya.

Pert V – Keg. Awal Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru memeriksa perlengkapan yang diminta untuk dibawa di hari tersebut untuk membuat boneka jari.

Keg. Inti Guru meminta siswa membuka halaman 50 dengan berkata, *“Ok, let’s open to page 50.”* Kemudian, guru meminta siswa membuat boneka jari seperti yang ada di buku halaman 50 dengan mengikuti langkah-langkah yang tersedia.

Keg. Akhir Guru mengulas materi yang sudah dipelajari kemudian menutup pembelajaran.

H. Penilaian:

| Jenis | Halaman | Keterangan |
|----------|---------|-------------------------------------|
| Tertulis | 36 | Menjawab pertanyaan dengan tepat |
| | 37 | Mencocokkan gambar dan jawaban |
| | 41 | Memilih jawaban yang benar |
| | 44 | Mencocokkan gambar dan cerita |
| | 47 | Menjawab pertanyaan |
| | 49 | Mencocokkan ungkapan |
| | 51 | Melengkapi paragraf rumpang |
| Lisan | 34 | Menjawab pertanyaan secara lisan |
| | 45 | Membuat dialog singkat dengan teman |
| Praktik | 50 | Membuat boneka jari |

I. **Sumber belajar:** Buku *Grow With English 6* Unit 3 halaman 33 – 52, Audio *Grow With English 6* Unit 3.

Mengetahui

Kepala Sekolah

Guru

Appendix 2 Lesson Plan of Sekolah Dasar Negeri 3 Banjar Jawa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SDN 3 Banjar Jawa
 Kelas / Semester : VI / 2
 Tema : Tempat – tempat umum
 Pembelajaran : 2
 Alokasi waktu : 1 x pertemuan (2 x 35 menit)

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mendengarkan siswa mampu menunjukkan jalan menuju tempat – tempat umum dan mengikuti perintah (petunjuk jalan)
2. Melalui kegiatan berbicara siswa mampu menyebutkan arah petunjuk jalan menemukan informasi tentang tempat – tempat umum


B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan pembelajaran yang berkaitan tentang tempat – tempat umum
3. Siswa membuat petunjuk jalan sesuai dengan tempat umum yang di berikan
4. Siswa mendiskripsikan petunjuk jalan tentang tempat – tempat umum
5. Siswa dan guru menyimpulkan pembelajaran hari itu
6. Guru dan siswa melakukan refleksi, umpan balik, dan tindak lanjut

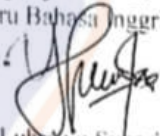
C. PENILAIAN

1. Pengetahuan : mengidentifikasi informasi tentang tempat – tempat umum
2. Keterampilan : berbicara dengan benar

Mengetahui
Kepala SD Negeri 3 Banjar Jawa


Ida Bagus Soma Putra, S.Pd.M, Pd
NIP : 196209231986061002

Singaraja, 11 - 02 - 2020
Guru Bahasa Inggris


Ni Luh Ayu Supriyasi, S. Pd
NIP :

Appendix 3 Syllabus

SILABUS

Satuan Pendidikan : SDN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VI/1

Tujuan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana terkait dengan lingkungan terdekat dan sesuai dengan dunia anak-anak.

| Tema | Kompetensi Dasar | Sub-Tema | Indikator | Pengalaman Belajar | Penilaian | Alokasi Waktu | Bahan/Sarana/Alat |
|-------------------------------------|--|--|---|--|--|-----------------|---|
| <i>I Had a Great Holiday</i> | <ol style="list-style-type: none"> 1. Menceritakan pengalaman. 2. Merespons instruksi yang sederhana secara verbal mengenai kegiatan di hari libur. 3. Mengidentifikasi teks pemberitahuan. | <p><i>Recount Text</i></p> <p><i>Notice</i></p> <p><i>Holiday Activity</i></p> | <ul style="list-style-type: none"> • Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar. • Merespons instruksi yang sederhana dengan melakukan kegiatan yang diinstruksikan dengan benar. | <ul style="list-style-type: none"> • Mendengarkan dan melakukan unjuk kerja • Mendengarkan dan mengulangi • Mendengarkan dan berbicara (dialog) • Menyanyikan lagu • Memperagakan | Autentik dengan unjuk kerja (<i>performance</i>) | 4 jam pelajaran | <p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>) |

| | | | | | | | |
|---------------------------------------|--|---|--|---|--|-----------------|--|
| | | | <ul style="list-style-type: none"> • Menjawab pertanyaan teks pemberitahuan mengenai jadwal buka dan tutup lokasi wisata. | | | | |
| Goldilocks and the Three Bears | <ol style="list-style-type: none"> 1. Menceritakanse buahcertia. 2. Mendeskripsika n sifat benda. 3. Mengidentifikas i teks prosedur. | <p><i>Narrative Text</i></p> <p><i>Adjective</i></p> <p><i>Procedure Text</i></p> | <ul style="list-style-type: none"> • Menyebutkan benda dan sifatnya dengan kosa kata yang baik dan benar. • Mendengarkan rekaman dan memilih gambar yang sesuai. • Menyusun cerita berdasarkan gambar yang ada. • Membuat boneka wayang. • Menjawab pertanyaan dari teks. | <ul style="list-style-type: none"> • Mendengarkan danmengulangi • Menyanyikanl agu. • Mendengarkan danmelakukan. • Membaca dan melakukan. • Menulis. | Autentikdengan unjukkerja (<i>performance/role play</i>) | 4 jam pelajaran | <p>Realia yang ada di dalamkelasdanbenda yang dimilikisiswa:</p> <ul style="list-style-type: none"> • gambarbenda • bukubergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>) |

| | | | | | | | |
|------------------------------|---|---|--|---|---|------------------------|---|
| <p>Animal Stories</p> | <ol style="list-style-type: none"> 1. Mendeskripsikan hewan. 2. Menceritakan cerita tentang hewan. 3. Menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat. 4. Mengidentifikasi teks singkat mengenai cara membuat boneka jari. | <p><i>Narrative Text</i></p> <p><i>Describing animal</i></p> <p><i>Opinion</i></p> <p><i>Procedure Text</i></p> | <ul style="list-style-type: none"> • Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar. • Merespons instruksi yang sederhana dengan melakukan gerakan sesuai instruksi. • Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman. • Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar. • Menjawab pertanyaan dari teks cerita dengan tepat. | <ul style="list-style-type: none"> • Menyanyikan lagu • Mendengarkan dan menulis. • Mendengarkan dan melakukan. • Mendengarkan dan mengulangi • Mendengarkan dan mencocokkan • Mendengarkan dan berbicara (dialog). • Menulis. | <p>Autentik dengan unjuk kerja (<i>performance</i>)</p> | <p>5 jam pelajaran</p> | <p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>) |
|------------------------------|---|---|--|---|---|------------------------|---|

Appendix 4 Teacher's Interview Guide Theory

| Num. | Theory | Items |
|------|---|-------|
| 1. | Education in Indonesia is directed to encourage students to find out information from various sources through observations which is known as the scientific approach by applying and prioritizing several learning models, namely, inquiry learning, discovery learning, project-based learning and problem-based learning based on the Regulation of the Minister of Education and Culture No. 65 in 2013 (Sufairoh, 2016). Moreover, task-based learning and cooperative learning also teaching methods that promote 21 st century skills, such as critical thinking, problem solving skills, communication and collaboration skills (Yildiz & Senel, 2017; Yusuf et al., 2019). | 1 |
| 2. | Some of the problems that are often encountered in the process of teaching English are the incompatibility of children's learning processes that have been going on for a long time, the lack of use of English in real life, the difficulty of students understanding the use of English whose pronunciation is opposite to the first language (Mustafa, 2003, as cited in Nunan, 2016) | 2 |
| 3. | Authentic assessment strongly considers a sustainable assessment system by covering all aspects that are improving innovative aspect (Puckett & Black, 2000, as cited in Herdiawan, 2017) | 3,7 |
| 4. | The implementation of 2013 Curriculum in Indonesian education demands all teachers to carry out authentic assessment to assess students' | 4, 6 |

| | | |
|----|--|----|
| | performance during their learning process, which in assessing the students, the assessment must cover three important domains such as attitude, knowledge, and skills (Muthoharoh, 2019). | |
| 5. | Muthoharoh (2019) explains that authentic assessment is an assessment used in the 2013 curriculum which includes an assessment of aspects of attitudes, knowledge and skills. | 5 |
| 6. | Authentic assessment instrument capable measuring what is to be measured, whether from the realm of knowledge, attitudes, or abilities and makes it easier for teachers to analyse the learning outcomes that have been obtained by students (Afriana & Festiyed, 2020). | 8 |
| 7. | Feedback helps teachers and students to gain new insights, capabilities, and can be used to develop competence as well as minimize or avoid errors (Adarkwah, 2021). | 9 |
| 8. | Maulidhawati et al. (2021) explain that authentic assessment is suitable to be carried out in ELT classroom since it enables students to upgrade their soft-skill in terms of being critical and productive during the learning process. In addition, they mention that authentic assessment involves some meaningful tasks that can assess both students' knowledge and skills during the learning process. However, during implementing the authentic assessment, based on the research that had been conducted by Maulidhawati et al. (2021), they found some challenges encountered by the teachers. | 11 |

| | | |
|----|--|----|
| 9. | Feedback is a very important tool used to improve the professionalism of the teaching process and the students' learning experience (Heinze, A & Reiss, 2016). | 10 |
|----|--|----|

Appendix 5 Interview Guide for Teacher

| No | Questions |
|----|---|
| 1 | Apakah Anda menggunakan metode mengajar abad 21 seperti PBL, PjBL, Inkuiri, Discovery, Task Based, atau Cooperative Learning dalam proses belajar dan mengajar? |
| 2 | Apa saja kendala yang dihadapi guru dalam mengajar bahasa Inggris? |
| 3 | Bagaimana guru menilai siswa selama proses pembelajaran? |
| 4 | Apakah Anda menerapkan assessmen autentik dalam proses belajar dan mengajar? |
| 5. | Jenis assessmen otentik seperti apa yang digunakan dalam pembelajaran? |
| 6. | Apakah proses siswa dalam belajar dan mengajar juga dinilai? |
| 7. | Bagaimana guru menilai hasil akhir dari proses belajar siswa? |
| 8. | Apakah menggunakan instrument penilaian seperti rubrik dalam melaksanakan atau mengimplementasikan assessmen? |
| 9. | Apakah penilaian yang telah dilaksanakan dilengkapi dengan umpan balik ataupun komentar? |
| 10 | Bagaimana guru menggunakan hasil penilaian untuk membuat proses belajar mengajar menjadi lebih baik? |
| 11 | Apa saja kendala yang dihadapi selama menerapkan assessmen autentik di dalam kelas? |

Appendix 6 Theories for students' interview guide

| No. | Theory | Items |
|-----|---|-------|
| 1. | Discussion is very important to improve the students' learning outcomes in which it is a process of exchanging information or experience within a group of people to dig deeper understanding (Agustina et al., 2018; Ying, 2020). | 1, 2 |
| 2. | Shanmugavelu et al. (2020) reveal that question and answer session provide some benefits during the learning process such as able to involve the students with the lesson and encourage students to think critically. | 3,4 |
| 3. | Curriculum 2013 uses authentic assessment to measure the knowledge, skills, and attitude of the students during the learning process weather in the form of written or oral test, observation, self-assessment, attitude measurement, and assessment of a task, project, and portfolios (Atmarizon et al., 2020; Rizavega, 2018). Assessment is carried out continuously at all stages of the learning process to collect data about students' language understanding, skills, strategies and attitudes (Irdiyansyah & Gusnadi, 2018). | 5 |
| 4. | Assessment must be transparent, both the failure and success in order to make the students' learning outcomes clear (Nurhayati, 2016). | 6,7 |
| 5. | The results of the assessment that have been given must include information about the strengths, weaknesses, and mastery of students related to the required competencies (Hamalik, 2007:13 in Nurhayati, 2016). | 8, 9 |

Appendix 7 Interview guide for students

Questionnaire for students if interview cannot be conducted

<https://forms.gle/ziazkWWvnapL4dqTA>

| No | Questions |
|----|---|
| 1. | Apakah guru bahasa Inggris pernah mengajak siswa untuk berdiskusi kelompok dalam pembelajaran online maupun tatap muka? |
| 2. | Seberapa sering guru bahasa Inggris mengajak siswa untuk mengadakan diskusi kelompok dalam pembelajaran online maupun tatap muka? |
| 3. | Apakah ada sesi tanya jawab dalam pembelajaran bahasa Inggris? |
| 4. | Seberapa sering sesi tanya jawab dilaksanakan dalam pembelajaran bahasa Inggris? |
| 5. | <p>Bagaimana guru mengadakan penilaian kepada siswa? (Siswa dapat memilih lebih dari satu jawaban)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memberikan tugas proyek yang dikerjakan berkelompok seperti video dll. <input type="checkbox"/> Mengadakan tes (pilihan ganda, essay dll) <input type="checkbox"/> Memberikan latihan soal sebagai tugas harian <input type="checkbox"/> Mengadakan kuis <input type="checkbox"/> Melakukan presentasi <input type="checkbox"/> Dll (sebutkan) |
| 6. | Apakah guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa? |
| 7. | Seberapa sering guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa? |
| 8. | Apakah tugas yang telah dinilai dan dikembalikan berisi komentar atau umpan balik tentang tugas yang telah dikerjakan? |
| 9. | Seberapa sering guru bahasa Inggris memberikan komentar pada tugas yang telah dikerjakan? |

Appendix 8 Theory for observation sheet

| Related Theories |
|---|
| The lesson plan is a guideline used by teachers in teaching that refers to the syllabus to achieve the learning objectives in accordance with the curriculum (Mawardi, 2019). |
| Teachers in education units must be able to design a complete and systematic lesson plan to make the implementation of the learning process becomes effective, it consists of an explanation of the basic competencies, indicators that will be achieved, the material to be studied, the learning methods, the learning steps, learning media, learning resources and the assessment (Hutagaol, 2018). |
| Mauliandri et al. (2021) point out that assessment tools in the learning process must be appropriate and in line with the indicators of competence and basic competency. |
| The 2013 curriculum requires teachers to design authentic assessment instruments based on competencies that must be achieved and can be applied by students in everyday life which include the realm of knowledge, attitudes and skills (Indriyani et al., 2021). |
| To support the development of these skills, 2013 curriculum is applied in Indonesia. In relation to English Language Teaching, 2013 curriculum is considered to be effective (Darmawan et al., 2018). |
| Indonesian Ministry of Education and Culture establishes a new policy for implementing Covid-19 Emergency Curriculum for kindergarten, primary school, and secondary school levels. Emergency curriculum is a curriculum designed for the educational institutions during the emergency situation which all relevant aspects dealing with instruction planning, learning process, and assessment of learning outcomes are adapted to the emergency exists (Hedhiana et al., 2017) |

Appendix 9 Observation sheet

| No. | Kriteria | Ya | Tidak |
|-----|--|----|-------|
| 1 | Apakah sekolah menggunakan kurikulum 2013? | | |
| 2 | Apakah sekolah menggunakan kurikulum darurat? | | |
| 3 | Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan? | | |
| 4 | Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru menggunakan metode pembelajaran tertentu? | | |
| 5 | Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran? | | |
| 6 | Apakah penilaian yang digunakan dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran? | | |
| 7 | Apakah dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru terdapat instrument penilaian? | | |

Appendix 10 Blueprint

| No. | Theme | Sub-theme | Activity | Teaching Method | Assessment Type |
|-----|-----------------------|--------------|--|------------------------|---|
| 1. | I Had a Great Holiday | Recount text | Students make a simple recount text about their holiday in form of a video | Project Based Learning | Project Assessment, Self-assessment |
| | | Notice | Students find out what certain condition | Problem Based Learning | Performance assessment Self-Assessment |

| | | | | | |
|----|--------------------------------|-------------------|--|--------------------------|---|
| | | | that they can and cannot do in holiday places. Then they have to demonstrate the notice. | | |
| | | Holiday Activity | Students find out activities that students can do on holiday and also the places to do it. After that they have to present their result. | Discovery Based Learning | Performance assessment Self-assessment |
| 2. | Goldilocks and the Three Bears | Narrative Text | Students listen to the story and students have to rearrange the pictures given based on the plot of the story | Discovery Based learning | Performance assessment, Self-assessment, |
| | | Adjective | Students listen to the story and analyze the character of the characters in the story. | Problem Based Learning | Performance assessment, Self-assessment. |
| | | Procedure text | Students read the text about how to make “wayang” doll and answer some questions related to it. | Discovery Based Learning | Performance assessment, Self-assessment |
| 3. | Animal Stories | Describing Animal | Students in a group identify name of the animal as | Problem Based Learning | Performance assessment, Self-assessment |

| | | | | | |
|--|--|---------|--|------------------------------|---|
| | | | characters in a story and then describe them. | | |
| | | Opinion | Find the problem in a story than can be asked. Then students make dialogue about it with insert some expressions of giving and asking opinion. | Task Based Language Learning | Performance assessment, Self-assessment |

Appendix 11 First Expert Judgement

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 6th Grade Students by Educational Experts”

- Target** : Elementary School Students Research
- Title** : Developing Authentic Assessment Rubric for EFL teachers on 6th Grade of Elementary School in Buleleng
- Researcher** : Kadek Dwi Candra Oktariana
- Evaluator** : Prof. Dr. Putu Kerti Nitiasih, M.A
- Occupation/Position** : Supervisor
- Grade** : 6

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 6th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

1. This evaluation sheet is filled out by educational experts.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

| Score | | | | |
|-----------|------|------------|------|-----------|
| 5 | 4 | 3 | 2 | 1 |
| Very good | Good | Acceptable | Poor | Very poor |

Thank you for your willingness to fill out this evaluation sheet.

| Num | Descriptors | Scales | | | | | Notes |
|--|---|--------|---|---|---|---|-------|
| | | 5 | 4 | 3 | 2 | 1 | |
| A. Rubric as an assessment for learning process | | | | | | | |
| 1. | The rubrics help teachers to assess students' learning process. | √ | | | | | |
| 2. | The rubrics help teachers to vary the method of learning process. | √ | | | | | |

| | | | | | | | |
|---|--|---|---|--|--|--|--|
| | | | | | | | |
| 3. | The rubrics help teachers to vary the learning activity process. | √ | | | | | |
| B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i> | | | | | | | |
| 4. | The scope of rubrics are made in accordance with the curriculum. | √ | | | | | |
| 5. | The rubrics are suitable for the students' needs. | √ | | | | | |
| 6. | The activities are relevant to the students daily life. | | √ | | | | |
| 7. | The learning activities are suitable for the students' cognitive level. | | √ | | | | |
| 8. | The learning methods used in the rubrics are suitable for the students to learn English. | √ | | | | | |
| 9. | The steps are presented systematically to make teachers easier to understand. | | √ | | | | |
| C. Language Attributes (complexity of vocabulary and sentence structures) | | | | | | | |

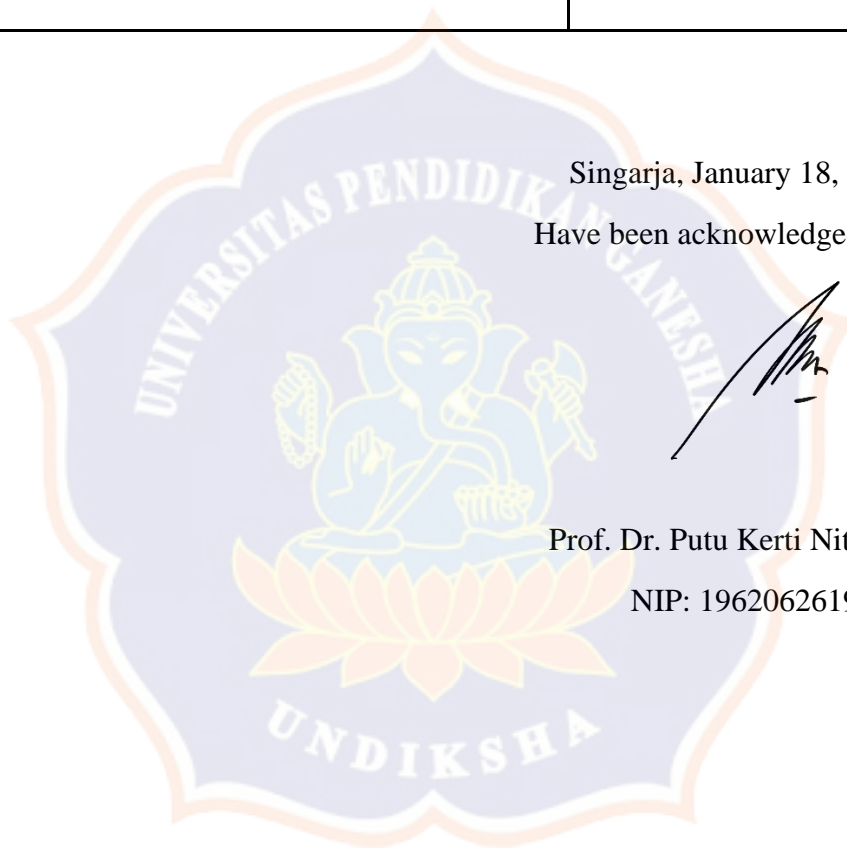
| | | | | | | | |
|---|---|---|---|--|--|--|--|
| <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i> | | | | | | | |
| 10. | The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities. | √ | | | | | |
| 11. | The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities. | | √ | | | | |
| 12. | The activities in the rubrics are elaborated by using the clear language. | √ | | | | | |
| 13. | The rubrics are easy to understand and used for the teachers. | √ | | | | | |
| 14. | The activities in the rubrics are delivered briefly and straight to the point. | √ | | | | | |
| D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i> | | | | | | | |
| 15. | The learning activities are designed in an interesting way. | | √ | | | | |
| 16. | The instructions are presented by using various pictures. | √ | | | | | |

| | | | | | | | |
|---|---|---|--|--|--|--|--|
| | | | | | | | |
| 17. | The learning activities in the rubrics are suitable for the topics. | √ | | | | | |
| 18. | The learning activities in the rubrics are suitable for the students' level. | √ | | | | | |
| 19. | The assessment of the processes are well-designed to assess students' process. | √ | | | | | |
| 20. | The assessment of the product or performance is well-designed to assess the students' product or performance. | √ | | | | | |
| 21. | The instructions are easy to understand. | √ | | | | | |
| 22. | The font use and size is appropriate. | √ | | | | | |
| 23. | The important parts are marked by bolded words. | √ | | | | | |
| E.Subject matter attributes | | | | | | | |
| <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i> | | | | | | | |
| 24. | The contents of the rubrics are appropriate. | √ | | | | | |

| | | | | | | | |
|---------------|--|-----|--|--|--|--|--|
| 25. | The elements of the rubrics are integrated suitably. | √ | | | | | |
| 26. | The rubrics are objective and unbiased. | √ | | | | | |
| 27. | The rubrics are new and innovative. | √ | | | | | |
| Total: | | 130 | | | | | |

Singarja, January 18, 2022

Have been acknowledged by:



[Handwritten signature]

Prof. Dr. Putu Kerti Nitiasih, M.A

NIP: 196206261986032002

Appendix 12 Second Expert Judgement

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 6th Grade Students by Educational Experts”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for EFL teachers on 6th Grade of Elementary School in Buleleng

Researcher : Kadek Dwi Candra Oktariana

Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

Occupation/Position : Supervisor

Grade : 6

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 6th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

5. This evaluation sheet is filled out by educational experts.
6. In the response range, there are 5 (five) levels.
7. Put a check mark [√] in the column according to your opinion according to the actual situation.
8. Answers are given in the rating scale column provided with the rating scale:

| Score | | | | |
|-----------|------|------------|------|-----------|
| 5 | 4 | 3 | 2 | 1 |
| Very good | Good | Acceptable | Poor | Very poor |

Thank you for your willingness to fill out this evaluation sheet.

| Num | Descriptors | Scales | | | | | Notes |
|---|---|--------|---|---|---|---|-------|
| | | 5 | 4 | 3 | 2 | 1 | |
| C. Rubric as an assessment for learning process | | | | | | | |
| 1. | The rubrics help teachers to assess students' learning process. | √ | | | | | |
| 2. | The rubrics help teachers to vary the method of learning process. | √ | | | | | |
| 3. | The rubrics help teachers to vary the learning activity process. | √ | | | | | |
| D. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i> | | | | | | | |
| 4. | The scope of rubrics are made in accordance with the curriculum. | | √ | | | | |
| 5. | The rubrics are suitable for the students' needs. | √ | | | | | |

| | | | | | | | |
|---|---|---|--|--|--|--|--|
| 6. | The activities are relevant to the students daily life. | √ | | | | | |
| 7. | The learning activities are suitable for the students' cognitive level. | √ | | | | | |
| 8. | The learning methods used in the rubrics are suitable for the students to learn English. | √ | | | | | |
| 9. | The steps are presented systematically to make teachers easier to understand. | √ | | | | | |
| <p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p> | | | | | | | |
| 10. | The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities. | √ | | | | | |
| 11. | The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities. | √ | | | | | |
| 12. | The activities in the rubrics are elaborated by using the clear language. | √ | | | | | |
| 13. | The rubrics are easy to understand and used for the teachers. | √ | | | | | |
| 14. | The activities in the rubrics are delivered briefly and straight to the point. | √ | | | | | |

| D. Presentation attributes | | | | | | | |
|--|---|---|---|--|--|--|--|
| <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i> | | | | | | | |
| 15. | The learning activities are designed in an interesting way. | √ | | | | | |
| 16. | The instructions are presented by using various pictures. | | √ | | | | |
| 17. | The learning activities in the rubrics are suitable for the topics. | √ | | | | | |
| 18. | The learning activities in the rubrics are suitable for the students' level. | √ | | | | | |
| 19. | The assessment of the processes are well-designed to assess students' process. | √ | | | | | |
| 20. | The assessment of the product or performance is well-designed to assess the students' product or performance. | | √ | | | | |
| 21. | The instructions are easy to understand. | √ | | | | | |
| 22. | The font use and size is appropriate. | √ | | | | | |
| 23. | The important parts are marked by bolded words. | √ | | | | | |

| E.Subject matter attributes | | | | | | | |
|---|--|-----|--|--|--|--|--|
| <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i> | | | | | | | |
| 24. | The contents of the rubrics are appropriate. | √ | | | | | |
| 25. | The elements of the rubrics are integrated suitably. | √ | | | | | |
| 26. | The rubrics are objective and unbiased. | √ | | | | | |
| 27. | The rubrics are new and innovative. | √ | | | | | |
| Total: | | 128 | | | | | |

Singarja, January 19, 2022

Have been acknowledged by:



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

NIP: 199309192018032001

Appendix 13 First Evaluation

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning 6 Grade Students by Teachers”

| | |
|----------------------------|---|
| Target | : Elementary School Students Research |
| Title | : Developing Authentic Assessment Rubric for EFL teachers on 6 th Grade of Elementary School in Buleleng |
| Researcher | : Kadek Dwi Candra Oktariana |
| Evaluator | : Putu Yogi Aristha Dewi, S.Pd |
| Occupation/Position | : Supervisor |
| Grade | : 6 |

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 6th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

9. This evaluation sheet is filled out by educational experts.
10. In the response range, there are 5 (five) levels.
11. Put a check mark [√] in the column according to your opinion according to the actual situation.
12. Answers are given in the rating scale column provided with the rating scale:

| Score | | | | |
|-----------|------|------------|------|-----------|
| 5 | 4 | 3 | 2 | 1 |
| Very good | Good | Acceptable | Poor | Very poor |

Thank you for your willingness to fill out this evaluation sheet.

| Num | Descriptors | Scales | | | | | Notes |
|--|---|--------|---|---|---|---|-------|
| | | 5 | 4 | 3 | 2 | 1 | |
| E. Rubric as an assessment for learning process | | | | | | | |
| 1. | The rubrics help teachers to assess students' learning process. | √ | | | | | |
| 2. | The rubrics help teachers to vary the method of learning process. | √ | | | | | |
| 3. | The rubrics help teachers to vary the learning activity process. | | √ | | | | |
| F. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content) | | | | | | | |
| 4. | The scope of rubrics are made in accordance with the curriculum. | √ | | | | | |

| | | | | | | | |
|---|---|---|---|--|--|--|--|
| 5. | The rubrics are suitable for the students' needs. | √ | | | | | |
| 6. | The activities are relevant to the students daily life. | | √ | | | | |
| 7. | The learning activities are suitable for the students' cognitive level. | √ | | | | | |
| 8. | The learning methods used in the rubrics are suitable for the students to learn English. | √ | | | | | |
| 9. | The steps are presented systematically to make teachers easier to understand. | √ | | | | | |
| <p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p> | | | | | | | |
| 10. | The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities. | | √ | | | | |
| 11. | The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities. | √ | | | | | |
| 12. | The activities in the rubrics are elaborated by using the clear language. | | √ | | | | |

| | | | | | | | |
|--|---|---|---|--|--|--|--|
| 13. | The rubrics are easy to understand and used for the teachers. | √ | | | | | |
| 14. | The activities in the rubrics are delivered briefly and straight to the point. | √ | | | | | |
| <p>D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p> | | | | | | | |
| 15. | The learning activities are designed in an interesting way. | √ | | | | | |
| 16. | The instructions are presented by using various pictures. | | √ | | | | |
| 17. | The learning activities in the rubrics are suitable for the topics. | √ | | | | | |
| 18. | The learning activities in the rubrics are suitable for the students' level. | √ | | | | | |
| 19. | The assessment of the processes are well-designed to assess students' process. | | √ | | | | |
| 20. | The assessment of the product or performance is well-designed to assess the students' product or performance. | √ | | | | | |

| | | | | | | | |
|---|--|-----|--|--|--|--|--|
| | | | | | | | |
| 21. | The instructions are easy to understand. | √ | | | | | |
| 22. | The font use and size is appropriate. | √ | | | | | |
| 23. | The important parts are marked by bolded words. | √ | | | | | |
| E.Subject matter attributes | | | | | | | |
| <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i> | | | | | | | |
| 24. | The contents of the rubrics are appropriate. | √ | | | | | |
| 25. | The elements of the rubrics are integrated suitably. | √ | | | | | |
| 26. | The rubrics are objective and unbiased. | √ | | | | | |
| 27. | The rubrics are new and innovative. | √ | | | | | |
| Total: | | 129 | | | | | |

Singarja, January 20, 2021

Have been acknowledged by:



Putu Yogi Aristha Dewi, S.Pd

NPY: 7071126

Appendix 14 Second Evaluation

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 6 Grade Students by Teachers”

Target : Elementary School Students Research
 Title : Developing Authentic Assessment Rubric for EFL teachers on 6th Grade of Elementary School in Buleleng
 Researcher : Kadek Dwi Candra Oktariana
 Evaluator : Ni Luh Ayu Supariasri, S.Pd
 Occupation/Position : Teacher
 Grade : 6

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 6 grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

1. This evaluation sheet is filled out by educational experts.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

| Score | | | | |
|-----------|------|------------|------|-----------|
| 5 | 4 | 3 | 2 | 1 |
| Very good | Good | Acceptable | Poor | Very poor |

Thank you for your willingness to fill out this evaluation sheet.

| Num | Descriptors | Scales | | | | | Notes |
|--|---|--------|---|---|---|---|-------|
| | | 5 | 4 | 3 | 2 | 1 | |
| A. Rubric as an assessment for learning process | | | | | | | |
| 1. | The rubrics help teachers to assess students' learning process. | √ | | | | | |
| 2. | The rubrics help teachers to vary the method of learning process. | √ | | | | | |
| 3. | The rubrics help teachers to vary the learning activity process. | √ | | | | | |

| | | | | | | | |
|---|---|---|---|--|--|--|--|
| | | | | | | | |
| <p>B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i></p> | | | | | | | |
| 4. | The scope of rubrics are made in accordance with the curriculum. | √ | | | | | |
| 5. | The rubrics are suitable for the students' needs. | | √ | | | | |
| 6. | The activities are relevant to the students daily life. | | √ | | | | |
| 7. | The learning activities are suitable for the students' cognitive level. | | √ | | | | |
| 8. | The learning methods used in the rubrics are suitable for the students to learn English. | √ | | | | | |
| 9. | The steps are presented systematically to make teachers easier to understand. | √ | | | | | |
| <p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p> | | | | | | | |
| 10. | The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities. | | √ | | | | |

| | | | | | | | |
|--|---|---|--|--|--|--|--|
| 11. | The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities. | √ | | | | | |
| 12. | The activities in the rubrics are elaborated by using the clear language. | √ | | | | | |
| 13. | The rubrics are easy to understand and used for the teachers. | √ | | | | | |
| 14. | The activities in the rubrics are delivered briefly and straight to the point. | √ | | | | | |
| <p>D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p> | | | | | | | |
| 15. | The learning activities are designed in an interesting way. | √ | | | | | |
| 16. | The instructions are presented by using various pictures. | √ | | | | | |
| 17. | The learning activities in the rubrics are suitable for the topics. | √ | | | | | |
| 18. | The learning activities in the rubrics are suitable for the students' level. | √ | | | | | |
| 19. | The assessment of the processes are well-designed to assess students' process. | √ | | | | | |

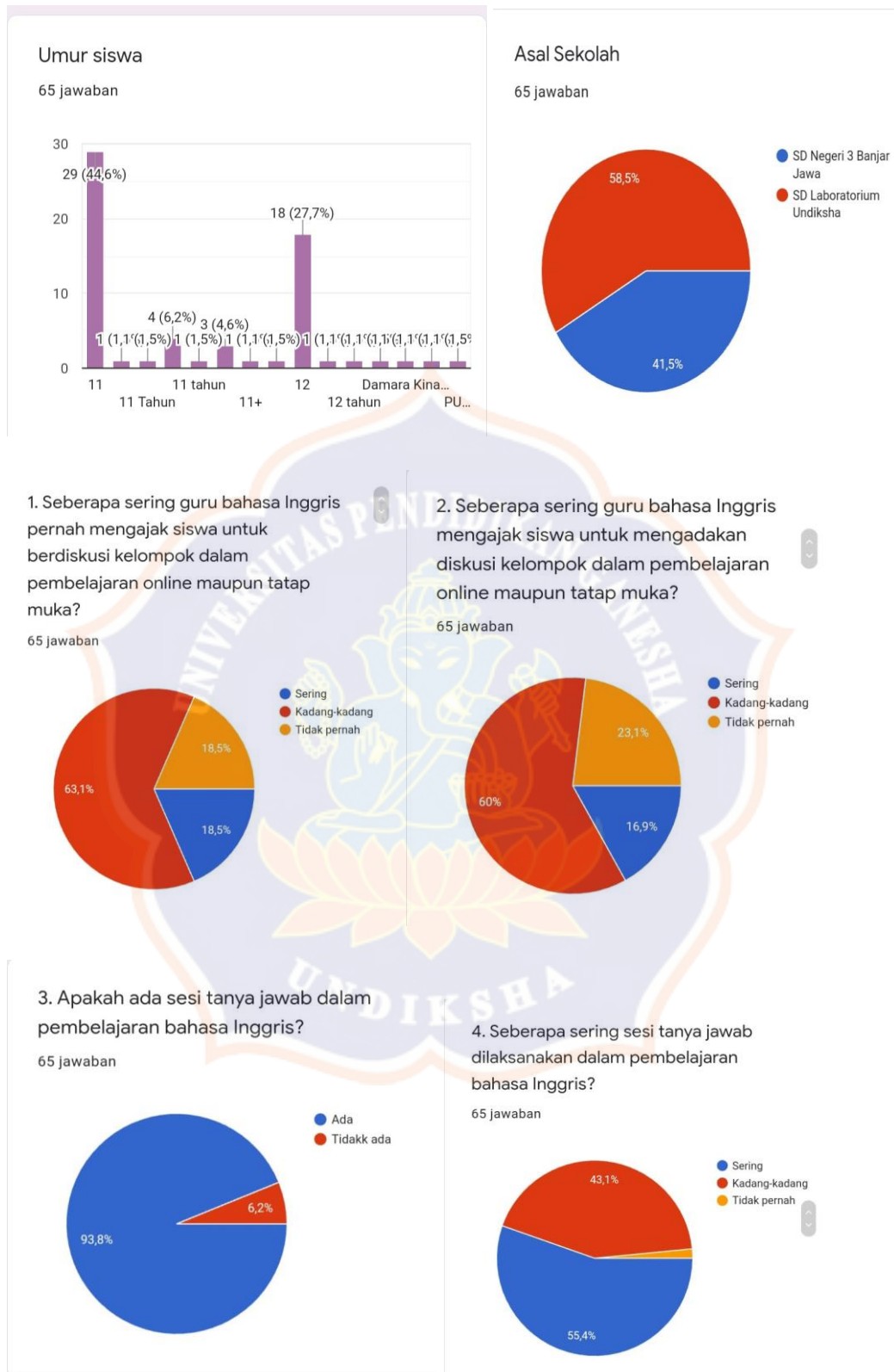
| | | | | | | | |
|--|---|-----|--|--|--|--|--|
| 20. | The assessment of the product or performance is well-designed to assess the students' product or performance. | √ | | | | | |
| 21. | The instructions are easy to understand. | √ | | | | | |
| 22. | The font use and size is appropriate. | √ | | | | | |
| 23. | The important parts are marked by bolded words. | √ | | | | | |
| E.Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency) | | | | | | | |
| 24. | The contents of the rubrics are appropriate. | √ | | | | | |
| 25. | The elements of the rubrics are integrated suitably. | √ | | | | | |
| 26. | The rubrics are objective and unbiased. | √ | | | | | |
| 27. | The rubrics are new and innovative. | √ | | | | | |
| Total: | | 120 | | | | | |

Singarja, January 19, 2022

Have been acknowledged by

Ni Luh Ayu Supariasri, S.Pd

Appendix 15 Students' questionnaire result



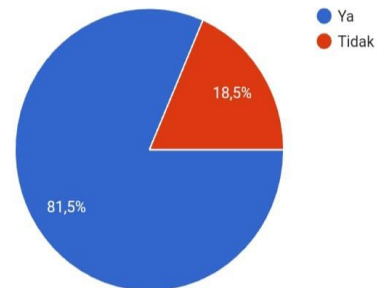
5. Tugas apa saja yang diberikan oleh guru dalam pembelajaran bahasa Inggris?

65 jawaban



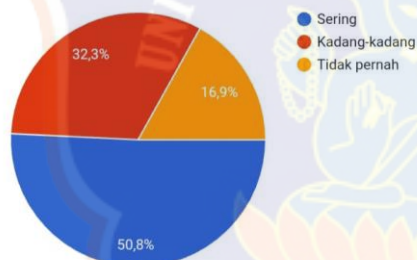
6. Apakah guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa?

65 jawaban



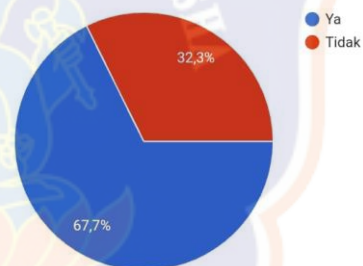
7. Seberapa sering guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa?

65 jawaban



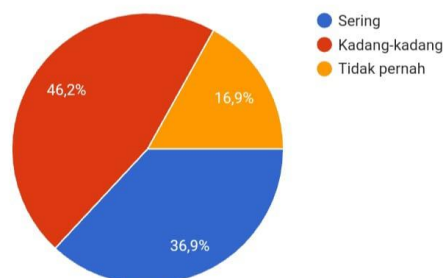
8. Apakah tugas yang telah dinilai dan dikembalikan berisi komentar atau umpan balik tentang tugas yang telah dikerjakan?

65 jawaban



9. Seberapa sering guru bahasa Inggris memberikan komentar pada tugas yang telah dikerjakan?

65 jawaban



Appendix 16 Documentation of teachers' interview

CURRICULUM VITAE



Kadek Dwi Candra Oktariana was born in Panji, 07 of October 1999. She is 22 years old now. In 2004, she started the kindegarden in TK Taman Griya, Badung. She enrolled elementary school in 2005 at SD Mutiara Singaraja. She continued her study in 2011 at SMP Negeri 1 Singaraja to pursue her junior high school. After graduated in 2014, she enrolled in SMA Negeri 1 Singaraja took the science class as sthe major. After three years of studying in senior high school she graduted in 2017. Taking a gap year, in 2018 she enrolled in English Language Education Study Program, Universitas Pendidikan Ganesha. Three and a half years of pursuing the undergraduate degree, she wrote the research entitled *Developing Authentic Assessment Rubric for EFL Teachers on 6th Grade of Elementary School*.