

APPENDICES



Appendix 1. Students' Questionnaire

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.	Bagaimana guru mengadakan penilaian kepada siswa? (Siswa dapat memilih lebih dari satu jawaban) <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 2. Observation Sheet

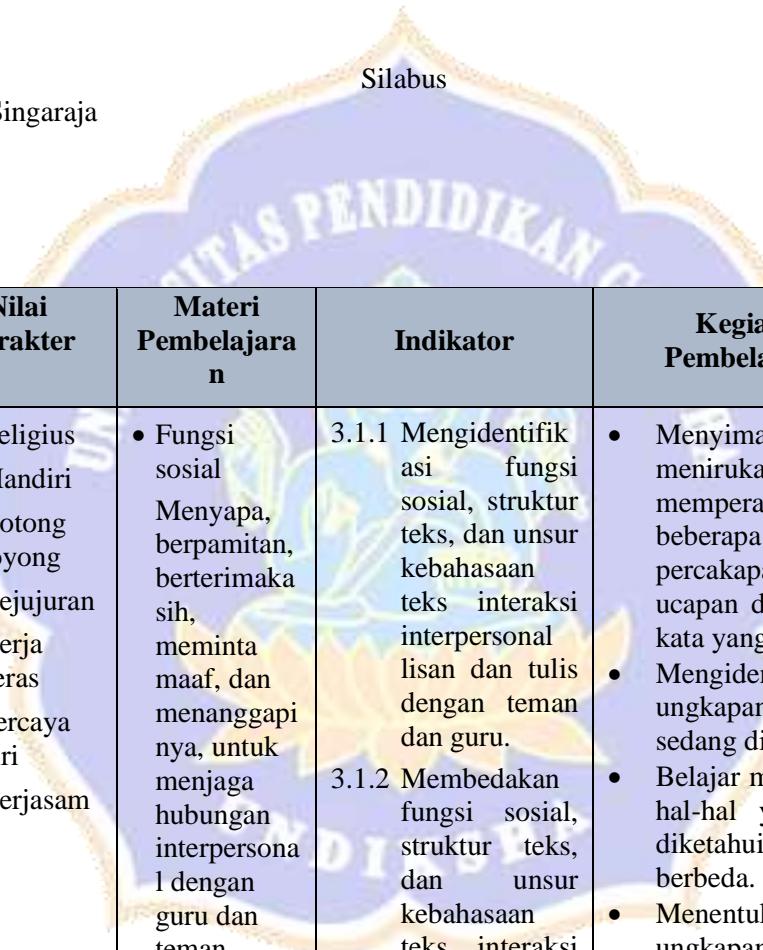
No.	Kriteria	Ya	Tidak
1	Apakah sekolah menggunakan kurikulum 2013?		
2	Apakah sekolah menggunakan kurikulum darurat?		
3	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?		
4	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris 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 3. Teacher's Interview Guide

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 4. Syllabus based on 2013 Curriculum

Satuan Pendidikan : SMP Negeri 6 Singaraja
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/Ganjil
 Tahun Pelajaran: 2021/2022



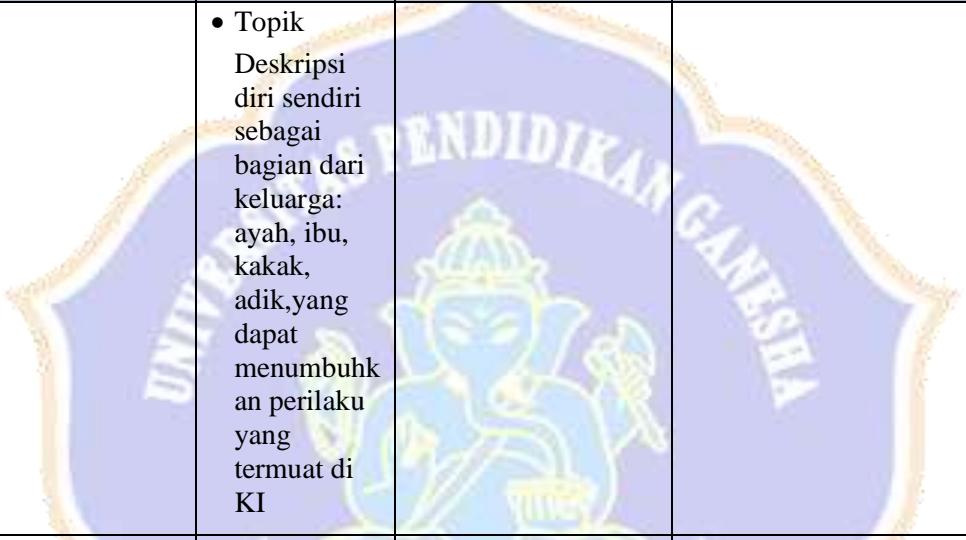
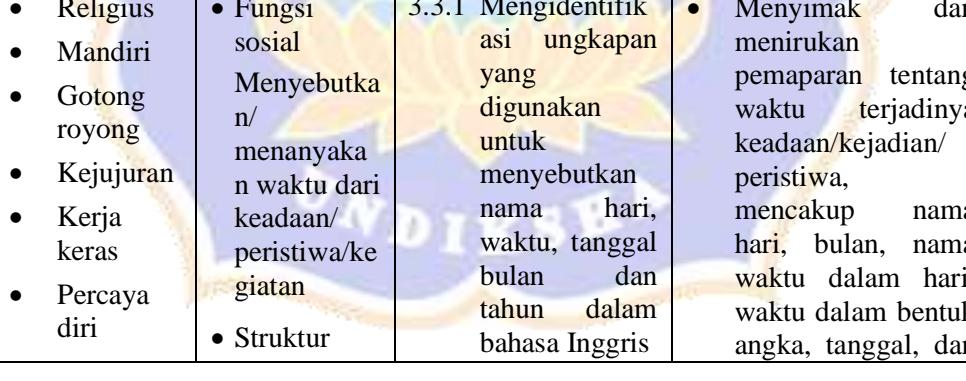
Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. 	<ul style="list-style-type: none"> 3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru. 3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal 	<ul style="list-style-type: none"> • Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi ungkapan yang sedang dipelajari • Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Menentukan ungkapan yang tepat secara 	12 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja
3.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih,							

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan - ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.</p> <p>4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi</p>	<p>lisan/tulis dari berbagai situasi lain yang serupa.</p> <ul style="list-style-type: none"> • Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. • Melakukan refleksi tentang proses dan hasil belajar. 		<p>Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<ul style="list-style-type: none"> Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<p>interpersonal.</p> <p>4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal</p> <p>4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal</p>				
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	<ul style="list-style-type: none"> Religius Mandiri Gotong 	<ul style="list-style-type: none"> Fungsi sosial Berkenalan, 	3.2.1 Mengidentifikasi ungkapan yang digunakan	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh pemaparan 	16 JP	<ul style="list-style-type: none"> Kementerian Pendidikan 	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan

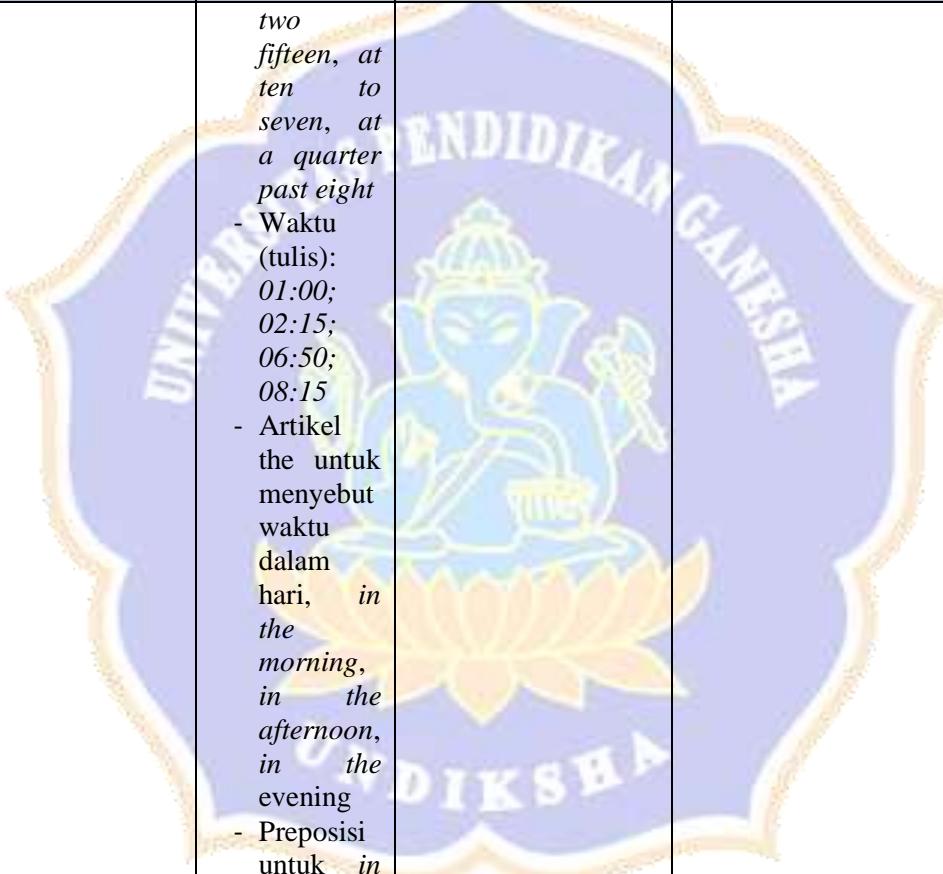
Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Kejujuran • Kerja keras • Percaya diri • Kerjasama 	<ul style="list-style-type: none"> royong memperkenalkan diri sendiri/orang lain. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be</i>, 	<p>untuk memperkenalkan jati diri</p> <p>3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri</p> <p>3.2.3 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran</p> <p>3.2.4 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga</p> <p>4.2.1 Melakukan percakapan</p>	<p>jati diri, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan penting • Menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Mempelajari contoh teks pemaparan jati diri oleh figur-firug terkenal • Memaparkan jati dirinya yang sebenarnya. • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya 		<p>kan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <p>• Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru</p>	<ul style="list-style-type: none"> • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p><i>have, go, work, live</i> (dalam <i>simple present tense</i>)</p> <ul style="list-style-type: none"> - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessiv e <i>my, your, his, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>interpersonal untuk meminta dan member informasi terkait jati diri, hobi, kegemaran dan anggota keluarga kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</p>			<p>Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>	

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian	
		<ul style="list-style-type: none"> Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI 						
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri 	<ul style="list-style-type: none"> Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan Struktur 		<ul style="list-style-type: none"> 3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris 	<ul style="list-style-type: none"> Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan 	16 JP	<ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajar 	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar darsesuaikonteks</p>	<ul style="list-style-type: none"> • Kerjasama 	<p>teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka 	<p>3.3.2 Memahami penggunaan cardinal number dan ordinal number</p> <p>4.3.1 Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri</p>	<ul style="list-style-type: none"> • tahun • Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. • Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan • Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar • Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya 		<p>an Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <p>• Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian</p>	

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>)</p> <p>- Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>)</p> <p>- Waktu (lisan): <i>at one, at</i></p>		<p>dipublikasikan di kelas atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya 		Pendidikan dan Kebudayaan.	

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p><i>two fifteen, at ten to seven, at a quarter past eight</i></p> <ul style="list-style-type: none"> - Waktu (tulis): 01:00; 02:15; 06:50; 08:15 - Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, 					

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon</i>, <i>at night</i>)</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peri istwa/ kegiatan terkait kehidupan di sekolah, 					

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI					
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the,	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur 	3.4.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan benda dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari	<ul style="list-style-type: none"> • Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang 	24 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
plural dan singular) 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p>teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a</i>, <i>the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk 	<p>3.4.2 Memahami penggunaan plural dan singular</p> <p>4.4.1 Melakukan tindak tutur menyebutkan</p>	<p>terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang • Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya • Melakukan refleksi tentang proses dan hasil belajarnya 		<p>Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p><i>this, that, these, those ...</i></p> <ul style="list-style-type: none"> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam 					

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI					

Mengetahui,
Kepala SMP Negeri 6 Singaraja

Singaraja, 5 Juli 2021
Guru Mata Pelajaran Bahasa Inggris

Nyoman Sudiana, S.Pd., M.Pd.
NIP. 19681123 199202 1 002

Ratih Utari Purnama Dewi, S.Pd
NIP. -

Appendix 5. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 6 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / Ganjil
Judul Bab	: Good morning. How are you?
Materi Pokok	: Menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya
Alokasi Waktu	: 3 Minggu x 4 Jam Pelajaran @40 Menit

A. Kompetensi Inti

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris• Mengidentifikasi ungkapan yang digunakan untuk berpamitan• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Melakukan tindak tutur berpamitan dalam bahasa inggris dengan percaya diri• Melakukan tindak tutur ungkapan sapaan dalam bahasa inggris dengan percaya diri• Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris

- Mengidentifikasi ungkapan yang digunakan untuk berpamitan
- Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris
- Melakukan tindak turur berpamitan dalam bahasa inggris dengan percaya diri
- Melakukan tindak turur ungkapan sapaan dalam bahasa inggris dengan percaya diri
- Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri

D. Materi Pembelajaran

➤ Fungsi Sosial

Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

➤ Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

- Ungkapan-ungkapan yang lazim digunakan.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

➤ Topik

Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

- | | |
|-----------------------|---|
| 1) Pendekatan | : Saintifik |
| 2) Model Pembelajaran | : Discovery learning, Problem Based Learning (PBL) |
| 3) Metode | : Tanya jawab, wawancara, diskusi dan bermain peran |

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40 Menit)	
Kegiatan Pendahuluan (15 Menit)	
Guru :	
Orientasi	<ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Fungsi Sosial*
Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara :</p> <ul style="list-style-type: none"> → Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → Mengamati • Lembar kerja materi Fungsi Sosial • Pemberian contoh-contoh materi Fungsi Sosial untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Fungsi Sosial → Menulis Menulis resume dari hasil pengamatan dan bacaan terkait Fungsi Sosial → Mendengar Pemberian materi Fungsi Sosial oleh guru. → Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Fungsi Sosial</i> <i>Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru</i>

	<p><i>dan teman.</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Fungsi Sosial</i></p> <p><i>Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi Fungsi Sosial yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Scara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Fungsi Sosial yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Fungsi Sosial yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi Fungsi Sosial yang telah disusun dalam daftar pertanyaan kepada guru.</p>
	<p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Fungsi Sosial</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi Fungsi Sosial yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p>

	<p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Fungsi Sosial sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>Fungsi Sosial</i></p> <p>Ø <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Fungsi Sosial</i></p> <p>Ø <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i></p> <p>→ Mengolah informasi dari materi Fungsi Sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Fungsi Sosial</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Fungsi Sosial</i></p> <p>Ø <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Fungsi Sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p>

- Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
Fungsi Sosial
Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Fungsi Sosial dan ditanggapi oleh kelompok yang mempresentasikan.
- Bertanya atas presentasi tentang materi Fungsi Sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
 Laporan hasil pengamatan secara *tertulis* tentang materi :
Fungsi Sosial
Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Menjawab pertanyaan tentang materi Fungsi Sosial yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Fungsi Sosial yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Fungsi Sosial yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Fungsi Sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Fungsi Sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Fungsi Sosial
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Fungsi Sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

2. Pertemuan Ke-2 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :**Orientasi**

- Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Struktur Teks*
- Ø *Memulai*
- Ø *Menanggapi (diharapkan/di luar dugaan)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Struktur Teks dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi Struktur Teks ● Pemberian contoh-contoh materi Struktur Teks untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Struktur Teks</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait Struktur Teks</p> <p>→ Mendengar Pemberian materi Struktur Teks oleh guru.</p>

	<p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Struktur Teks</i></p> <p>Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Struktur Teks</i></p> <p>Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi Struktur Teks yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Struktur Teks yang sedang dipelajari.</p> <p>→ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Struktur Teks yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi Struktur Teks yang telah disusun dalam daftar pertanyaan kepada guru.</p>
	<p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Struktur Teks</p>

	<ul style="list-style-type: none"> → Mengumpulkan informasi Mencatat semua informasi tentang materi Struktur Teks yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Struktur Teks sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>Struktur Teks</i> Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> <i>Struktur Teks</i> Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i> → Mengolah informasi dari materi Struktur Teks yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi Struktur Teks
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>

<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi Struktur Teks berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <p><i>Struktur Teks</i></p> <p>Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i></p> <ul style="list-style-type: none"> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Struktur Teks dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi Struktur Teks yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <p><i>Struktur Teks</i></p> <p>Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i></p> <ul style="list-style-type: none"> → Menjawab pertanyaan tentang materi Struktur Teks yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Struktur Teks yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi Struktur Teks yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran Struktur Teks berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (15 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Struktur Teks yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran Struktur Teks yang baru diselesaikan. • Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Struktur Teks 	

- | |
|--|
| <ul style="list-style-type: none"> • Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran Struktur Teks kepada kelompok yang memiliki kinerja dan kerjasama yang baik. |
|--|

3. Pertemuan Ke-3 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)
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Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan **syukur** kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Unsur Kebahasaan*
 - Ø *Ungkapan-ungkapan yang lazim digunakan.*
 - Ø *Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Unsur Kebahasaan dengan cara :</p> <ul style="list-style-type: none"> → Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → Mengamati • Lembar kerja materi Unsur Kebahasaan • Pemberian contoh-contoh materi Unsur Kebahasaan untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → Membaca.

	<p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Unsur Kebahasaan</p> <ul style="list-style-type: none"> → Menulis Menulis resume dari hasil pengamatan dan bacaan terkait Unsur Kebahasaan → Mendengar Pemberian materi Unsur Kebahasaan oleh guru. → Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Unsur Kebahasaan</i> <ul style="list-style-type: none"> Ø <i>Ungkapan-ungkapan yang lazim digunakan.</i> Ø <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan kedisiplinan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> → Mengajukan pertanyaan tentang materi : <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> Ø <i>Ungkapan-ungkapan yang lazim digunakan.</i> Ø <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi Unsur Kebahasaan yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Unsur Kebahasaan yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Unsur Kebahasaan yang sedang dipelajari. → Wawancara/tanya jawab dengan nara sumber

	<p>Mengajukan pertanyaan berkaitan dengan materi Unsur Kebahasaan yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Unsur Kebahasaan → Mengumpulkan informasi Mencatat semua informasi tentang materi Unsur Kebahasaan yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Unsur Kebahasaan sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> Ø Ungkapan-ungkapan yang lazim digunakan. Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> Ø Ungkapan-ungkapan yang lazim digunakan. Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <ul style="list-style-type: none"> → Mengolah informasi dari materi Unsur Kebahasaan yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi Unsur Kebahasaan
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p>

	<ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <p><i>Unsur Kebahasaan</i></p> <p>Ø <i>Ungkapan-ungkapan yang lazim digunakan.</i></p> <p>Ø <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi Unsur Kebahasaan berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <p><i>Unsur Kebahasaan</i></p> <p>Ø <i>Ungkapan-ungkapan yang lazim digunakan.</i></p> <p>Ø <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i></p> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Unsur Kebahasaan dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi Unsur Kebahasaan yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	<p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <p><i>Unsur Kebahasaan</i></p> <p>Ø <i>Ungkapan-ungkapan yang lazim digunakan.</i></p> <p>Ø <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i></p> </p> → Menjawab pertanyaan tentang materi Unsur Kebahasaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Unsur Kebahasaan yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi Unsur Kebahasaan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Unsur Kebahasaan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli

lingkungan
Kegiatan Penutup (15 Menit)
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Unsur Kebahasaan yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran Unsur Kebahasaan yang baru diselesaikan. • Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Unsur Kebahasaan • Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran Unsur Kebahasaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1.

Penilaian Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100	= Sangat Baik
75	= Baik
50	= Cukup
25	= Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan

dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaianya. Jadi, singkatnya format penilaianya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaianya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami	5	4
		Memahami	4	3
		Cukup memahami	3	2
		Kurang memahami	2	1
		Tidak memahami	Hampir tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4
		Struktur teks yang digunakan runtut	4	3
		Struktur teks yang digunakan cukup runtut	3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2
		Struktur teks yang digunakan tidak runtut		1
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4
		Variatif dan tepat	4	3
		Cukup variatif dan tepat	3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2
		Tidak variatif dan tepat		1
4	Pilihan Tata	Pilihan tata bahasa sangat tepat	5	4

	Bahasa	Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur

			kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsur kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsur kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:**MAHIR** mendapat skor 3**MEMUASKAN** mendapat skor 2**TERBATAS** mendapat skor 1**c. Penilaian Portofolio**

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original		5	4	
		Original		4	3	
		Cukup original		3	2	
		Kurang memahami	Hampir tidak original	2	1	
		Tidak original		1		
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4	
		Isi sesuai dengan judul		4	3	
		Isi cukup sesuai dengan judul		3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1	
		Isi tidak sesuai dengan judul		1		
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4	
		Keruntutan teks tepat		4	3	
		Keruntutan teks cukup tepat		3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1	
		Keruntutan teks tidak tepat		1		
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4	
		Pilihan kosakata tepat		4	3	
		Pilihan kosakata cukup tepat		3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1	
		Pilihan kosakata tidak tepat		1		
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4	
		Pilihan tata bahasa tepat		4	3	
		Pilihan tata bahasa cukup tepat		3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1	

		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4	
		Penulisan kosakata tepat	4	3	
		Penulisan kosakata cukup tepat	3	2	
		Penulisan kosakata kurang tepat	2	1	
		Penulisan kosakata tidak tepat	1		
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	5	4	
		Tulisan tidak rapi tetapi mudah terbaca	4	3	
		Tulisan tidak rapi dan tidak mudah terbaca	3	2	
		Tulisan tidak rapi dan sulit terbaca	2	1	
		Tulisan tidak rapi dan tidak terbaca	1		

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna	1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3

		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna		Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna			1
3	Kelancaran (fluency)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (accuracy)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,
Kepala SMP Negeri 6 Singaraja

Singaraja, 5 Juli 2021
Guru Pelajaran Bahasa Inggris

Nyoman Sudiana, S.Pd., M.Pd.
NIP. 19681123 199202 1 002

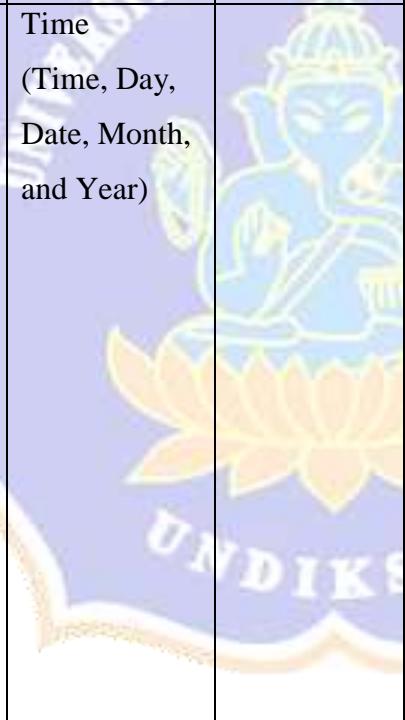
Ratih Utari Purnama Dewi, S.Pd.
NIP. -



Appendix 6. Blueprint of the Rubrics

Basic Competency (Cognitive and Skill Competencies)	Topic	Sub-topic (s)	Activity	Teaching Method	Assessment Type
<ul style="list-style-type: none"> Students are able to identify social functions, text structures, and language features of oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses based on the context used. Students are able to make short and simple oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses by 	Greeting and leave taking	Expressing gratitude and asking for apology	Students make simple conversation about greeting and leave taking (apply the expressions of greeting someone and farewell) and present it in front of their friends.	Project-Based Learning, Problem-Based Learning, Discovery Based Learning, and Task-Based Learning	Product, performance, portfolio, and self-assessments

<p>concerning the appropriate social functions, text structures, and language features based on the context used.</p>					
<ul style="list-style-type: none"> Students are able to identify social functions, text structures, and language features of oral and written transactional interaction text that includes the act of giving and asking information about short and simple personal information, based on the context used. Pay attention on the use of language features and vocabulary relating to family relationship, pronouns (subjective, objective, and possessive pronouns) Students are able to make oral and written transactional interaction text that includes the act of giving and 	<p>Introduction</p>	<p>Self-introduction</p>	<ul style="list-style-type: none"> Students make an introduction video about themselves Students identify some information given on a text and answer the questions 	<p>Project-Based Learning, Problem-Based Learning, Discovery Based Learning, and Task-Based Learning</p>	<p>Product, performance, portfolio, and self-assessments</p>
		<p>Introducing others</p>	<p>Students make a paragraph about their friends or family and present their work in front of their students</p>	<p>Project-Based Learning, Problem-Based Learning, Discovery</p>	<p>Product, performance, portfolio, and self-assessments</p>

<p>asking information about short and simple personal information by concerning the use of appropriate social functions, text structures, and language features, based on the context used.</p>				<p>Based Learning, and Task-Based Learning</p>	
<ul style="list-style-type: none"> • Students are able to identify social functions, text structures and language features of oral and written transactional interaction text that includes the act of giving and asking information about days, months, times, dates, and years, aligned with the context used. Pay attention on the use of cardinal and ordinal numbers • Students are able to make oral and written transactional interaction text that includes the act of giving and asking information about days, 	<p>Time (Time, Day, Date, Month, and Year)</p>		<p>Students are asked to make a report about someone's daily schedule, their school extracurricular schedule, or other schedule that require them to conduct an observation, make the report, and present it in front of their friends.</p>	<p>Project-Based Learning, Problem-Based Learning, Discovery Based Learning, and Task-Based Learning</p>	<p>Product, performance, portfolio, and self-assessments</p>

<p>months, times, dates, and years, by concerning the use of appropriate social functions, text structures, and language features, based on the context used.</p>					
<ul style="list-style-type: none"> • Students are able to identify social functions, text structures, and language features of oral and written transactional interaction text that includes the act of giving and asking information about the names and numbers of animal, thing, and public building found around the students, based on the context used. Pay attention on the use of language features and vocabulary relating to article “a” and “the”, plural, and singular • Students are able to make oral and 	<p>Transactional interaction text including the information of giving and asking information about the names and numbers of animals, things, buildings</p>	<p>Animals</p>	<p>Students are asked to observe the animals found around them and develop their observation into a short conversation.</p>	<p>Project-Based Learning, Problem-Based Learning, Discovery Based Learning, and Task-Based Learning</p>	<p>Product, performance, portfolio, and self-assessments</p>

written transactional interaction text that includes the act of giving and asking information about the names and numbers of animal, thing, and public building found around the students, by concerning the use of appropriate social functions, text structures, and language features, aligned with the use of its context.	around the students			
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Appendix 7. Results of the Expert Judgments

“Evaluation Sheet for Authentic Assessment Rubrics based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery-Based Learning for Grade Seven of Junior High School Students by Educational Experts”

Target	: Junior High School Students
Research Title	: Developing Authentic Assessment Rubrics for EFL Teachers in Seventh Grade of Junior High Schools in Buleleng
Researcher	: Ni Putu Diana Eka Lestari
Evaluator	: Prof. Dr. Putu Kerti Nitiasih, M.A
Occupation/Position	: Supervisor

Description: This evaluation sheet is used to assess qualities of authentic assessment rubrics developed based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery Based Learning for seventh grade of Junior High School students. The rubrics are developed as instruments for conducting the assessment in both offline and online learning. Based on that, your willingness to assess and judge the rubrics is valued highly.

Instructions:

1. This evaluation sheet is filled out by educational experts.
2. There are five scales for the response range that can be used as standard to make the evaluation.
3. Put a check mark [√] in the column according to your opinion based on the rubrics assessed.
4. Answers are given in the rating scale column provided with the rating scale as follows:

Score				
5	4	3	2	1
Excellent	Good	Average	Poor	Very Poor

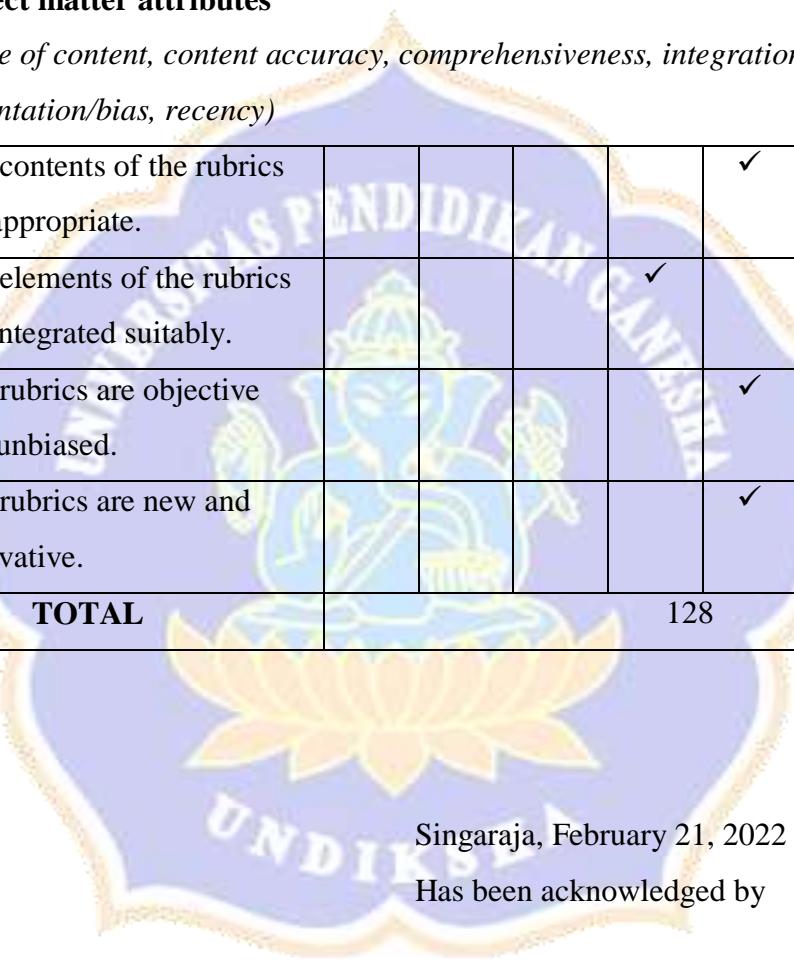
Thank you for your willingness to fill out this evaluation sheet

No	Descriptors	Scales					Note
		1	2	3	4	5	
A. Rubrics as the instruments for assessing students' learning process							
1.	The rubrics assist teacher to assess students' learning process.					✓	
2.	The rubrics assist teacher to make variations in terms of learning methods during the learning process.					✓	
3.	The rubrics assist teacher to make variations in terms of learning activities during the learning process.					✓	
B. 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 used in the school.				✓		
5.	The rubrics are relatable with the needs of the students.					✓	
6.	The learning activities designed during the learning					✓	

	process are relevant with the students' real life situations.					
7.	The learning activities designed during the learning process are appropriate with the students' cognitive levels.			✓		
8.	The learning methods used in the rubrics are appropriate 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 proper words that match to the topics, sub-topics, students' grades, and students' activities.				✓	
11.	The rubrics use proper phrases/clauses/sentences that match to the topics, sub-topics, students' grades, and students' activities.				✓	
12.	The activities in the rubrics are elaborated by using clear language.			✓		
13.	The rubrics are easy to be				✓	

	understood and used for the teacher.					
14.	The activities in the rubrics are delivered briefly and straight to the point.			✓		
D. Presentation attributes						
<i>(Space, titles, heading, and sub-headings, use of numbers, graphics, illustrations, and visuals, format, layout)</i>						
15.	The learning activities are designed to be interesting and meaningful.			✓		
16.	The instructions given in the rubrics are presented by using various pictures.			✓		
17.	The learning activities in the rubrics are relatable with the topics.			✓		
18.	The learning activities in the rubrics are appropriate for the students' level.			✓		
19.	The assessment of the processes are well-designed to assess students' learning process.			✓		
20.	The assessment of the products or performances are well-designed to assess the students' product or performance made during the learning process.			✓		
21.	The instructions provided in the rubrics are easy to			✓		

	beunderstood.					
22.	The use of font style and font size are appropriate and clear to be read.				✓	
23.	The important parts are marked by bolded or italic 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				



Singaraja, February 21, 2022

Has been acknowledged by



(Prof. Dr. Putu Kerti Nitiasih, M.A)

NIP: 196206261986032002

“Evaluation Sheet for Authentic Assessment Rubrics based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery-Based Learning for Grade Seven of Junior High School Students by Educational Experts”

Target	: Junior High School Students
Research Title	: Developing Authentic Assessment Rubrics for EFL Teachers in Seventh Grade of Junior High Schools in Buleleng
Researcher	: Ni Putu Diana Eka Lestari
Evaluator	: Luh Gd. Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position	: Supervisor

Description: This evaluation sheet is used to assess qualities of authentic assessment rubrics developed based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery Based Learning for seventh grade of Junior High School students. The rubrics are developed as instruments for conducting the assessment in both offline and online learning. Based on that, your willingness to assess and judge the rubrics is valued highly.

Instructions:

1. This evaluation sheet is filled out by educational experts.
2. There are five scales for the response range that can be used as standard to make the evaluation.
3. Put a check mark [√] in the column according to your opinion based on the rubrics assessed.
4. Answers are given in the rating scale column provided with the rating scale as follows:

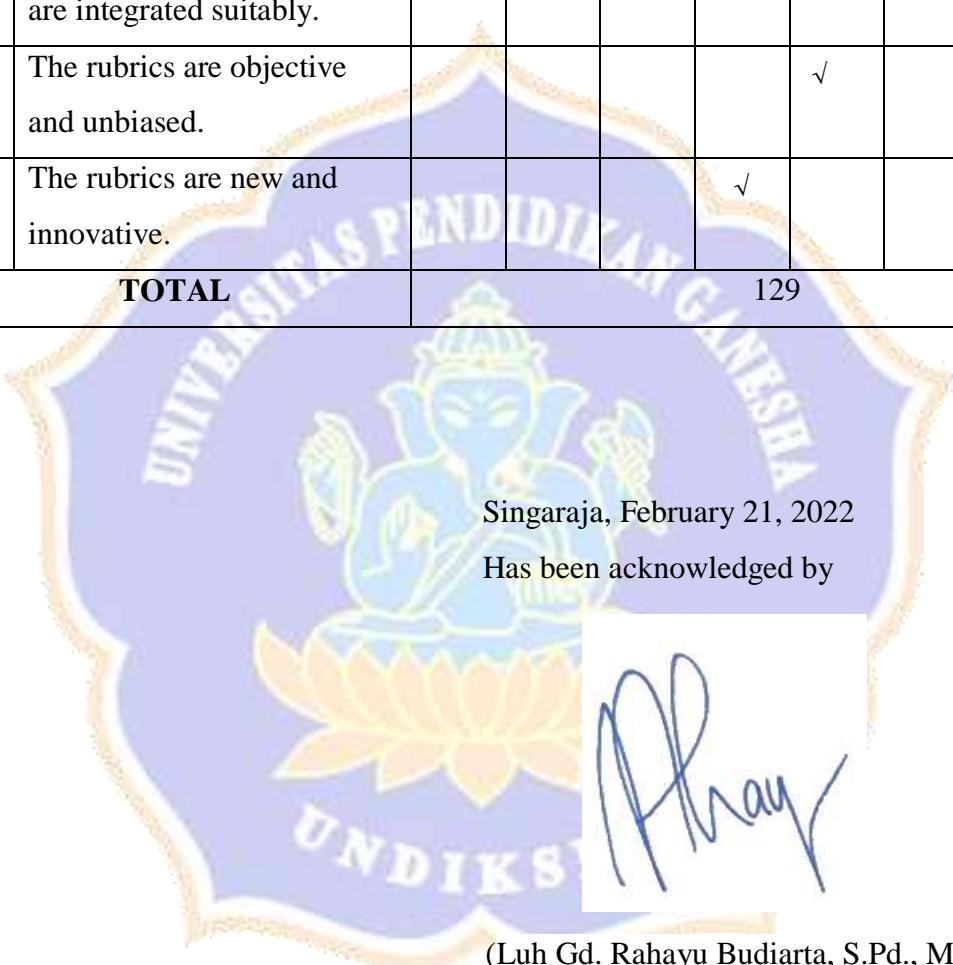
Score				
5	4	3	2	1
Excellent	Good	Average	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet

No	Descriptors	Scales					Note
		1	2	3	4	5	
A. Rubrics as the instruments for assessing students' learning process							
1.	The rubrics assist teacher to assess students' learning process.					✓	
2.	The rubrics assist teacher to make variations in terms of learning methods during the learning process.					✓	
3.	The rubrics assist teacher to make variations in terms of learning activities during the learning 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 used in the school.					✓	
5.	The rubrics are relatable with the needs of the students.					✓	
6.	The learning activities designed during the learning process are relevant with the students' real life situations.					✓	
7.	The learning activities designed during the learning process are appropriate with the students' cognitive				✓		

<i>(Space, titles, heading, and sub-headings, use of numbers, graphics, illustrations, and visuals, format, layout)</i>						
15.	The learning activities are designed to be interesting and meaningful.				✓	
16.	The instructions given in the rubrics are presented by using various pictures.				✓	
17.	The learning activities in the rubrics are relatable with the topics.				✓	
18.	The learning activities in the rubrics are appropriate for the students' level.			✓		
19.	The assessment of the processes are well-designed to assess students' learning process.				✓	
20.	The assessment of the products or performances are well-designed to assess the students' product or performance made during the learning process.				✓	
21.	The instructions provided in the rubrics are easy to be understood.				✓	
22.	The use of font style and font size are appropriate and clear to be read.				✓	
23.	The important parts are marked by bolded or italic				✓	

	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					



Singaraja, February 21, 2022

Has been acknowledged by



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

NIP: 199309192018032001

“Evaluation Sheet for Authentic Assessment Rubrics based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery-Based Learning for Grade Seven of Junior High School Students by Educational Experts”

Target	: Junior High School Students
Research Title	: Developing Authentic Assessment Rubrics for EFL Teachers in Seventh Grade of Junior High Schools in Buleleng
Researcher	: Ni Putu Diana Eka Lestari
Evaluator	: Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/Position	: Supervisor

Description: This evaluation sheet is used to assess qualities of authentic assessment rubrics developed based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery Based Learning for seventh grade of Junior High School students. The rubrics are developed as instruments for conducting the assessment in both offline and online learning. Based on that, your willingness to assess and judge the rubrics is valued highly.

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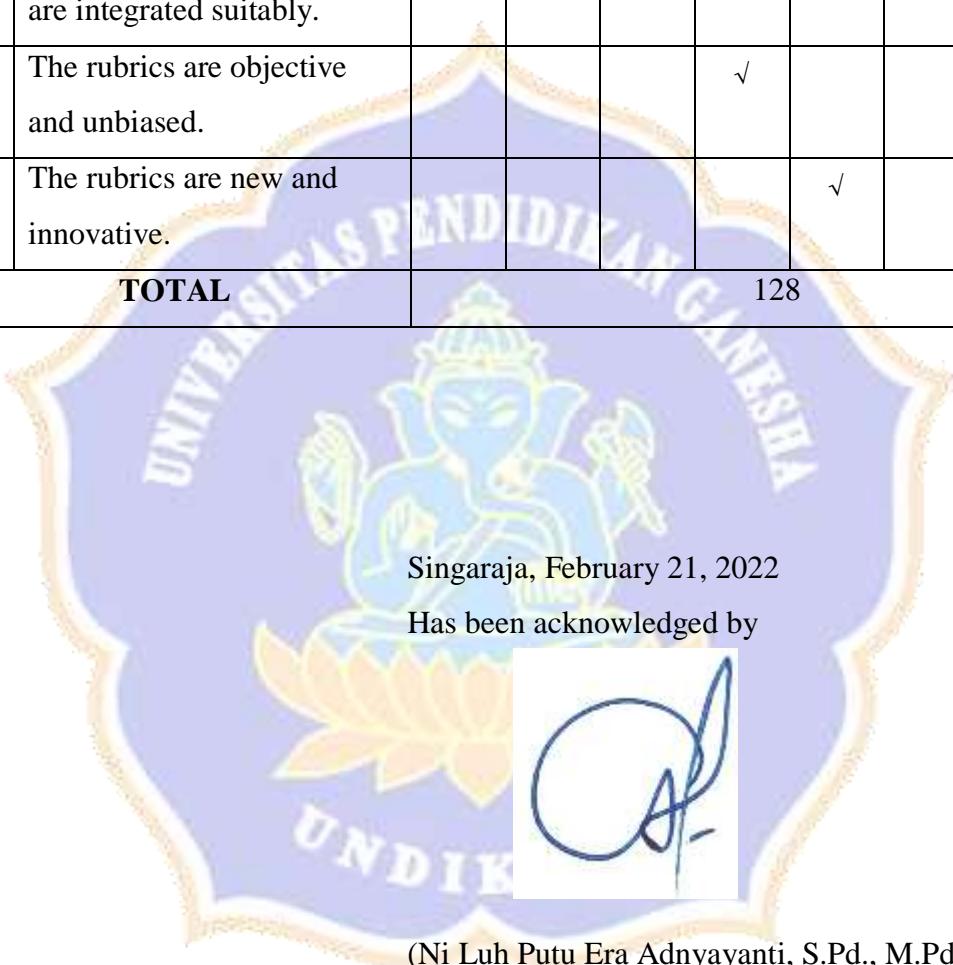
Score				
5	4	3	2	1
Excellent	Good	Average	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet

No	Descriptors	Scales					Note
		1	2	3	4	5	
A. Rubrics as the instruments for assessing students' learning process							
1.	The rubrics assist teacher to assess students' learning process.					✓	
2.	The rubrics assist teacher to make variations in terms of learning methods during the learning process.					✓	
3.	The rubrics assist teacher to make variations in terms of learning activities during the learning 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 used in the school.					✓	
5.	The rubrics are relatable with the needs of the students.					✓	
6.	The learning activities designed during the learning process are relevant with the students' real life situations.					✓	
7.	The learning activities designed during the learning process are appropriate with the students' cognitive					✓	

<i>(Space, titles, heading, and sub-headings, use of numbers, graphics, illustrations, and visuals, format, layout)</i>						
15.	The learning activities are designed to be interesting and meaningful.				✓	
16.	The instructions given in the rubrics are presented by using various pictures.				✓	
17.	The learning activities in the rubrics are relatable with the topics.				✓	
18.	The learning activities in the rubrics are appropriate for the students' level.			✓		
19.	The assessment of the processes are well-designed to assess students' learning process.				✓	
20.	The assessment of the products or performances are well-designed to assess the students' product or performance made during the learning process.				✓	
21.	The instructions provided in the rubrics are easy to be understood.				✓	
22.	The use of font style and font size are appropriate and clear to be read.				✓	
23.	The important parts are marked by bolded or italic				✓	

	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					



Singaraja, February 21, 2022

Has been acknowledged by



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.)

NIR. 1989040820130502146

“Evaluation Sheet for Authentic Assessment Rubrics based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery-Based Learning for Grade Seven of Junior High School Students by Educational Experts”

Target	: Junior High School Students
Research Title	: Developing Authentic Assessment Rubrics for EFL Teachers in Seventh Grade of Junior High Schools in Buleleng
Researcher	: Ni Putu Diana Eka Lestari
Evaluator	: G.A. Dian Puspita Rini, S.Pd.
Occupation/Position	: Junior High School Teacher

Description: This evaluation sheet is used to assess qualities of authentic assessment rubrics developed based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery Based Learning for seventh grade of Junior High School students. The rubrics are developed as instruments for conducting the assessment in both offline and online learning. Based on that, your willingness to assess and judge the rubrics is valued highly.

Instructions:

1. This evaluation sheet is filled out by educational experts.
2. There are five scales for the response range that can be used as standard to make the evaluation.
3. Put a check mark [√] in the column according to your opinion based on the rubrics assessed.
4. Answers are given in the rating scale column provided with the rating scale as follows:

Score				
5	4	3	2	1
Excellent	Good	Average	Poor	Very Poor

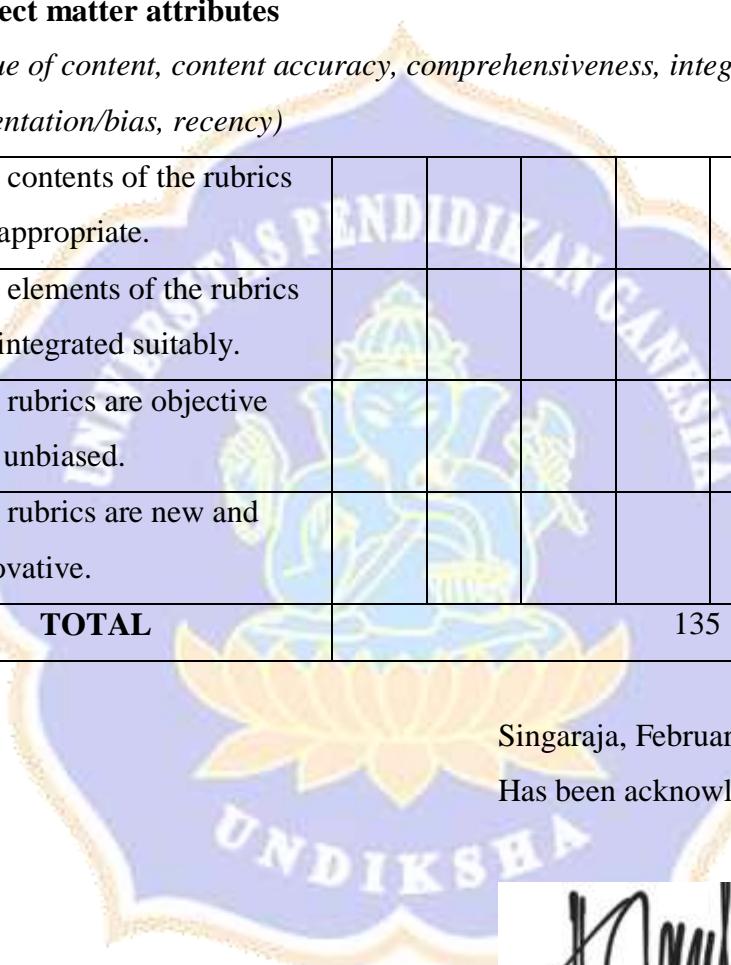
Thank you for your willingness to fill out this evaluation sheet

No	Descriptors	Scales					Note
		1	2	3	4	5	
A. Rubrics as the instruments for assessing students' learning process							
1.	The rubrics assist teacher to assess students' learning process.					✓	
2.	The rubrics assist teacher to make variations in terms of learning methods during the learning process.					✓	
3.	The rubrics assist teacher to make variations in terms of learning activities during the learning 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 used in the school.					✓	
5.	The rubrics are relatable with the needs of the students.					✓	
6.	The learning activities designed during the learning process are relevant with the students' real life situations.					✓	
7.	The learning activities designed during the learning					✓	

	process are appropriate with the students' cognitive levels.					
8.	The learning methods used in the rubrics are appropriate 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 proper words that match to the topics, sub-topics, students' grades, and students' activities.				✓	
11.	The rubrics use proper phrases/clauses/sentences that match to the topics, sub-topics, students' grades, and students' activities.				✓	
12.	The activities in the rubrics are elaborated by using clear language.				✓	
13.	The rubrics are easy to be understood and used for the teacher.				✓	There should be a self assessment rubric for students using Indonesian since not all 7th grade students would understand

						the language used in the rubric
14.	The activities in the rubrics are delivered briefly and straight to the point.				✓	
D. Presentation attributes						
<i>(Space, titles, heading, and sub-headings, use of numbers, graphics, illustrations, and visuals, format, layout)</i>						
15.	The learning activities are designed to be interesting and meaningful.				✓	
16.	The instructions given in the rubrics are presented by using various pictures.				✓	
17.	The learning activities in the rubrics are relatable with the topics.				✓	
18.	The learning activities in the rubrics are appropriate for the students' level.				✓	
19.	The assessment of the processes are well-designed to assess students' learning process.				✓	
20.	The assessment of the products or performances are well-designed to assess the students' product or performance made during the learning process.				✓	
21.	The instructions provided in the rubrics are easy to be				✓	

	understood.					
22.	The use of font style and font size are appropriate and clear to be read.				✓	
23.	The important parts are marked by bolded or italic 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		135				



Singaraja, February 11th, 2022

Has been acknowledged by



(G. A. Dian Puspita Rini, S.Pd.)

NIP. -

“Evaluation Sheet for Authentic Assessment Rubrics based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery-Based Learning for Grade Seven of Junior High School Students by Educational Experts”

Target	: Junior High School Students
Research Title	: Developing Authentic Assessment Rubrics for EFL Teachers in Seventh Grade of Junior High Schools in Buleleng
Researcher	: Ni Putu Diana Eka Lestari
Evaluator	: Made Irse Niopani, M.Pd.
Occupation/Position	: Teacher

Description: This evaluation sheet is used to assess qualities of authentic assessment rubrics developed based on Problem-Based Learning, Project-Based Learning, Task-Based Learning, and Discovery Based Learning for seventh grade of Junior High School students. The rubrics are developed as instruments for conducting the assessment in both offline and online learning. Based on that, your willingness to assess and judge the rubrics is valued highly.

Instructions:

5. This evaluation sheet is filled out by educational experts.
6. There are five scales for the response range that can be used as standard to make the evaluation.
7. Put a check mark [√] in the column according to your opinion based on the rubrics assessed.
8. Answers are given in the rating scale column provided with the rating scale as follows:

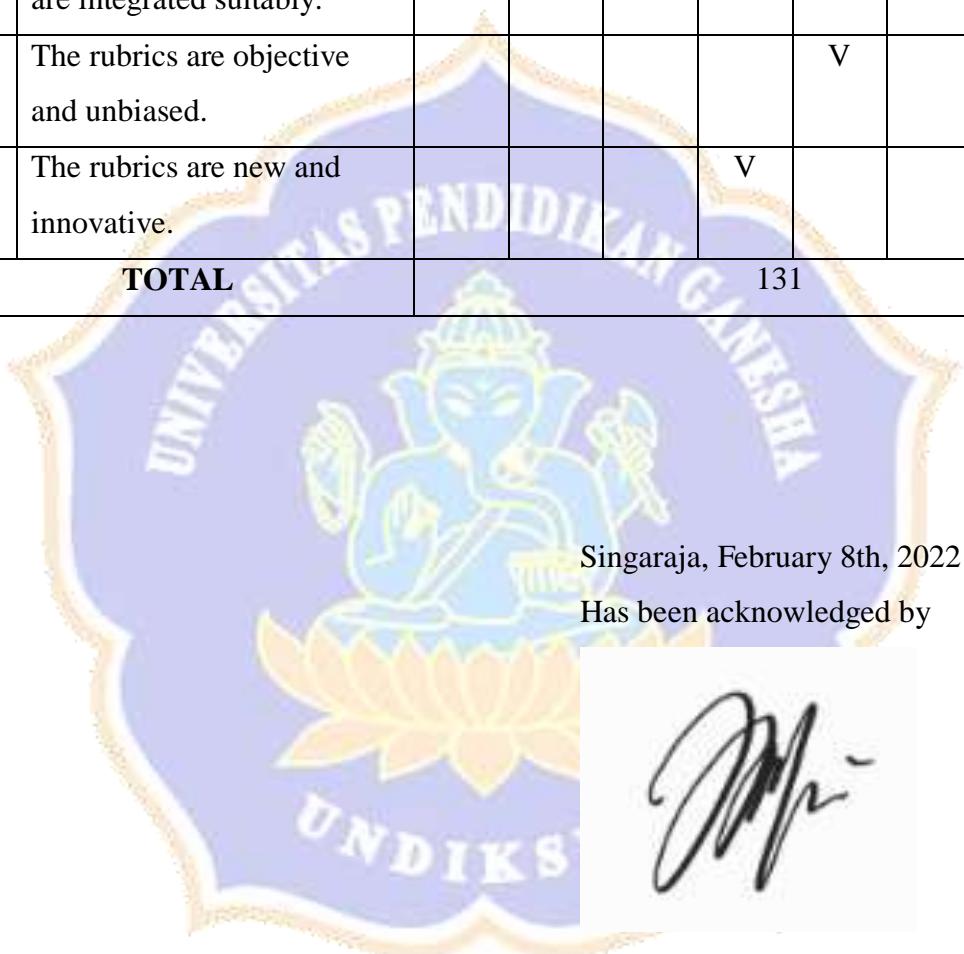
Score				
5	4	3	2	1
Excellent	Good	Average	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet

No	Descriptors	Scales					Note
		1	2	3	4	5	
A. Rubrics as the instruments for assessing students' learning process							
1.	The rubrics assist teacher to assess students' learning process.					V	
2.	The rubrics assist teacher to make variations in terms of learning methods during the learning process.					V	
3.	The rubrics assist teacher to make variations in terms of learning activities during the learning process.					V	
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 used in the school.					V	
5.	The rubrics are relatable with the needs of the students.					V	
6.	The learning activities designed during the learning process are relevant with the students' real life situations.					V	
7.	The learning activities designed during the learning process are appropriate with the students' cognitive				V		

<i>(Space, titles, heading, and sub-headings, use of numbers, graphics, illustrations, and visuals, format, layout)</i>						
15.	The learning activities are designed to be interesting and meaningful.				V	
16.	The instructions given in the rubrics are presented by using various pictures.				V	
17.	The learning activities in the rubrics are relatable with the topics.				V	
18.	The learning activities in the rubrics are appropriate for the students' level.			V		
19.	The assessment of the processes are well-designed to assess students' learning process.				V	
20.	The assessment of the products or performances are well-designed to assess the students' product or performance made during the learning process.				V	
21.	The instructions provided in the rubrics are easy to be understood.				V	
22.	The use of font style and font size are appropriate and clear to be read.				V	
23.	The important parts are marked by bolded or italic				V	

	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.				V		
25.	The elements of the rubrics are integrated suitably.				V		
26.	The rubrics are objective and unbiased.				V		
27.	The rubrics are new and innovative.			V			
TOTAL		131					



Singaraja, February 8th, 2022

Has been acknowledged by



(Made Irse Niopani, M.Pd.)

NPY. 7071105

Appendix 8. Research Documentation

Appendix 9. Samples of the Final Scoring Rubric as Authentic Assessment Instrument

PROJECT-BASED LEARNING

Topic : Greetings and Leave Takings

Sub-topics : Greetings, Leave Takings, Apologizing, and Showing Gratitude

Basic Competencies :

3.1 Students are able to identify social functions, text structures, and language features of oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses based on the context used.

4.1 Students are able to make short and simple oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses by concerning the appropriate social functions, text structures, and language features based on the context used.

Teaching method : Project-Based Learning

Assessment type : Project Assessment and Self-Assessment

Guideline :

In this part, students are involved in a small project. They are asked to make simple roleplays related to the topic they learn. There are two sub-topics learned by the students. So, they have to make one roleplay for each topic. Teacher assigns students to work in pair and later

record their roleplay. The record of the roleplay will be uploaded on the students' YouTube Channel. The duration of the video recording made by the students cannot be more than five minutes for each video. Later on, their videos are assessed by the teacher using assessment rubric that have been provided. It is possible (depending on the time allotment), the teacher will play some videos of the students and ask them to have reflection on their videos.

Teacher's instruction (optional):

Please work in pair and make a simple roleplay for today's topic. There are two sub-topics for the roleplay: (1) Greetings and Leave Takings and (2) Apologizing and Showing Gratitude. You have to make a roleplay for each topic and record yourself. The duration of your video cannot be more than five minutes for each topic. Upload your videos on your YouTube Channel based on the due date given. Good luck!

Syntax :

1. Preparation

- a. Students are introduced the learning topic (Greetings and Leave Takings & Apologizing and Showing Gratitude) and assigned the project.
- b. Students are assigned to find a partner and work in pair.
- c. Students have discussion with their partner to consider the leader of their group.

2. Planning

- a. Students discuss about the job description of each member in their group.
- b. Students discuss about what kind of information that will be included in their project (roleplays of the related sub-topics).

- c. Students make a plan and determine to gather the information needed from various sources.
- d. Students determine the schedule for completing their project.

3. Research

- a. Students are facilitated with some videos relating to the sub-topics.

The videos are accessible at:

Greetings and Leave Takings:

<https://youtu.be/FNaisPIp2Lc>

<https://youtu.be/MjWc7RPPmGM>

Apologizing and Showing Gratitude:

<https://youtu.be/q79bJNeJv0w>

<https://youtu.be/q79bJNeJv0w>

- b. Students carry out observation on the videos to have better understanding about Greetings and Leave Takings & Apologizing and Showing Gratitude.

4. Conclusion

- a. Students gather information from their observation about Greetings and Leave Takings & Apologizing and Showing Gratitude.
- b. Students start to make the scripts of their roleplays.

5. Presentation

- a. Students are able to finish their videos of their roleplays and upload them on their YouTube Channel based on the due date given by the teacher.

6. Evaluation

- a. Teacher carries out assessment on the videos uploaded by the students.
- b. Students conduct self-assessment as a reflection of their learning performance as well as the product they made during the project.



Rubric for Assessing Students' Learning Process

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

	Good (3)	Fair (2)	Poor (1)	Score
Preparation				
a. Students understand about the topic as well as the project assigned by the teacher.	Students shows good understanding toward the topic and project assigned by the teacher. They can understand the teacher's instructions.	Students have enough understanding toward the topic and the project assigned by the teacher. However, they get confused with the instructions. Hence, teacher	Students do not show good understanding toward the topic as well as the project assigned by the teacher. They have no ideas and seem a bit confused. Hence, teacher needs to	

		needs to re-explain about the project.	explain more about the project.	
b. Students find out partner for their team.	Students are very easy to determine their partner. They quickly understand the instruction and find their partner.	Students can determine their partner after being help by the teacher.	Students cannot determine their partner. They takes too much time in determining the partner. Hence, they need more help from the teacher.	
c. Students determine the leader of the group.	Students have good discussion in considering the leader of their group. They can determine the leader independently.	Students have good discussion in considering the leader of their group, but with the help of their teacher.	Students are very hard to determine the leader of their group. They take too much time but come up with no conclusion. Hence, they need more guidance from the teacher.	
d. Students plan the schedule for the completion of the project.	Students can plan the schedule for completing the project independently.	Students can plan the schedule for completing the project with the help of their teacher.	Students cannot plan the schedule for completing the project. They find it hard to determine the schedule and need help from the teacher.	

Planning				
a. Students discuss about the job description of each member.	Students can determine the job description of each member independently.	Students can determine the job description of each member with the help of their teacher.	Students cannot determine the job description of each member. They seem a bit confused and have no idea to what to do.	
b. Students discuss about the information needed from their project.	Students have good discussion with their group. They are able to determine what kind of information needed to be included in their project. They work independently without any help from the teacher.	Students have enough discussion with their group. They are able to determine what kind of information needed to be included in their project, with the help of their teacher.	Students do not have good discussion with their group. They hardly consider the information needed to be included in their project. Hence, they need more guidance from the teacher.	
c. Students determine various sources to gather the information needed.	Students can determine various sources to gather the information needed for completing their project.	Students can determine only several sources to gather the information needed for completing their project.	Students cannot determine any sources to gather the information needed for completing their project. They	

			still need more guidance from the teacher.	
d. Students arrange schedule for completing the project.	Students can arrange the schedule for completing the task. They arrange the schedule in detail without any help from the teacher. They can work independently.	Students can arrange the schedule for completing the task. They arrange the schedule quite detail with the help from their teacher.	Students cannot arrange the schedule for completing the project. They seem hard to plan the schedule. Hence, they need more guidance from the teacher.	
Research				
a. Students have observation on the videos facilitated by the teacher.	Students have good observation toward the videos provided by the teacher. They can understand and gain the information delivered in the videos.	Students have good observation toward the videos provided by the teacher. They can understand and gain the some information delivered in the videos, but with the help of their teacher.	Students cannot observe the videos well. They cannot understand and gain any information from the provided videos.	
Conclusion				
a. Students gather	Students have good	Students have enough	Students do not have good	

information about Greetings and Leave Takings & Apologizing and Showing Gratitude from the videos that have been provided.	discussion with their group. They are able to determine what kind of information needed to be included in their project. They work independently without any help from the teacher.	discussion with their group. They are able to determine what kind of information needed to be included in their project, with the help of their teacher.	discussion with their group. They hardly consider the information needed to be included in their project. Hence, they need more guidance from the teacher.	
b. Students make script for the roleplays.	Students can produce well scripts for their roleplays before recording themselves. They produce the scripts independently.	Students can produce the scripts for their roleplays before recording themselves. However, in some points, they still need help from their teacher to produce the scripts.	Students cannot produce the scripts for their roleplays, before recording themselves. They do not really understand how to make the scripts. Hence, they need more help from their teacher.	
Presentation				
a. Students can complete the project and upload their videos on their	Students successfully complete the project based on the schedule given. They create amazing videos about	Students successfully complete the project based on the schedule given. They create good videos about	Students cannot successfully complete the project based on the schedule given. Their videos do not suit the criteria	

YouTube Channel.	Greetings and Leave Takings & Apologizing and Showing Gratitude. Their videos have good qualities.	Greetings and Leave Takings & Apologizing and Showing Gratitude. However, some issues related to the qualities of the videos are found.	and many issues related to the qualities of the videos.	
Evaluation				
a. Students conduct self-assessment as a reflection.	Students can make reflection about their learning performance	Students can make reflection about their learning performance with the help of their teacher.	Students cannot make any reflection about their learning performance. They need more guidance from the teacher.	
Total Score = $\frac{\text{Max.Score}+1}{4} \times 10$				

Rubric for Assessing Students' Product

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

Assessment Rubric for the Product

Criteria	Good (3)	Fair (2)	Poor (1)	Score
Content and Creativity	Students can act the roleplay in a very natural way. Content of the videos have suit the criteria determined by the teacher. They are very creative with their video.	Students can act the roleplay in a good way. Content of the video have partly suit the criteria determined by the teacher. They have good enough creativity to make the video.	Students cannot act the roleplay well. They seems to remember the dialogue. Their acting is very poor and no creativity found in the video.	

Clarity of Speech	Students speak clearly during in the video. Their speech is easy to be understood.	Students speak quite clearly in the video. Yet, for some reasons, their speech seems uneasy to be understood.	Students do not speak clearly. Most of the time, they are mumbling and repeating their speech many times. It is not easy to understand their speech.	
Pronunciation and Fluency	Students' pronunciation is clear and understandable with no or a few errors. Their fluency in the video is great without any pauses during the recording.	Students' pronunciation is clear and understandable enough. Some errors are found in the video. Their fluency is quite clear, yet still little difficulties are found.	Students' pronunciation is not really clear and many errors are found. In addition, they are not really fluent in acting the roleplay (mumbling most all the times and many pauses).	
Use of Language	Students are able to use appropriate language expressions in greeting, saying good bye, asking apology, and thanking someone.	Students' are able to use appropriate language expressions in greeting, saying good bye, asking apology, and thanking someone. However, some of the	Students are not able to use appropriate language expressions in greeting, saying good bye, asking apology, and thanking someone. Too many mistakes found in terms of the	

		expressions seem to be mistaken.	use of the language.	
Quality of the video (Involves overall points; sound, focus, effect, etc.)	The overall quality of the video is perfect.	The overall quality of the video is good enough. Few things need to be improved.	The overall quality of the video is poor. Many things need to be improved.	
Total Score = $\frac{\text{Max.Score} + 5}{2} \times 10$				



Rubric for Students' Self-Assessment during the Process of Learning

Name: _____

Date: _____

Topic: _____

Instruction:

It's time for reflection! Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Excellent	Good	Poor	Comments
I can understand the project given by the teacher.				
I can work in team with my friends.				
I can make collaboration with my friends.				
I have good communication and discussion with my friends during completing the project.				
I can gather information from various sources for completing my project.				

I can share my ideas or opinions to my friends.				
I can accept my friend's ideas or opinions during discussion.				
I can complete the project with friends based on the schedule that has been determined.				
I am responsible to work as team with my friends.				
I enjoy working with my friends.				
General Reflection/Comment:				

Rubric for Students' Self-Assessment on the Product

Name: _____

Date: _____

Topic: _____

Instruction:

It's time for reflection! Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Excellent	Good	Poor	Comments
I can understand the topic(s) of my project.				
I can create scripts for my roleplays with my friends.				
I can record myself and create good videos for the project with my friends.				
I put creativities to support the best qualities of my videos (sound effect, editing, background music, transition, etc.)				
General Reflection/Comment:				

DISCOVERY-BASED LEARNING

Topic : Greetings and Leave Takings

Sub-topics : Greetings, Leave Takings, Apologizing, and Showing Gratitude

Basic Competencies :

- 3.1 Students are able to identify social functions, text structures, and language features of oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses based on the context used.
- 4.1 Students are able to make short and simple oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses by concerning the appropriate social functions, text structures, and language features based on the context used.

Teaching method : Discovery Based Learning

Assessment type : Self-Assessment

Guideline :

In this part, students are given two different conversation texts that deal with the learning topic. The first conversation text covers the information of greeting and saying goodbye to someone. Meanwhile, the second conversation text covers the information of asking apology and showing gratitude. Then, teacher assigns students to find a partner and analyze the two different texts. They have to make hypothesis about the texts by analyzing the texts as well as identifying the language expressions used in the conversations. After making

hypothesis, then the teacher will give the students possible answer sheet to compare their hypothesis with the possible answer given. At the end, the students are expected to draw a conclusion to prove whether their hypothesis is accepted or rejected.

Teacher's instruction (optional):

Please work in pair and analyze these two conversation texts. Create your hypothesis about what are these texts about and identify the language expressions used in the texts. I will give you a guideline sheet to help you make your hypothesis. After you come up with your hypothesis, then I will give you the possible answer sheet to have you compare your answers. At the end, you have to draw a conclusion and prove whether your hypothesis is true or not. Good luck!

Syntax :

1. Orientation

- a. Students are assigned to find a partner and work in pair.
- b. Students are given two different conversation texts. The texts are accessible at <https://bit.ly/DBLTOPIC1>.
- c. Students read the conversation texts and understand the information contained in the texts.
- d. Students have discussion with their partner about the conversation texts.

2. Hypothesis Generation

- a. Students make their hypothesis by answering questions given by the teacher on the guideline sheet.
- b. Students make explanation based on the hypothesis made by themselves.

3. Hypothesis testing

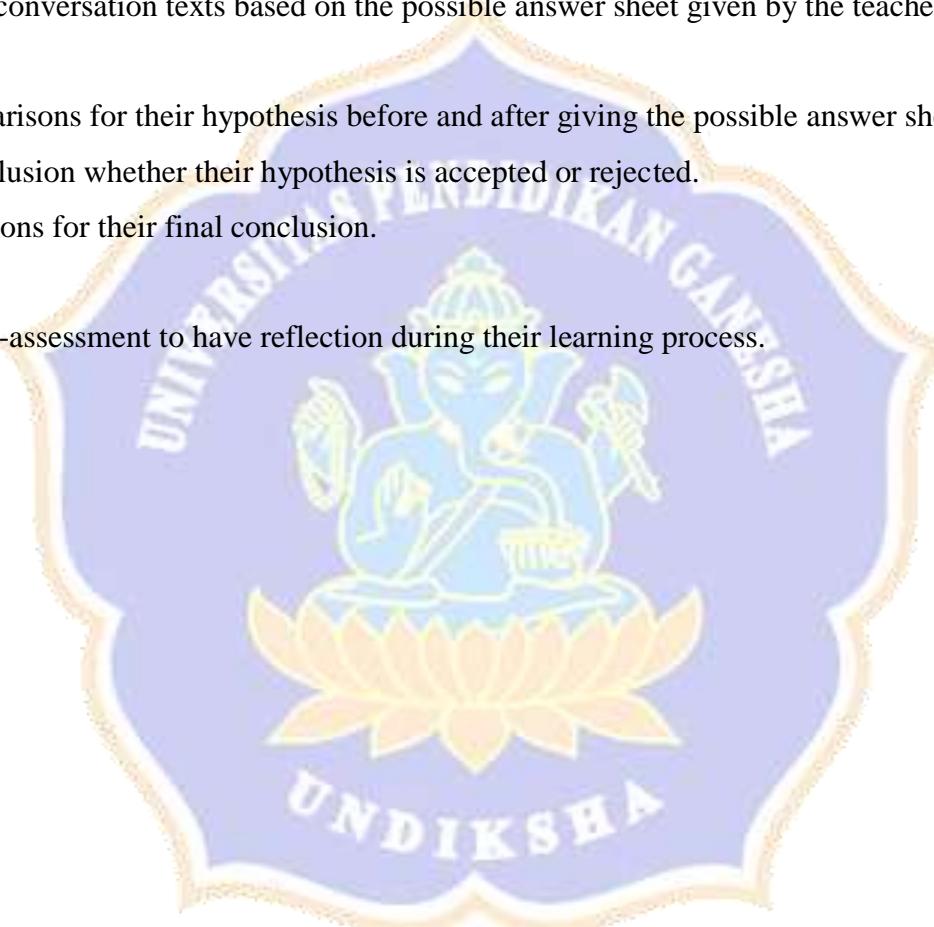
- a. Students are given the possible answer sheet by the teacher.
- b. Students analyse the conversation texts based on the possible answer sheet given by the teacher.

4. Conclusion

- a. Students make comparisons for their hypothesis before and after giving the possible answer sheet.
- b. Students draw a conclusion whether their hypothesis is accepted or rejected.
- c. Students provide reasons for their final conclusion.

5. Regulation

- a. Students conduct self-assessment to have reflection during their learning process.



Rubric for Assessing Students' Learning Process

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

	Good (3)	Fair (2)	Poor (1)	Score
Orientation				
a. Students find out a partner and work in a team.	Students are very easy to determine their partner. They quickly understand the instruction and find their partner.	Students can determine their partner after being help by the teacher.	Students cannot determine their partner. They takes too much time in determining the partner. Hence, they need more help from the teacher.	
b. Students discuss about the conversation texts	Students have good discussions about the texts	Students have enough discussions about the texts	Students do not have good discussion about the texts	

given by the teacher.	given by the teacher. They can identify information contained in the texts.	given by the teacher. They can identify information contained in the texts, but with the help of their teacher.	given by the teacher. They get confused and cannot clearly identify the information contained in the text.	
Hypothesis Generation				
a. Students make hypothesis by answering the questions given by the teacher.	Students can make their own hypothesis towards the conversation texts given to the students.	Students can make their own hypothesis with the help of their teacher. They seem a bit hard in the beginning to create their hypothesis, so they need help from the teacher.	Students cannot make their own hypothesis. They do not understand about the texts given by the teacher and have no idea what to do. Hence, they need more guidance from the teacher.	
b. Students make explanation for the hypothesis.	Students can explain and give reasons for the hypothesis made by themselves.	Students can explain and give reasons for their hypothesis, but with the help of the teacher.	Students cannot explain and give reasons for the hypothesis they have made. They need more guidance from the teacher.	
Hypothesis Testing				

a. Students analyse the conversation texts based on the possible answer sheet given by the teacher.	Students can make analysis on the conversation texts based on the possible answer sheet given by the teacher. They can make their own analysis independently.	Students can make analysis on the conversation texts, but with the help of their teacher. They seem a bit confused in the beginning towards the possible answer sheet given by the teacher, so they need help from their teacher.	Students cannot make any analysis on the conversation texts. They do not understand the texts and get confused when the possible answer sheet are given. Hence, they need more guidance from the teacher.	
Conclusion				
a. Students draw a conclusion to reveal their hypothesis.	Students can independently draw a conclusion and reveal whether their hypothesis is accepted or not.	Students can draw a conclusion and reveal whether their hypothesis is accepted or not with the help of their teacher.	Students cannot draw any conclusion to reveal the validity of their hypothesis. They seem so hard to make their own conclusion. So, they need more guidance from the teacher.	
b. Students provide reasons for their final conclusion.	Students can provide clear reasons for their final conclusions. They share the	Students can provide enough reasons for their final conclusions. They can share	Students cannot provide any reasons for their final conclusions. They do not know	

	reasons independently without any help from the teacher.	their reasons, but still need some help of their teacher.	how to deliver their reasons. So, they need more guidance from the teacher.	
Regulation				
a. Students conduct self-assessment to have reflection during the learning process.	Students can conduct self-assessment as reflection of their learning performance independently.	Students can conduct self-assessment as reflection of their learning performance, with the help of the teacher.	Students cannot conduct self-assessment as their reflection. They get confused how to assess themselves. So, they need more guidance from the teacher.	
$\text{Total Score} = \frac{\text{Max.Score} + 6}{3} \times 10$				

Guideline Sheet

After you read the conversation texts, answer these questions below!

No	Questions	Answers
1	What does the first text discuss about?	
2	What does the second text discuss about?	
3	In which text that you can find the use of greetings and leave takings expressions? Find out the proof of the expressions!	
4	In which text that you can find the use of apologizing and showing gratitude expressions? Find out the proof of the expressions!	

Possible Answer Sheet

This table provides you a list of possible answer about the conversation texts that you have read before. Put checklist (✓) in the **Agree** column if you have same assumption. Meanwhile, if you have different assumption, you can put checklist (✗) in the **Disagree** column. Don't forget to explain your reasons based on the answers that you have given. You may ask your teacher, if you find any difficulties during doing this activity. Good luck!

No	Assumptions	Agree	Disagree	Reasons
1	The first text discusses about two people who are doing jogging in the city park.			
	The first text discusses about David who suggests Anna to do jogging every morning.			
2	The second text discusses about Jake who borrowed a comic from Leo and got blamed because he spilled the comic with ice cream.			
	The second text discusses about Jake who asked for an apology after spoiling Leo's comic.			
3	The first text uses some expressions of greetings and leave takings. These expressions below belong to expressions of greetings			

	and leave takings:			
	Hello, good morning.			
	Do you come for jogging?			
	How are you?			
	See you later.			
	I agree with you.			
	Nice idea			
	See you tomorrow.			
4	The second text uses some expressions of apologizing and showing gratitude. These expressions below belong to expressions of apologizing and showing gratitude:			
	Can I borrow it?			
	Thank you very much.			
	I really appreciate it.			

	I want to ask for an apology.			
	I do apologize.			
	Please be more careful, next time.			
	You are welcome			
Conclusion			Reasons	
<p>After analyzing our hypothesis with the list of possible answer sheet, it can be concluded that our hypothesis is (<i>accepted or rejected</i>).</p> <p>Now, we understand that the language expressions of greetings and leave takings are:</p>				
<p>Meanwhile, the language expressions of apologizing and showing gratitude based on the conversation text are:</p>				

Rubric for Students' Self-Assessment during the Process of Learning

Name: _____

Date: _____

Topic: _____

Instruction:

It's time for reflection! Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Excellent	Good	Poor	Comments
I can understand the instruction given by the teacher.				
I can work in team with my friends.				
I can make collaboration with my friends.				
I have good communication and discussion with my friends during completing the assignment.				
I can share my ideas or opinions to my friends.				
I can accept my friend's ideas or opinions during				

discussion.				
I can understand the conversation texts and identify the information contained in the texts.				
I can make perceptions especially about the topic as well as the language expressions used in the conversation texts.				
I can support my perceptions with clear reasons.				
I can draw conclusions whether my hypothesis is accepted or rejected.				
I can support my conclusions with clear reasons.				
I am responsible to work as team with my friends.				
I enjoy working with my friends.				
General Reflection/Comment:				

PROBLEM-BASED LEARNING

Topic	: Greetings and Leave Takings
Sub-topics	: Greetings, Leave Takings, Apologizing, and Showing Gratitude
Basic Competencies :	<p>3.1 Students are able to identify social functions, text structures, and language features of oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses based on the context used.</p> <p>4.1 Students are able to make short and simple oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses by concerning the appropriate social functions, text structures, and language features based on the context used.</p>
Teaching method	: Problem-Based Learning
Assessment type	: Performance Assessment and Self-Assessment
Guideline :	

In this part, students are introduced simple problems that relate with topic as well as their real life situation. The problems given to the students are: **(1) Freddie met new person for the first time. What should he do? (Greetings and Leave Takings); (2) A boy hit somebody and didn't want to apologize. What should he do? (Apologizing and Showing Gratitude)**. From the problems, the students are guided to discuss the problems and work in pairs collaboratively to find out solutions. After they come up with the solutions, the students are expected to be able to present the solutions in front of their friends.

Expected solutions:

The students can solve the problems by working in pair to make a simple roleplay. They may choose one of the sub-topics to be developed as roleplay. The roleplay presented must be in line with the use of appropriate language expressions and perform their roleplay in front of their friends.

Teacher's instruction (optional):

Please work in pair and discuss about these problems. Then, find out the solutions of how to greet, say good bye, ask apology, and thank people in good way by make a simple roleplay. There are two sub-topics that can be developed into roleplay. You may choose one of the sub-topics to be developed as your roleplay. Make sure you can perform at least three lines for each individual. Later, you will perform your roleplay in front of the class. The roleplay presented cannot be more than five minutes. Good luck!

Syntax :

1. Elaborating the problem

- a. Students are showed some problems based on the learning topic. Teacher provides problems that relate with the students' real life situation. The problems are presented through videos as follows:

Greetings and Leave Takings: <https://youtu.be/rSwypHirUkM>

Apologizing and Showing Gratitude: <https://youtu.be/uibD4brDRU4>

- b. Students are led to make elaboration on the problems.

- c. Students are assigned to make a list related to information about Greetings and Leave Takings and Apologizing and Showing Gratitude to make them understand about the sub-topics.

2. Investigating the problem

- a. Students are assigned to find a partner and work in pair.
- b. Students are provided some videos related with the sub-topics to make them have better understanding towards the learning topics. They are asked to watch the video and find out information contained in the videos.

The videos are accessible at:

Greetings and Leave Takings: <https://youtu.be/mTGZkD0cOdw>

Apologizing and Showing Gratitude: <https://youtu.be/oYRkp6vnM54>

- c. After watching the videos related to the sub-topics, then the students are led to investigate the problems by having discussion with their partner and find out the solutions of the problems.

3. Considering the methods of the investigation

- a. Students are able to collect the information dealing with the sub-topics from videos facilitated by the teacher.
- b. Students are able to collect the information dealing with the sub-topics from other sources (text books, news, articles, presentation, etc.)

4. Writing the report

- a. Students are able to produce a roleplay with the use of appropriate language expression after doing investigation from various sources.
- b. Students are able to perform their roleplay in front of their friends.

5. Analysing and evaluating the performance

- a. Teacher conduct assessment and give evaluation to the students' performance during the process of learning.
- b. Students are assigned to have reflection trough self-assessment.



Rubric for Assessing Students' Learning Process

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

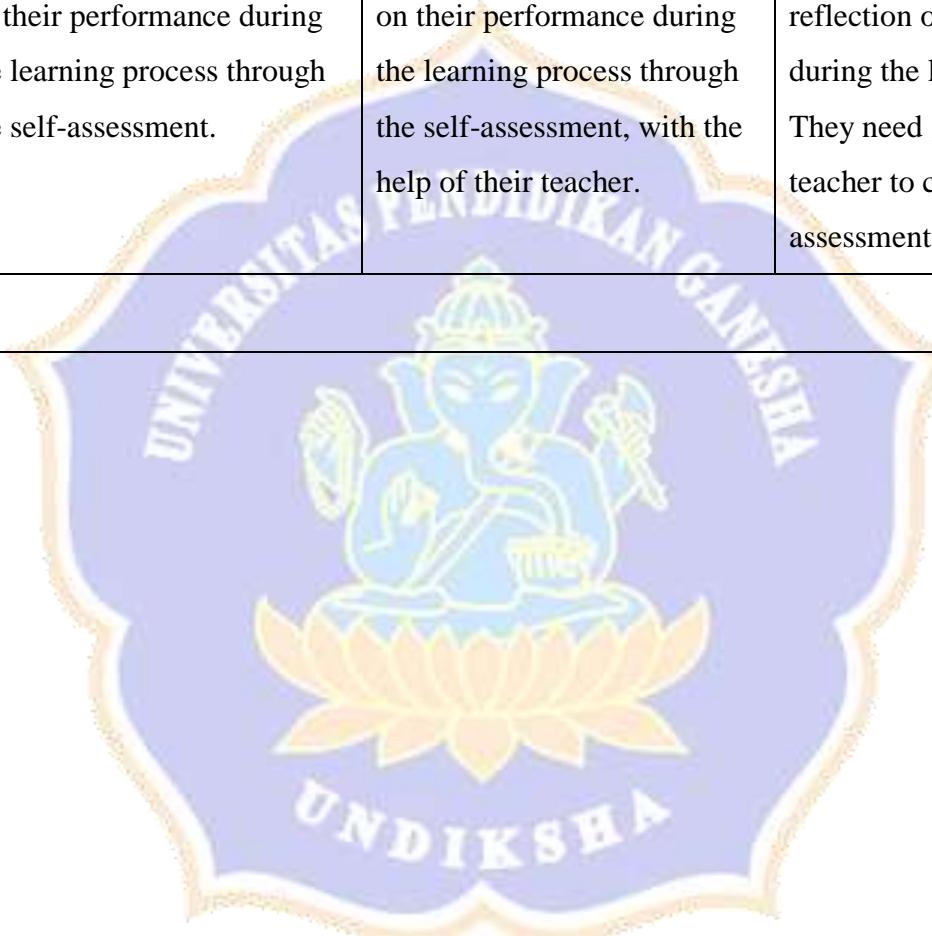
	Good (3)	Fair (2)	Poor (1)	Score
Elaborating the problem				
a. Students are showed some problems that relate with their real life situations.	Students can understand the problems given by the teacher well.	Students can understand only some points of the problems and need help from the teacher to grasp the essence points of the problems	Students cannot understand the problems well. They seems hard to grasp the essence points of the problems and need more help from the teacher.	
b. Students make	Students can make	Students can make	Students cannot make any	

elaboration on the problems.	elaboration on the problems well.	elaboration on the problems but with the help of their teacher.	elaboration on the problems. They have no ideas what to do.	
c. Students make a list about information relating to the topic.	Students can list many important information to make them understand about the topic they learn.	Students can list a few information of the topic they learn. They still need help from their teacher.	Students cannot list any information of the topic they learn. They have no ideas and need help from their teacher.	
Investigating the problem				
a. Students find partner to work on their task (work in pair).	Students can determine their partner easily.	Students takes much time to determine their partner.	Students cannot determine their partner in the beginning. Yet, they can find their partner with the help of their teacher.	
b. Students are provided with some videos to find out information and understand about the topic they learn.	Students watch the videos carefully. They can find the needed information easily and independently.	Students watch the videos carefully. They need time to find some of the needed information.	Students watch the videos carefully. However, they seem to be hard in finding the information and still need help from the teacher.	
c. Students investigate	Students can create positive	Students can create good	Students cannot create good	

<p>the problems through having discussing with their partner and find the solutions.</p>	<p>atmosphere during their discussion and come up with the solutions.</p>	<p>atmosphere during their discussion, although difficulties are found during the discussion. They need help from the teacher to manage the difficulties and come up with solutions after being helped.</p>	<p>atmosphere during their discussion. They seem to struggle in discussing the problems and finding out solutions. They need much help from the teacher.</p>	
Considering the method of the investigation				
<p>a. Students collect information about the related topic from the videos facilitated by the teacher.</p>	<p>Students can easily collect information about the topic they learn through the given videos.</p>	<p>Students can collect information about the topic they learn through the given video with the help of the teacher.</p>	<p>Students cannot collect any information from the given video as they have less understanding about the problems given by the teacher.</p>	
<p>b. Students collect information from other sources (text books, news, articles, presentations, etc.)</p>	<p>Students are creatively gather many relatable information from various sources.</p>	<p>Students gather some relatable information to help them work with the task. However, the sources are not various.</p>	<p>Students cannot gather any information about the topic they learn from other sources.</p>	

Writing the report				
a. Students produce a roleplay with the use of appropriate language expressions.	Students can produce a script for their roleplay with the use of appropriate language expressions. The script consists of more than six lines for the whole dialogue. They can work independently during producing their roleplay script.	Students can produce a script for their roleplay with the use of appropriate language expressions. The script consists of six or more than six lines for the whole dialogue. However, during their work, they need teacher's help to guide them during the script making.	Students cannot produce a script for their roleplay with the use of appropriate language expressions. The script consists of six or less than six lines for the whole dialogue. There are some mistakes found within the script. They need more guidance from the teacher.	
b. Students perform their roleplay in front of the class.	Students can perform well in front of the class. They have good confidence for presenting the roleplay as best as they can.	Students can perform in front of the class, although they seems a bit nervous. They have quite good confidence for presenting the roleplay, but still need improvements on the performance.	Students cannot perform well in front of the class. They seems a bit struggling in remembering their dialogue. They do not have enough confidence during the performance.	
Analyzing and evaluating the performance				

Students carry out self-assessment as their reflection.	Students can make reflection on their performance during the learning process through the self-assessment.	Students can make reflection on their performance during the learning process through the self-assessment, with the help of their teacher.	Students cannot make reflection on their performance during the learning process. They need guidance from their teacher to conduct the self-assessment.	
Total Score = $\frac{\text{Max.Score}}{33} \times 100$				



Rubric for Assessing Students' Performance

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

Criteria	Good (3)	Fair (2)	Poor (1)	Score
Preparedness	Students are very well-prepared and familiar with their role.	Students have enough preparation for the roleplay. In addition, they are somewhat familiar with their role, but sometimes get confused with their role.	Students have lack of preparation for the roleplay. In addition, they are not familiar with their role.	
Clarity of Speech	Students speak clearly during the performance. Their speech	Students speak quite clearly during their performance. Yet, for some reasons, their speech seems uneasy	Students do not speak clearly. Most of the time, they are mumbling and their speech are	

	is easy to be understood.	to be understood.	not easy to be understood.	
Pronunciation and Fluency	Students' pronunciation is clear and understandable with no or a few errors. Their fluency in performing the roleplay is great with no difficulties.	Students' pronunciation is clear and understandable enough. Some errors are found during the performance. Their fluency is quite clear, yet still little difficulties are found.	Students' pronunciation is not really clear and many errors are found. In addition, great difficulties are observed when students perform their role play.	
Expression and Body Language	Students show good expressions and emotions through their facial expressions, body gestures, and voice.	Students show quite good expressions and emotions through their facial expressions, body gestures, and voice.	Students don't show good expressions and emotions. They have lack of facial expressions, body gestures, and unclear voice.	
Content	Roleplay performed by the students is great with the use of appropriate language expressions. The roleplay suits the topic and criteria given by	Roleplay performed by the students is good enough. They use appropriate language expressions, even though still found to be mistaken. Their roleplay suits the	Roleplay performed by the students is not really good. There are many errors in terms of the use of language expressions. The roleplay does	

	the teacher.	topic and criteria given by the teacher.	not match the topic or criteria given by the teacher.	
Total Score = $\frac{\text{Max.Score} + 5}{2} \times 10$				



Rubric for Students' Self-Assessment during the Process of Learning

Name: _____

Date: _____

Topic: _____

Instruction:

It's time for reflection! Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Excellent	Good	Poor	Comments
I can understand the problems presented in the videos.				
I can relate the problems with my own experiences in the real life situations.				
I can make a list on the information contained in the videos.				
I can easily find a partner.				
I enjoy working with my partner.				

I can find more information to solve the problems from many other sources.				
I have good discussion with my partner to solve the problems given by the teacher.				
I can share my ideas or opinions to my friends.				
I can accept my friend's ideas or opinions during discussion.				
I can produce a roleplay with my partner and present it in front my friends.				
I am responsible to work as team with my partner.				
General Reflection/Comment:				

Rubric for Students' Self-Assessment on the Performance

Name: _____

Date: _____

Topic: _____

Instruction:

It's time for reflection! Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Excellent	Good	Poor	Comments
I can understand about Greetings and Leave Takings and Apologizing and Showing Gratitude.				
I can greet and say good bye to people with appropriate language expressions.				
I can thank and ask apology to people with appropriate language expressions.				
I am confident to greet someone during a conversation.				
I am confident to say thank you or ask apology to someone				

during a conversation.

General Reflection/Comment:



TASK-BASED LEARNING

Topic	: Greetings and Leave Takings
Sub-topics	: Greetings, Leave Takings, Apologizing, and Showing Gratitude
Basic Competencies :	<p>3.1 Students are able to identify social functions, text structures, and language features of oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses based on the context used.</p> <p>4.1 Students are able to make short and simple oral and written interpersonal interaction text that includes the expressions of greetings, leave takings, showing thank, and asking apology, as well as the responses by concerning the appropriate social functions, text structures, and language features based on the context used.</p>
Teaching method	: Task-Based Learning
Assessment type	: Performance Assessment and Self-Assessment
Guideline :	

In this part, task assigned for the students is about making a simple roleplay related to the topic. Teacher assigns students to work in pair and later give the students options for choosing only one topic for their roleplay: (1) Greetings and Leave Takings, or (2) Apologizing and Showing Gratitude. The role play will be presented after the students finish to make their task. The presentation time is adjusted based on the time allotment had by the teachers during the meeting or learning session. When the roleplay is performed, teacher is ready to conduct the assessment based on the rubrics that have been provided.

Teacher's instruction (optional):

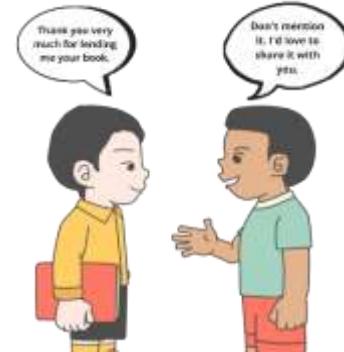
Please work in pair and make a simple roleplay for today's topic. There are two topics for the roleplay: (1) Greetings and Leave Takings and (2) Apologizing and Showing Gratitude. You may choose only one of them. Please discuss the task with your partner and next week, every students will perform their roleplay in front of the class. The roleplay presented cannot be more than five minutes. Good luck!

Syntax :

1. Pre-task

- a. Students are introduced about the learning topic (Greetings and Leave Takings as the general topic).
- b. To relate students' background knowledge with the topic being taught, some questions are given to the students in order to raise their attention as well as give them insight about the topic they are going to learn. The questions given to the students are supported with some pictures showing to the students as their visualization.





- *What do you do when meeting your friends or relatives? Do you greet them?*
 - *What do you say when you are going to leave during the conversation?*
 - *What do you do when you're accidentally making mistakes?*
 - *What will you say when your parents give you presents?*
- c. Later, students are led to watch some short videos telling about Greetings and Leave Takings and Apologizing and Showing Gratitude.

The videos are accessible at:

- Greetings and Leave Takings
<https://youtu.be/mwGYurxFLOc>
<https://youtu.be/gj5V4Ccgok4>
- Apologizing and Showing Gratitude
<https://youtu.be/4xppgz6UmKs>

<https://youtu.be/MCiaggiAXuQ>

- d. Students are helped to find out some vocabularies or phrases as key words used in daily conversation when talking about the related topic and sub-topics (Greetings, Leave Takings, Apologizing, and Showing Gratitude). This is done in order to help students work on their task later on.

Example of the vocabularies or phrases:

- Good morning, good evening, nice to meet you, see you later, I am really sorry, thank you, good bye, etc.

2. Task Cycle

a. Task

- After watching the video and having enough understanding about the topic, students are assigned to work in pairs with their friends.
- They are asked to make a simple role play about the related topic. They are given two options: (1) Making roleplay about Greetings and Leave Takings; (2) Making roleplay about Apologizing and Showing Gratitude. In this step, the students are encouraged to have discussion with their partner and decide how they will make the role play (dialogue).

b. Planning

- In this stage, students start to produce the dialogue for their role play.
- While producing the dialogue, they must pay attention on the expressions used within their dialogue.
- Students work on the project while preparing themselves to be ready with their role play in the next step.

c. Report

- Students present their role play in front of their friends.

- While presenting, the other students are asked to pay attention to their friends' role play (presentation)
- During the presentation, teacher gives feedback to the students' performance.

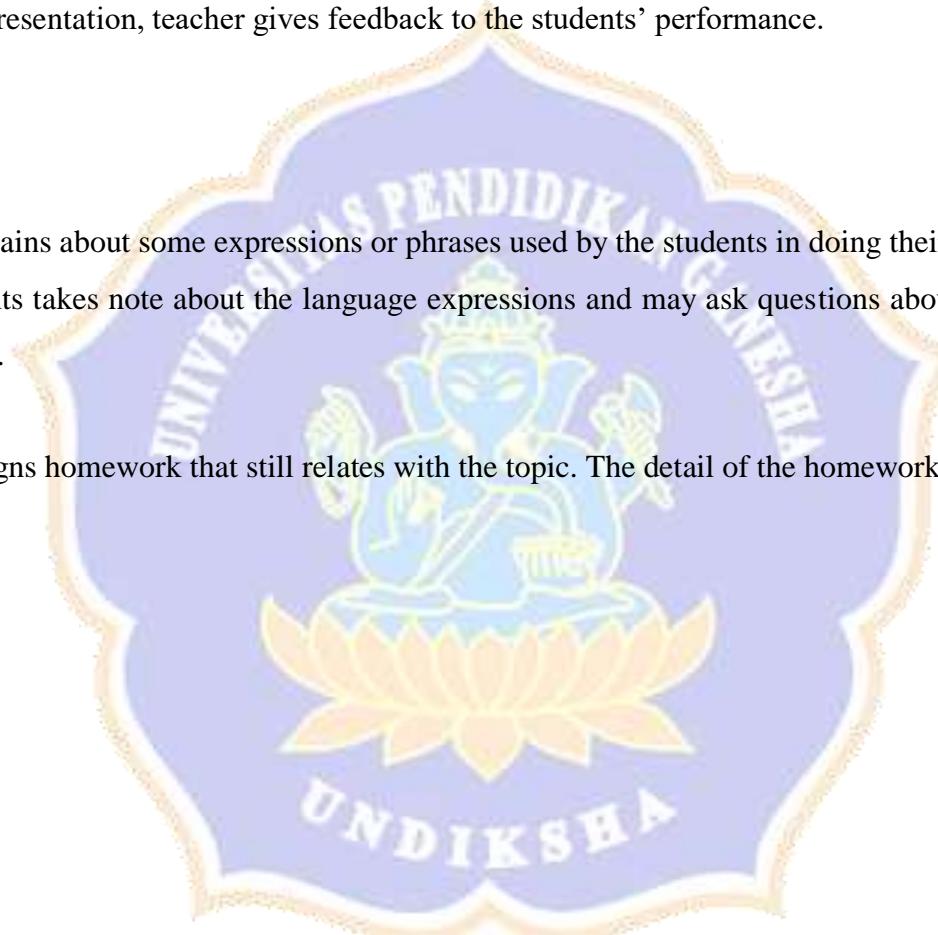
3. Language Focus

a. Analysis

- Teacher explains about some expressions or phrases used by the students in doing their role play.
- Later, students takes note about the language expressions and may ask questions about other language expressions they have noticed.

b. Practice

- Teacher assigns homework that still relates with the topic. The detail of the homework is attached.



Rubric for Assessing Students' Learning Process

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

	Good (3)	Fair (2)	Poor (1)	Score
Pre-task				
a. Students relate their background knowledge with the topic being discussed.	Students already have sufficient background knowledge about the related topic.	Students have enough background knowledge; attempt to understand the topic independently.	Students have very little background knowledge about what is being introduced by the teacher; need teacher's help in understanding the topic.	

b. Students figure it out some vocabularies or phrases relating to the topic after watching the video.	Students are able to identify all the vocabularies or phrases used in the video.	Students are able to identify some of the vocabularies or phrases used in the video.	Students are able to identify only a few of the vocabularies or phrases used in the video.	
Task Cycle				
Task Students discuss to determine what information they will include in their conversation (role play for the topic being chosen).	Students have smooth discussion with their partner and be able to determine some points that they will write and present relating to given topic.	Students have good discussion with their partner, be able to determine information they are going to share, yet still need guidance from the teacher.	Students are able to have enough discussion with their partner. But, they still need guidance from the teacher in the very beginning to lead them to have discussion and determine information for their dialogue (role play)	
Planning a. Students work in pair to make dialogue for their	Students are able to make the dialogue without any difficulties.	Students are able to make the dialogue, although find out difficulties in the beginning	Students needs any help or even cannot make the dialogue. They look confused on what they are supposed to	

role play.			do for the task.	
b. Students are able to make dialogue with appropriate language expressions	The dialogue use appropriate language expressions.	The dialogue seems to have few issues regarding to the use of language expressions.	The dialogue seems to have many issues regarding to the use of language expressions.	
Report Students perform their role play based on the dialogue they have made.	Students are able to perform their role play very well in front of their friends.	Students are able to perform their role play, although seem bit nervous during the performance.	Students feel nervous during the performance. They seem hard to remember their dialogue during the performance.	
Language Focus				
Analysis Students review the language expressions used in making the dialogue.	Students are able mention all language expressions used in the dialogue.	Students are able to mention some of the expressions used in the dialogue.	Students are able to mention a few of the expressions used in the dialogue. They seems to be a bit confused and need more explanation from the teacher.	
Practice Students do homework	Students are able finish the homework properly.	Students are able to finish the homework. But, some issues	Students are able to finish only a few parts of the homework.	

given by the teacher.		still found on the homework and need more improvement.	They seem to be confused with the given homework.	
Total Score = $\frac{\text{Max.Score} + 6}{3} \times 10$				



Rubric for Assessing Students' Performance

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

Criteria	Good (3)	Fair (2)	Poor (1)	Score
Preparedness	Students are very well-prepared and familiar with their role.	Students have enough preparation for the roleplay. In addition, they are somewhat familiar with their role, but sometimes get confused with their role.	Students have lack of preparation for the roleplay. In addition, they are not familiar with their role.	
Clarity of Speech	Students speak clearly during the performance. Their speech	Students speak quite clearly during their performance. Yet, for some reasons, their speech seems uneasy	Students do not speak clearly. Most of the time, they are mumbling and their speech are	

	is easy to be understood.	to be understood.	not easy to be understood.	
Pronunciation and Fluency	Students' pronunciation is clear and understandable with no or a few errors. Their fluency in performing the roleplay is great with no difficulties.	Students' pronunciation is clear and understandable enough. Some errors are found during the performance. Their fluency is quite clear, yet still little difficulties are found.	Students' pronunciation is not really clear and many errors are found. In addition, great difficulties are observed when students perform their role play.	
Expression and Body Language	Students show good expressions and emotions through their facial expressions, body gestures, and voice.	Students show quite good expressions and emotions through their facial expressions, body gestures, and voice.	Students don't show good expressions and emotions. They have lack of facial expressions, body gestures, and unclear voice.	
Content	Roleplay performed by the students is great with the use of appropriate language expressions. The roleplay suits the topic and criteria given by	Roleplay performed by the students is good enough. They use appropriate language expressions, even though still found to be mistaken. Their roleplay suits the	Roleplay performed by the students is not really good. There are many errors in terms of the use of language expressions. The roleplay does	

	the teacher.	topic and criteria given by the teacher.	not match the topic or criteria given by the teacher.	
Total Score = $\frac{\text{Max.Score} + 5}{2} \times 10$				



Rubric for Students' Self-Assessment during the Process of Learning

Topic: _____ **Date:** _____

Instruction:

Read the statements below and check (✓) yes or no based on your honest evaluation.

Aspects	Yes	No	Comments
Goal			
I successfully complete the task.			
I understand all information that I learn during the learning process.			
I can achieve the learning goals through the completion of the task.			
Task performance			
During the task cycle:			
I enjoy doing the task.			
I find difficulties in terms of determining the vocabularies, phrases, or language expressions used in the role play.			

I feel hard to express my ideas to my partner.			
I don't really understand about the task.			
Interaction			
I love working with others (group/pair).			
I prefer to work individually.			
Language focus			
I use new vocabulary in my roleplay conversation.			
I use appropriate grammar and language expressions.			
My friends help me provide language support when it is needed.			
My teacher help me provide language support when it is needed.			
I learn new vocabulary, grammar, and language expressions during the lesson			
I have enough time to complete my task			

Future plan

I want to have similar tasks again.

I want to have tasks with different outcomes.

I want to improve myself on:

You may choose more than one.

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. Vocabulary
- f. Grammar
- g. Others:

Adapted from Rodriguez-Boncés and Rodriguez-Boncés (2010)

Guideline for the Assignment

Topic : Greetings and Leave Takings
Sub-topics : Greetings, Leave Takings, Apologizing, and Showing Gratitude
Assignment type : Writing
Assessment Type : Product and Portfolio Assessment
Homework : Write two simple dialogues about the related topic individually
Instruction :

Please write a simple dialogue about each topic. The topics are: (1) greetings and leave takings; (2) asking apology and showing gratitude. The dialogue must consists at least four lines for each. Write the assignment on a piece of paper and submit it in the next meeting.

Rubric for Assessing Students' Product

Name: _____

Date: _____

Topic: _____

Instruction:

Read the criteria as well as the descriptors of each standard below. Assess your students by giving the scores (3), (2), or (1) based on their competencies.

Criteria	Good (3)	Fair (2)	Poor (1)	Score
Dialogue and Topic	Dialogue fits the topic determined by the teacher.	Dialogue fits the topic, yet the ideas contained in the dialogue need to be developed	Dialogue made by the students doesn't fit the topic. It has no relation with the topic given.	
Grammar	The dialogue has used appropriate grammar. No crucial issues found dealing with the grammar.	The dialogue has used appropriate grammar, but some issues found in the dialogue.	The dialogue doesn't use appropriate grammar. Many grammar issues found in the dialogue.	
Language Choice	Various vocabularies are used in the dialogue.	Vocabularies used in the dialogue are various only in some points.	There is no any variation for the vocabularies used in the dialogue.	
Content and Organization	Dialogue is very well-developed. The content of the dialogue flows perfectly.	Dialogue is developed well enough. The content of the dialogues flows quite well.	Dialogue is not developed well. The content of the dialogue doesn't flows well.	
Mechanics	Use capitalization, punctuation, and spelling correctly.	Use most capitalization, punctuation, and spelling correctly. Some issues are still	Does not use capitalization, punctuation, and spelling correctly. Many issues are	

		found in the writing.	found in the writing.	
Total Score = $\frac{\text{Max.Score}+5}{2} \times 10$				



Appendix 10. Researcher's Curriculum Vitae

CURRICULUM VITAE



Ni Putu Diana Eka Lestari was born in Gianyar, June 25, 2000. Now, she is 22 years old. She started her first education for kindergarten program at TK Budi Dharma Pering in 2005. Then, she continued her study at SDN 4 Pering in 2006. She finished her primary school in 2012 and continued her high school study to SMPN 1 Blahbatuh. Later, she entered SMAN 1 Blahbatuh in 2015. Diana finished her high school studies in 2018 with great experiences. Then, in the same year, she chose Ganesha University of Education as her designated university and studied at English Language Education Study Program. She started her journey with her friends in Fortune Class, learn many things, and obtain a lot of knowledge and experiences from the lecturers and people around her. She loved to involve in students' organizations, educational and social foundations during her study. Finally, she finished her undergraduate degree program in 2022 with her thesis entitled "Developing Scoring Rubrics as Authentic Assessment Instruments for Assessing Seventh Grade of Junior High School Students in Buleleng Regency".

