

## APPENDIX 1: Classroom Observation Checklist

### I. BLUEPRINT OF THE OBSERVATION CHECKLIST

To evaluate the teachers' implementation of the authentic assessment, the observation was conducted by adapting the authentic assessment implementation and procedures based on Culture and Education Minister Regulation Number 104 of 2014, the authentic assessment characteristic by Frey (2013), and the authentic assessment principle by O'Malley & Pierce (1996). Each item would be scored using five (5) scales as the responses. First, *Sangat Kurang* or Very poor is scored 1, *Kurang* or Poor will be scored 2, *Cukup* or Fair is scored 3, Baik or Good will be scored 4, and *Sangat Baik* or Excellent will be scored 5. The blueprint can be seen as follows.

Table 3.4 Blueprint of Observation Checklist

Aspect	Indicators of Authentic Assessment Implementation	Sub-Indicators of Authentic Assessment Implementation	Items
<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	3. Authentic assessment implementation (Do English teachers implement authentic assessment during the assessment process?)	- Using authentic assessment in learning	1
		- Ease in implementing the valuation model	2
		- The simplicity of the assessment format	3
		- Clarity of authentic assessment principle and characteristic	4
		- Clarity of scoring criteria	5
		- Using standard and communicative language	6
		- Using authentic assessment for assessing attitude, knowledge, and skills	7
	4. Types of authentic assessment used for assessing attitude aspect	- Teachers' observation	8
		- Self-assessment	9
		- Peer-assessment	10
3. Types of authentic assessment used for	- Oral report/ presentation	11	
	- Short answers and questions with HOTS	12	

	assessing knowledge aspect		
	5. Types of authentic assessment used for assessing skill aspect	<ul style="list-style-type: none"> <li>-Performance assessment 13</li> <li>-Verbal interview 14</li> <li>-Journal assessment 15</li> <li>-Retell text/ story 16</li> <li>-Project assessment 17</li> <li>-Observation 18</li> <li>-Portfolio 19</li> </ul>	
	6. How effective the authentic assessment implemented by English teachers?	<ul style="list-style-type: none"> <li>-Require problem-solving steps 20-22</li> <li>-Compliance with basic competence (KD)</li> <li>-Compliance with problem-solving scenarios (activities)</li> </ul>	
<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	4. Assessment context	<ul style="list-style-type: none"> <li>-Providing realistic learning activities that are expected in the real world.</li> <li>-Instructing students to think critically when solving a problem.</li> <li>-Evaluating students' skills and abilities through performance assessment or product development.</li> </ul>	23-25
	5. Student role	<ul style="list-style-type: none"> <li>-Provide feedback for the students.</li> <li>-Encouraging students to work collaboratively.</li> <li>-Developing the students' 4C skills.</li> </ul>	26-28
	6. Scoring procedure	<ul style="list-style-type: none"> <li>-Making scoring instruments.</li> <li>-Using the scoring rubric when conducting the assessment.</li> <li>-The scoring rubric components are appropriate for the skill or ability that will be assessed by the teacher.</li> <li>-Students know and understand the scoring criteria components.</li> </ul>	29-32
	<b>Principle of Authentic</b>	Reflecting the authentic	-Reflecting actual field performance and accounting

<b>Assessment (O'Malley &amp; Pierce, 1996)</b>	assessment principle	for any testing issues that may arise. -Providing feedback to students, along with an explanation of the assessment rubric for students to refer to. -Providing evidence of attaining the desired learning outcomes. -Conducting self-assessment than traditional testing. -Providing more realistic tasks. -A strong link between authentic curriculum assessment and desired learning outcomes. -Providing tasks based on content and students' future career. -Creating tasks that it does not harm or benefit any student. -Increasing students' motivation and interest for them to meet learning objectives effectively. -Obtaining meaningful learning through authentic assessment.	
<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	4. Pre-Stages	-Prepare the assessment instrument -Conditioning students to be ready to start the assessment process -Criteria and assessment instruction explanation -Material distribution (e.g. card, paper, text, pictures, etc.) -Time allocation to perceive the instruction	43-47
	5. Core-Stages	-Carrying out the authentic assessment -Practicing time allocation	48-50

		-Verifying instruction comprehension	
	6. Post-Stages	-Scoring the task -Giving feedback -Analyzing the result of authentic assessment -Doing remedial and enrichment	51-54
<b>Constraints in the authentic assessment implementation</b>	Challenges in the preparation, process, and closing stages	-Limited time -Lack of teachers' knowledge -Lack of facilities and infrastructure -Lack of students' motivation -Lack of students participation -Low-level skill students -Crowded classroom -Too many assessment formats	55-62



## II. OBSERVATION CHECKLIST

**Participant:**

**Date & time:**

**Topic:**

NO	ASPECTS	INDICATORS	SCORE				
			1	2	3	4	5
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning					
2		Ease in implementing the valuation model					
3		The simplicity of the assessment format					
4		Clarity of authentic assessment principle and characteristic					
5		Clarity of scoring criteria					
6		Using standard and communicative language					
7		Using authentic assessment for assessing attitude, knowledge, and skills					
8	<b>Attitude</b>						
9	Teachers' observation						
10	Self-assessment						
11	Peer-assessment						
12	<b>Knowledge</b>						
13	Oral report/ presentation						
14	Short answers and questions with HOTS						
15	<b>Skill</b>						
16	Performance assessment						
17	Verbal interview						
18	Journal assessment						
19	Retell text/ story						
20	Project assessment						
21	Observation						

22		Portfolio					
23	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Require problem-solving steps					
24		Compliance with basic competence (KD)					
25		Compliance with problem-solving scenarios (activities)					
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>					
27		Providing realistic learning activities that are expected in the real world.					
28		Instructing students to think critically when solving a problem.					
29		Evaluating students' skills and abilities through performance assessment or product development.					
30		<b>-Student role</b>					
31		In the form of formative assessments which provide feedback for the students.					
32		Encouraging students to work collaboratively.					
33		Developing the students' 4C skills.					
34	<b>-Scoring procedure</b>						
35	The teacher makes the scoring instruments.						
36	Using the scoring rubric when conducting the assessment.						
37	The scoring rubric components are appropriate for the skill or ability that will be assessed by the teacher.						
38	Students know and understand the scoring criteria components.						

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					
40		Providing feedback to students, along with an explanation of the assessment rubric for students to refer to.					
41		Providing evidence of attaining the desired learning outcomes.					
42		Conducting self-assessment than traditional testing.					
43		Providing more realistic tasks.					
44		A strong link between authentic curriculum assessment and desired learning outcomes.					
45		Providing tasks based on content and students' future career.					
46		Creating tasks that it does not harm or benefit any student.					
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					
48		Obtaining meaningful learning through authentic assessment.					
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>  <b>Adapted from Putri, et al. 2018; Agustiniingsih &amp; Rahdiyanta, 2019)</b>	<b>Pre-stages (Preparation)</b>				
50			Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric				
51			Conditioning students to be ready to start the assessment process				
52			Criteria and assessment instruction explanation				
53	Material distribution (e.g. card, paper, text, pictures, etc.)						

54		Time allocation to perceive the instruction						
55		<b>Core-stages</b>						
56		Carrying out the authentic assessment						
57		Practicing time allocation						
58		Verifying instruction comprehension						
59		<b>Post-stages</b>						
60		Scoring the task						
61		Giving feedback						
62		Analyzing the result of authentic assessment						
63		Doing remedial and enrichment						
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time						
65		Lack of teachers' knowledge						
66		Lack of facilities and infrastructure						
67		Lack of students' motivation						
68		Lack of students participation						
69		Low-level skill students						
70		Crowded classroom						
71		Too many assessment formats						

SCORE	REMARK
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Max. Score}} \times 100\%$$

Note:

- 80-100 % : Excellent (proficient in all aspects)  
70-79% : Good (proficient in most aspects)  
60-69% : Fair (proficient in more than half of the aspects)  
50-59% : Poor (proficient in half of the aspects)  
0-49% : Very poor (proficient in less than half of the aspects)





**APPENDIX 2: Expert Judgement Sheet for Observation Checklist**

**EXPERT JUDGEMENT SHEET**

**Instrument** : Observation checklist

**Judge** : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Items	Decisions		Suggestions
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		

32	√		
33	√		
34	√		
35	√		
36	√		
37	√		
38	√		
39	√		
40	√		
41	√		
42	√		
43	√		
44	√		
45	√		
46	√		
47	√		
48	√		
49	√		
50	√		
51	√		
52	√		
53	√		
54	√		
55	√		
56	√		
57	√		
58	√		
59	√		
60	√		
61	√		
62	√		

Singaraja, .....2022  
Judge

  
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### EXPERT JUDGEMENT SHEET


**Instrument** : Observation checklist

**Judge** : Dr. Ni Komang Arie Suwastini, M.Hum

Items	Decisions		Suggestions
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		

34	√		
35	√		
36	√		
37	√		
38	√		
39	√		
40	√		
41	√		
42	√		
43	√		
44	√		
45	√		
46	√		
47	√		
48	√		
49	√		
50	√		
51	√		
52	√		
53	√		
54	√		
55	√		
56	√		
57	√		
58	√		
59	√		
60	√		
61	√		
62	√		

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### APPENDIX 3: Document Analysis Checklist

To evaluate the teachers' implementation of the authentic assessment, the document analysis was conducted by adapting the authentic assessment implementation and procedures based on Culture and Education Minister Regulation Number 104 of 2014.

#### Document Analysis Checklist

**Participant:**

**Date & time:**

**Authentic assessment implementation**

NO	INDICATORS	Tick (v) if the teacher does
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	
1	The teacher applies the authentic assessment on his/her lesson plan.	
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	
3	The teacher prepares the assessment instrument properly.	
4	The assessment instruments used relevant to achieve the learning goal.	
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	
	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	
	-Assessment Context	
8	The task implementing realistic learning activities that are expected in the real world.	
9	The task instructs students to think critically when solving a problem.	
10	The task evaluates the students' skill and abilities through performance assessment or product development.	

	-Student role	
11	The task in the form of formative assessment which provide feedback for the students.	
12	The task encourages students to work collaboratively.	
13	The task develops the students' 4C skills.	
	-Scoring procedure	
14	The teacher makes the scoring instruments.	
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	



**APPENDIX 4: Expert Judgement Sheet for Document Analysis checklist****EXPERT JUDGEMENT SHEET****Instrument : Document Analysis checklist****Judge : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.**

NO	INDICATORS	DECISION		SUGGESTIONS
		Relevant	Irrelevant	
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>			
1	The teacher applies the authentic assessment on his/her lesson plan.	√		
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√		
3	The teacher prepares the assessment instrument properly.	√		
4	The assessment instruments used relevant to achieve the learning goal.	√		
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√		
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√		
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√		



	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	√		
	-Assessment Context	√		
8	The task implementing realistic learning activities that are expected in the real world.	√		
9	The task instructs students to think critically when solving a problem.	√		
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√		
	-Student role	√		
11	The task in the form of formative assessment which provide feedback for the students.	√		
12	The task encourages students to work collaboratively.	√		
13	The task develops the students' 4C skills.	√		
	-Scoring procedure	√		
14	The teacher makes the scoring instruments.	√		
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√		

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### EXPERT JUDGEMENT SHEET

**Instrument : Document Analysis checklist**

**Judge : Dr. Ni Komang Arie Suwastini, M.Hum**

NO	INDICATORS	DECISION		SUGGESTIONS
		Relevant	Irrelevant	
1	The teacher applies the authentic assessment on his/her lesson plan.	√		
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√		
3	The teacher prepares the assessment instrument properly.	√		
4	The assessment instruments used relevant to achieve the learning goal.	√		
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√		
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√		
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√		

	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	√		
	-Assessment Context	√		
8	The task implementing realistic learning activities that are expected in the real world.	√		
9	The task instructs students to think critically when solving a problem.	√		
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√		
	-Student role			
11	The task in the form of formative assessment which provide feedback for the students.	√		
12	The task encourages students to work collaboratively.	√		
13	The task develops the students' 4C skills.	√		
	-Scoring procedure	√		
14	The teacher makes the scoring instruments.	√		
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√		

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## APPENDIX 5: Interview Guideline

### BLUEPRINT OF THE INTERVIEW GUIDELINE

To enhance and match the information gained from the classroom observation, the interview was conducted by using semi-structured interview. The interview questions is presented as follows.

No	Interview Questions List
1	What do you perceive about the authentic assessment implementation in Curriculum 2013?
2	What kinds of authentic assessments have you implemented in assessing the twelfth-grade student? Why do you use them and how do you conduct it?
3	Do you think that authentic assessment in Curriculum 2013 is appropriate to be implemented to improve students' engagement in learning English? Why do you think so?
4	How many times do you implement authentic assessment? In what condition do you implement it? Please, explain your reason!
5	Do you understand the students' weaknesses and needs regarding the material before giving an authentic assessment?
6	Do you think authentic assessments provide more detailed information about students' abilities? If so, in what way and why?
7	Is the authentic assessment that you have applied based on the procedure you have planned in the lesson plan? How do you apply the authentic assessment in assessing the twelfth-grade students of Vocational High School?
8	Do you think authentic assessments have an impact on the students' achievement? Please, explain!
9	Can you explain the challenges you have faced during the implementation of authentic assessment in the twelfth-grade students of Vocational High School? What are the causes of those challenges?
10	Do you have any solution to overcome the problems during the implementation of authentic assessment in Curriculum 2013?

**APPENDIX 6: Expert Judgement Sheet for Interview**

**EXPERT JUDGEMENT SHEET**

**Instrument** : Interview Question list

**Judge** : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

No	Interview Questions List	DECISION		Suggestions
		Relevant	Irrelevant	
1	What do you perceive about the authentic assessment implementation in Curriculum 2013?	√		
2	What kinds of authentic assessments have you implemented in assessing the twelfth-grade student? Why do you use them and how do you conduct it?	√		
3	Do you think that authentic assessment in Curriculum 2013 is appropriate to be implemented to improve students' engagement in learning English? Why do you think so?	√		
4	How many times do you implement authentic assessment? In what condition do you implement it? Please, explain your reason!	√		
5	Do you understand the students' weaknesses and needs regarding the material before giving an authentic assessment?	√		
6	Do you think authentic assessments provide more detailed information about	√		

	students' abilities? If so, in what way and why?			
7	Is the authentic assessment that you have applied based on the procedure you have planned in the lesson plan? How do you apply the authentic assessment in assessing the twelfth-grade students of Vocational High School?	√		
8	Do you think authentic assessments have an impact on the students' achievement? Please, explain!	√		
9	Can you explain the challenges you have faced during the implementation of authentic assessment in the twelfth-grade students of Vocational High School? What are the causes of those challenges?	√		
10	Do you have any solution to overcome the problems during the implementation of authentic assessment in Curriculum 2013?	√		

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### EXPERT JUDGEMENT SHEET

**Instrument** : Interview Question list

**Judge** : Dr. Ni Komang Arie Suwastini, M.Hum

No	Interview Questions List	DECISION		Suggestions
		Relevant	Irrelevant	
1	What do you perceive about the authentic assessment implementation in Curriculum 2013?	√		
2	What kinds of authentic assessments have you implemented in assessing the twelfth-grade student? Why do you use them and how do you conduct it?	√		
3	Do you think that authentic assessment in Curriculum 2013 is appropriate to be implemented to improve students' engagement in learning English? Why do you think so?	√		
4	How many times do you implement authentic assessment? In what condition do you implement it? Please, explain your reason!	√		
5	Do you understand the students' weaknesses and needs regarding the material before giving an authentic assessment?	√		
6	Do you think authentic assessments provide more detailed information about	√		

	students' abilities? If so, in what way and why?			
7	Is the authentic assessment that you have applied based on the procedure you have planned in the lesson plan? How do you apply the authentic assessment in assessing the twelfth-grade students of Vocational High School?	√		
8	Do you think authentic assessments have an impact on the students' achievement? Please, explain!	√		
9	Can you explain the challenges you have faced during the implementation of authentic assessment in the twelfth-grade students of Vocational High School? What are the causes of those challenges?	√		
10	Do you have any solution to overcome the problems during the implementation of authentic assessment in Curriculum 2013?	√		

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## APPENDIX 7: THE RESULT OF OBSERVATION CHECKLIST

**Participant: Teacher A**

**Topic: Application Letter & CV**

**Observation I**

NO	ASPECTS	INDICATORS	SCORE				
			1	2	3	4	5
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning					√
2		Ease in implementing the valuation model					√
3		The simplicity of the assessment format					√
4		Clarity of authentic assessment principle and characteristic					√
5		Clarity of scoring criteria				√	
6		Using standard and communicative language					√
7		Using authentic assessment for assessing attitude, knowledge, and skills					√
8	<b>Attitude Assessment Types</b>						
9	Teachers' observation						√
10	Self-assessment		√				
11	Peer-assessment			√			
12	<b>Knowledge Assessment Types</b>						
13	Oral report/ presentation						√
14	Short answers and questions with HOTS						√
15	<b>Skill Assessment Types</b>						
16	Performance assessment						√
17	Verbal interview						√
18	Journal assessment		√				
19	Retell text/ story		√				
20	Project assessment						√
21	Observation						√

22		Portfolio						√
23	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Require problem-solving steps						√
24		Compliance with basic competence (KD)						√
25		Compliance with problem-solving scenarios (activities)						√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>						
27		Providing practical learning activities that are expected in the real world.						√
28		Instructing students to think critically when solving a problem.						√
29		Evaluating students' skills and abilities through performance assessment or product development.						√
30		<b>-Student role</b>						
31		Formative assessments provide feedback for the students.		√				
32		Encouraging students to work collaboratively.						√
33		Developing the students' 4C skills.						√
34	<b>-Scoring procedure</b>							
35	The teacher makes the scoring instruments.						√	
36	Using the scoring rubric when conducting the assessment.		√					
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.		√					
38	Students know and understand the scoring criteria components.					√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√	
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.		√				
41		Providing evidence of attaining the desired learning outcomes.			√			
42		Conducting self-assessment than traditional testing.					√	
43		Providing more practical tasks.					√	
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√	
45		Providing tasks based on content and students' future career.					√	
46		Creating tasks that it does not harm or benefit any student.					√	
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√	
48		Obtaining meaningful learning through authentic assessment.					√	
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	<b>Pre-stages (Preparation)</b>					
50		<b>Adapted from Putri, et al. 2018; Agustiniingsih &amp; Rahdiyanta, 2019)</b>	Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51			Conditioning students to be ready to start the assessment process.					√
52		Criteria and assessment instruction explanation				√		
53		Material distribution (e.g., card, paper, text, or pictures.)					√	

54		Time allocation to perceive the instruction						√
55		<b>Core-stages</b>						
56		Carrying out the authentic assessment						√
57		Practicing time allocation						√
58		Verifying instruction comprehension						√
59		<b>Post-stages</b>						
60		Scoring the task						√
61		Giving feedback		√				
62		Analyzing the result of authentic assessment		√				
63		Doing remedial and enrichment.						√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time						√
65		Lack of teachers' knowledge			√			
66		Lack of facilities and infrastructure				√		
67		Lack of students' motivation						√
68		Lack of students participation						√
69		Low-level skill students						√
70		Crowded classroom						√
71		Too many assessment formats						√

### 1. Implementation of Authentic Assessment Aspect Score:

$$\text{Final Score} = \frac{34}{35} \times 100\%$$

FINAL SCORE = 97.14%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{40}{50} \times 100\%$$

FINAL SCORE = 80%

REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

$$\text{Final Score} = \frac{45}{50} \times 100\%$$

FINAL SCORE = 90%

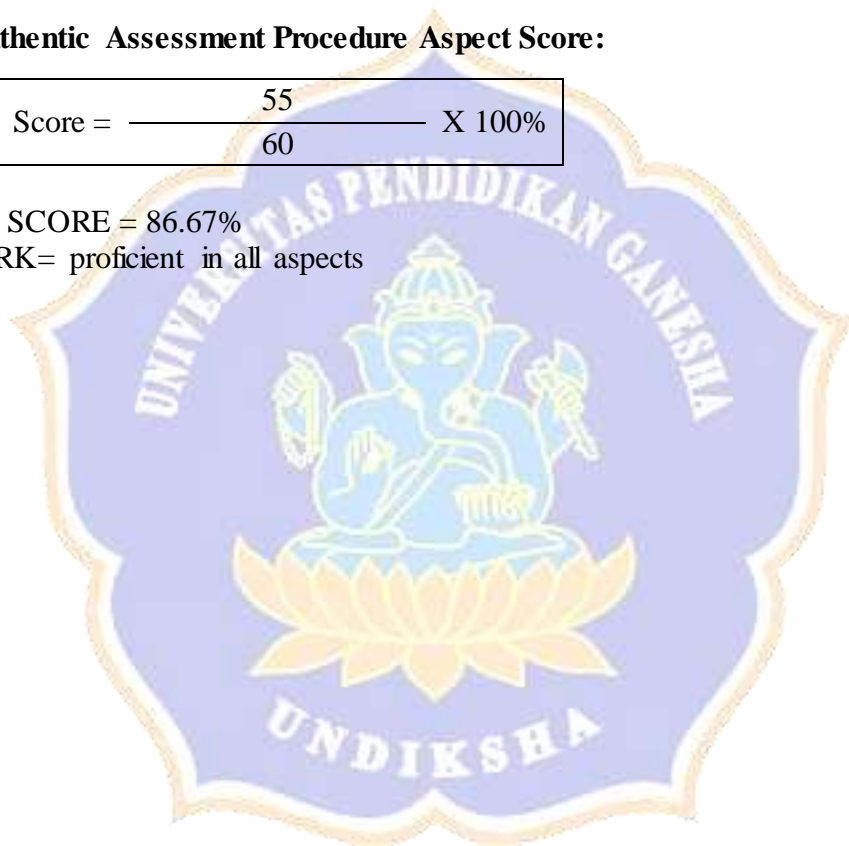
REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{55}{60} \times 100\%$$

FINAL SCORE = 86.67%

REMARK= proficient in all aspects



**Participant: Teacher A**

**Topic: Caption**

**Observation II**

NO	ASPECTS	INDICATORS	SCORE				
			1	2	3	4	5
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning					√
2		Ease in implementing the valuation model					√
3		The simplicity of the assessment format					√
4		Clarity of authentic assessment principle and characteristic					√
5		Clarity of scoring criteria				√	
6		Using standard and communicative language					√
7		Using authentic assessment for assessing attitude, knowledge, and skills					√
8	<b>Attitude Assessment Types</b>						
9	Teachers' observation					√	
10	Self-assessment		√				
11	Peer-assessment			√			
12	<b>Knowledge Assessment Types</b>						
13	Oral report/ presentation					√	
14	Short answers and questions with HOTS					√	
15	<b>Skill Assessment Types</b>						
16	Performance assessment					√	
17	Verbal interview		√				
18	Journal assessment		√				
19	Retell text/ story		√				
20	Project assessment					√	
21	Observation		√				
22	Portfolio					√	
23		Require problem-solving steps				√	

24	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Compliance with basic competence (KD)					√
25		Compliance with problem-solving scenarios (activities)					√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>					
27		Providing practical learning activities that are expected in the real world.					√
28		Instructing students to think critically when solving a problem.					√
29		Evaluating students' skills and abilities through performance assessment or product development.					√
30		<b>-Student role</b>					
31		Formative assessments provide feedback for the students.		√			
32		Encouraging students to work collaboratively.					√
33		Developing the students' 4C skills.					√
34		<b>-Scoring procedure</b>					
35		The teacher makes the scoring instruments.					√
36	Using the scoring rubric when conducting the assessment.		√				
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.		√				
38	Students know and understand the scoring criteria components.				√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.		√			
41		Providing evidence of attaining the desired learning outcomes.			√		
42		Conducting self-assessment than traditional testing.					√
43		Providing more practical tasks.					√
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√
45		Providing tasks based on content and students' future career.					√
46		Creating tasks that it does not harm or benefit any student.					√
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√
48		Obtaining meaningful learning through authentic assessment.					√
49	<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	<b>Pre-stages (Preparation)</b>					
50	<b>Adapted from Putri, et al. 2018; Agustiniingsih &amp; Rahdiyanta, 2019)</b>	Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51		Conditioning students to be ready to start the assessment process.					√
52		Criteria and assessment instruction explanation				√	
53		Material distribution (e.g., card, paper, text, or pictures.)					√



54		Time allocation to perceive the instruction					√
55		<b>Core-stages</b>					
56		Carrying out the authentic assessment					√
57		Practicing time allocation					√
58		Verifying instruction comprehension					√
59		<b>Post-stages</b>					
60		Scoring the task					√
61		Giving feedback		√			
62		Analyzing the result of authentic assessment		√			
63		Doing remedial and enrichment.					√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time					√
65		Lack of teachers' knowledge		√			
66		Lack of facilities and infrastructure		√			
67		Lack of students' motivation					√
68		Lack of students participation					√
69		Low-level skill students					√
70		Crowded classroom					√
71		Too many assessment formats					√

### 1. Implementation of Authentic Assessment Aspect Score:

$$\text{Final Score} = \frac{34}{35} \times 100\%$$

FINAL SCORE = 97.14%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{43}{50} \times 100\%$$

FINAL SCORE = 86%  
REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

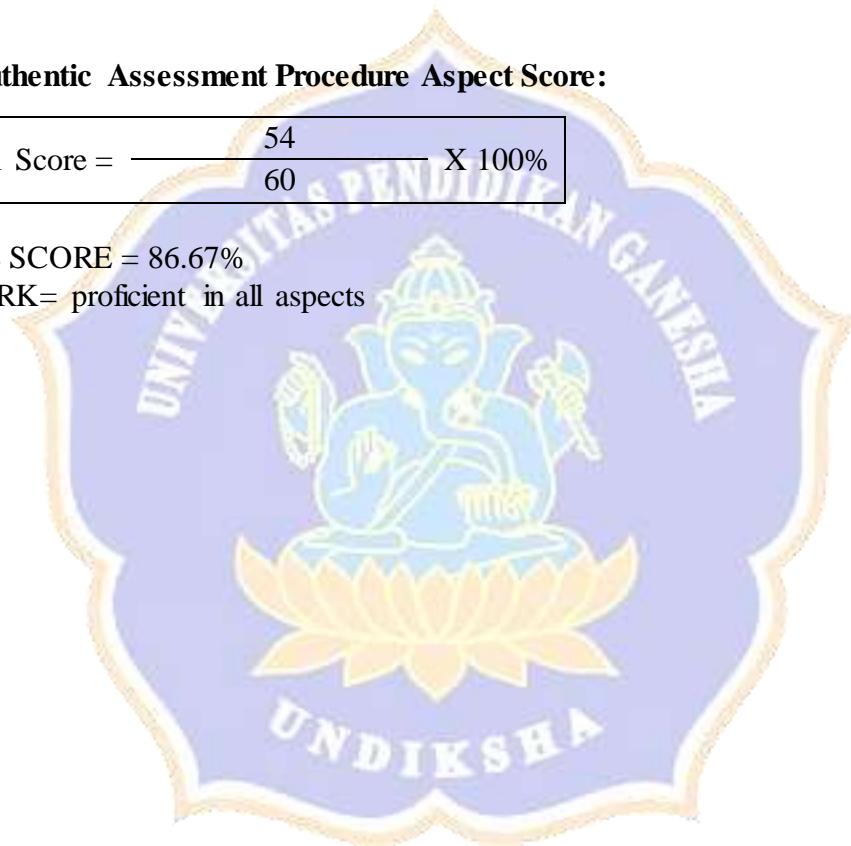
$$\text{Final Score} = \frac{43}{50} \times 100\%$$

FINAL SCORE = 86%  
REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{54}{60} \times 100\%$$

FINAL SCORE = 86.67%  
REMARK= proficient in all aspects



**Participant: Teacher A**

**Topic: Additional Material**

**Observation III**

NO	ASPECTS	INDICATORS	SCORE				
			1	2	3	4	5
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning					√
2		Ease in implementing the valuation model					√
3		The simplicity of the assessment format					√
4		Clarity of authentic assessment principle and characteristic					√
5		Clarity of scoring criteria				√	
6		Using standard and communicative language					√
7		Using authentic assessment for assessing attitude, knowledge, and skills					√
8	<b>Attitude Assessment Types</b>						
9	Teachers' observation					√	
10	Self-assessment		√				
11	Peer-assessment			√			
12	<b>Knowledge Assessment Types</b>						
13	Oral report/ presentation					√	
14	Short answers and questions with HOTS					√	
15	<b>Skill Assessment Types</b>						
16	Performance assessment					√	
17	Verbal interview		√				
18	Journal assessment		√				
19	Retell text/ story		√				
20	Project assessment					√	
21	Observation		√				
22	Portfolio					√	
23		Require problem-solving steps				√	

24	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Compliance with basic competence (KD)					√
25		Compliance with problem-solving scenarios (activities)					√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>					
27		Providing practical learning activities that are expected in the real world.					√
28		Instructing students to think critically when solving a problem.					√
29		Evaluating students' skills and abilities through performance assessment or product development.					√
30		<b>-Student role</b>					
31		Formative assessments provide feedback for the students.		√			
32		Encouraging students to work collaboratively.					√
33		Developing the students' 4C skills.					√
34		<b>-Scoring procedure</b>					
35		The teacher makes the scoring instruments.					√
36	Using the scoring rubric when conducting the assessment.		√				
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.		√				
38	Students know and understand the scoring criteria components.				√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√	
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.		√				
41		Providing evidence of attaining the desired learning outcomes.		√				
42		Conducting self-assessment than traditional testing.					√	
43		Providing more practical tasks.					√	
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√	
45		Providing tasks based on content and students' future career.					√	
46		Creating tasks that it does not harm or benefit any student.					√	
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√	
48		Obtaining meaningful learning through authentic assessment.					√	
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	<b>Pre-stages (Preparation)</b>					
50		<b>Adapted from Putri, et al. 2018; Agustiniingsih &amp; Rahdiyanta, 2019)</b>	Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51			Conditioning students to be ready to start the assessment process.					√
52		Criteria and assessment instruction explanation				√		
53		Material distribution (e.g., card, paper, text, or pictures.)					√	

54		Time allocation to perceive the instruction					√
55		<b>Core-stages</b>					
56		Carrying out the authentic assessment					√
57		Practicing time allocation					√
58		Verifying instruction comprehension					√
59		<b>Post-stages</b>					
60		Scoring the task					√
61		Giving feedback		√			
62		Analyzing the result of authentic assessment		√			
63		Doing remedial and enrichment.					√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time					√
65		Lack of teachers' knowledge		√			
66		Lack of facilities and infrastructure		√			
67		Lack of students' motivation					√
68		Lack of students participation					√
69		Low-level skill students					√
70		Crowded classroom					√
71		Too many assessment formats					√

### 1. Implementation of Authentic Assessment Aspect Score:

$$\text{Final Score} = \frac{34}{35} \times 100\%$$

FINAL SCORE = 96,42%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{40}{50} \times 100\%$$

FINAL SCORE = 80%

REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

$$\text{Final Score} = \frac{45}{50} \times 100\%$$

FINAL SCORE = 90%

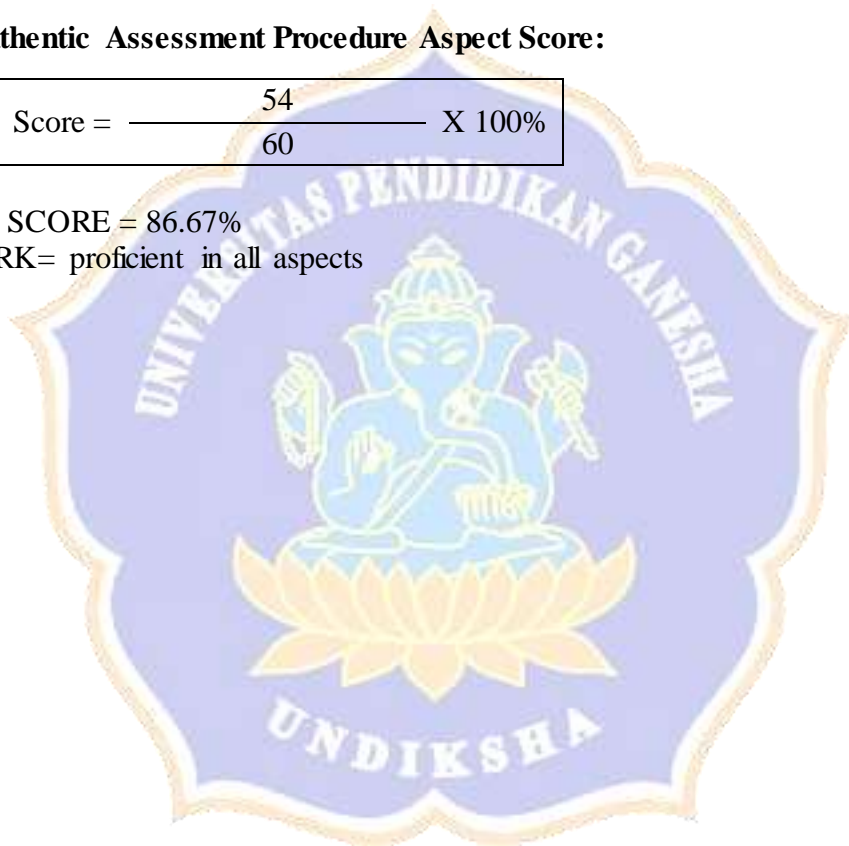
REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{54}{60} \times 100\%$$

FINAL SCORE = 86.67%

REMARK= proficient in all aspects



**Participant: Teacher B**

**Topic: Application Letter & CV**

**Observation I**

NO	ASPECTS	INDICATORS	SCORE				
			1	2	3	4	5
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning					√
2		Ease in implementing the valuation model					√
3		The simplicity of the assessment format					√
4		Clarity of authentic assessment principle and characteristic				√	
5		Clarity of scoring criteria				√	
6		Using standard and communicative language					√
7		Using authentic assessment for assessing attitude, knowledge, and skills					√
8	<b>Attitude Assessment Types</b>						
9	Teachers' observation					√	
10	Self-assessment		√				
11	Peer-assessment			√			
12	<b>Knowledge Assessment Types</b>						
13	Oral report/ presentation					√	
14	Short answers and questions with HOTS					√	
15	<b>Skill Assessment Types</b>						
16	Performance assessment					√	
17	Verbal interview					√	
18	Journal assessment		√				
19	Retell text/ story		√				
20	Project assessment		√				
21	Observation		√				
22	Portfolio					√	



23	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Require problem-solving steps						√
24		Compliance with basic competence (KD)						√
25		Compliance with problem-solving scenarios (activities)						√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>						
27		Providing practical learning activities that are expected in the real world.						√
28		Instructing students to think critically when solving a problem.						√
29		Evaluating students' skills and abilities through performance assessment or product development.						√
30		<b>-Student role</b>						
31		Formative assessments provide feedback for the students.		√				
32		Encouraging students to work collaboratively.						√
33		Developing the students' 4C skills.						√
34		<b>-Scoring procedure</b>						
35		The teacher makes the scoring instruments.						√
36	Using the scoring rubric when conducting the assessment.		√					
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.					√		
38	Students know and understand the scoring criteria components.					√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√	
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.		√				
41		Providing evidence of attaining the desired learning outcomes.					√	
42		Conducting self-assessment than traditional testing.			√			
43		Providing more practical tasks.					√	
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√	
45		Providing tasks based on content and students' future career.					√	
46		Creating tasks that it does not harm or benefit any student.					√	
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√	
48		Obtaining meaningful learning through authentic assessment.					√	
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>  <b>Adapted from Putri, et al. 2018; Agustningsih &amp; Rahdiyanta, 2019)</b>	<b>Pre-stages (Preparation)</b>					
50			Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51			Conditioning students to be ready to start the assessment process.					√

52		Criteria and assessment instruction explanation				√	
53		Material distribution (e.g., card, paper, text, or pictures.)					√
54		Time allocation to perceive the instruction					√
55		<b>Core-stages</b>					
56		Carrying out the authentic assessment					√
57		Practicing time allocation					√
58		Verifying instruction comprehension					√
59		<b>Post-stages</b>					
60		Scoring the task					√
61		Giving feedback		√			
62		Analyzing the result of authentic assessment		√			
63		Doing remedial and enrichment.					√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time					√
65		Lack of teachers' knowledge			√		
66		Lack of facilities and infrastructure			√		
67		Lack of students' motivation					√
68		Lack of students participation					√
69		Low-level skill students					√
70		Crowded classroom					√
71		Too many assessment formats					√

### 1. Implementation of Authentic Assessment Aspect Score:

Final Score = $\frac{33}{35} \times 100\%$
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FINAL SCORE = 94.30%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{42}{50} \times 100\%$$

FINAL SCORE = 84%

REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

$$\text{Final Score} = \frac{45}{50} \times 100\%$$

FINAL SCORE = 90%

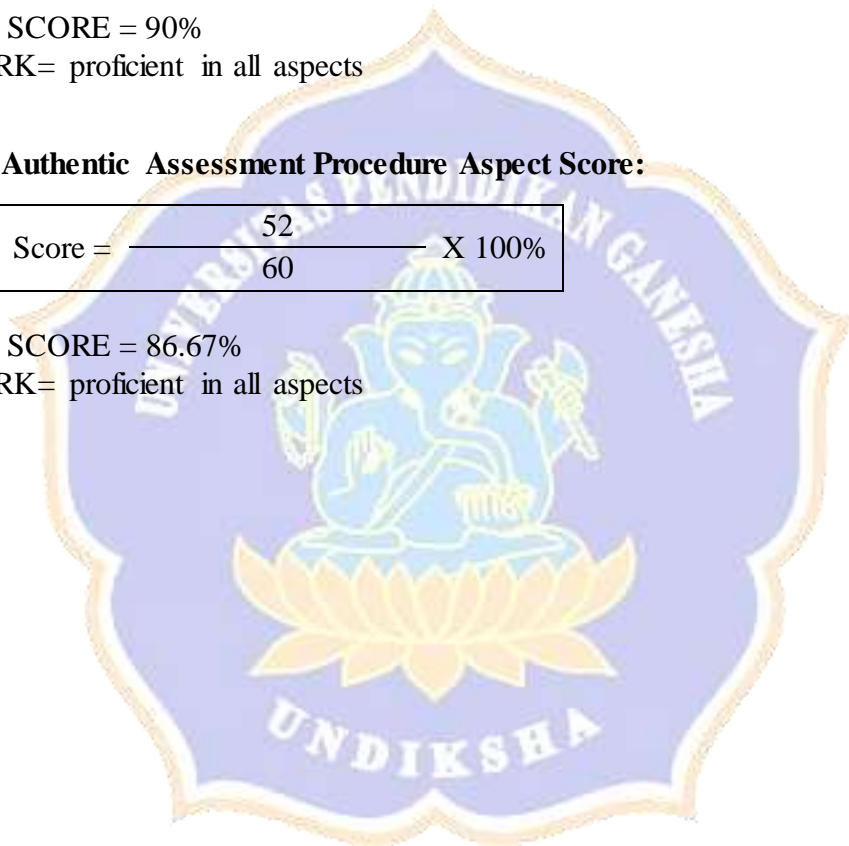
REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{52}{60} \times 100\%$$

FINAL SCORE = 86.67%

REMARK= proficient in all aspects



**Participant: Teacher B**

**Topic: Caption**

**Observation II**

NO	ASPECTS	INDICATORS	SCORE			
			1	2	3	4
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning				√
2		Ease in implementing the valuation model				√
3		The simplicity of the assessment format				√
4		Clarity of authentic assessment principle and characteristic			√	
5		Clarity of scoring criteria			√	
6		Using standard and communicative language				√
7		Using authentic assessment for assessing attitude, knowledge, and skills				√
8	<b>Attitude Assessment Types</b>					
9	Teachers' observation					√
10	Self-assessment		√			
11	Peer-assessment			√		
12	<b>Knowledge Assessment Types</b>					
13	Oral report/ presentation					√
14	Short answers and questions with HOTS					√
15	<b>Skill Assessment Types</b>					
16	Performance assessment					√
17	Verbal interview		√			
18	Journal assessment		√			
19	Retell text/ story		√			
20	Project assessment					√
21	Observation					√
22	Portfolio		√			
23		Require problem-solving steps				√

24	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Compliance with basic competence (KD)					√
25		Compliance with problem-solving scenarios (activities)					√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>					
27		Providing practical learning activities that are expected in the real world.					√
28		Instructing students to think critically when solving a problem.					√
29		Evaluating students' skills and abilities through performance assessment or product development.					√
30		<b>-Student role</b>					
31		Formative assessments provide feedback for the students.		√			
32		Encouraging students to work collaboratively.					√
33		Developing the students' 4C skills.					√
34		<b>-Scoring procedure</b>					
35		The teacher makes the scoring instruments.					√
36	Using the scoring rubric when conducting the assessment.		√				
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.			√			
38	Students know and understand the scoring criteria components.				√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√	
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.			√			
41		Providing evidence of attaining the desired learning outcomes.					√	
42		Conducting self-assessment than traditional testing.			√			
43		Providing more practical tasks.					√	
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√	
45		Providing tasks based on content and students' future career.					√	
46		Creating tasks that it does not harm or benefit any student.					√	
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√	
48		Obtaining meaningful learning through authentic assessment.					√	
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	<b>Pre-stages (Preparation)</b>					
50		<b>Adapted from Putri, et al. 2018; Agustiningsih &amp; Rahdiyanta, 2019)</b>	Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51			Conditioning students to be ready to start the assessment process.					√
52		Criteria and assessment instruction explanation				√		
53		Material distribution (e.g., card, paper, text, or pictures.)					√	

54		Time allocation to perceive the instruction					√
55		<b>Core-stages</b>					
56		Carrying out the authentic assessment					√
57		Practicing time allocation					√
58		Verifying instruction comprehension					√
59		<b>Post-stages</b>					
60		Scoring the task					√
61		Giving feedback		√			
62		Analyzing the result of authentic assessment		√			
63		Doing remedial and enrichment.					√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time					√
65		Lack of teachers' knowledge			√		
66		Lack of facilities and infrastructure				√	
67		Lack of students' motivation					√
68		Lack of students participation					√
69		Low-level skill students					√
70		Crowded classroom					√
71		Too many assessment formats					√

### 1. Implementation of Authentic Assessment Aspect Score:

$$\text{Final Score} = \frac{33}{35} \times 100\%$$

FINAL SCORE = 94.28%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{41}{50} \times 100\%$$

FINAL SCORE = 82%



REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

$$\text{Final Score} = \frac{44}{50} \times 100\%$$

FINAL SCORE = 88%

REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{52}{60} \times 100\%$$

FINAL SCORE = 86.67%

REMARK= proficient in all aspects



**Participant: Teacher B**

**Topic: Additional Material**

**Observation III**

NO	ASPECTS	INDICATORS	SCORE			
			1	2	3	4
1	<b>Implementation of Authentic Assessment (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Using authentic assessment in learning				√
2		Ease in implementing the valuation model				√
3		The simplicity of the assessment format				√
4		Clarity of authentic assessment principle and characteristic			√	
5		Clarity of scoring criteria			√	
6		Using standard and communicative language				√
7		Using authentic assessment for assessing attitude, knowledge, and skills				√
8	<b>Attitude Assessment Types</b>					
9	Teachers' observation					√
10	Self-assessment		√			
11	Peer-assessment			√		
12	<b>Knowledge Assessment Types</b>					
13	Oral report/ presentation					√
14	Short answers and questions with HOTS					√
15	<b>Skill Assessment Types</b>					
16	Performance assessment					√
17	Verbal interview		√			
18	Journal assessment		√			
19	Retell text/ story		√			
20	Project assessment		√			
21	Observation		√			
22	Portfolio		√			
23		Require problem-solving steps				√

24	<b>Effectiveness of the Authentic Assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	Compliance with basic competence (KD)					√
25		Compliance with problem-solving scenarios (activities)					√
26	<b>Characteristics of Authentic Assessment (Frey, 2013)</b>	<b>-Assessment Context</b>					
27		Providing practical learning activities that are expected in the real world.					√
28		Instructing students to think critically when solving a problem.					√
29		Evaluating students' skills and abilities through performance assessment or product development.					√
30		<b>-Student role</b>					
31		Formative assessments provide feedback for the students.		√			
32		Encouraging students to work collaboratively.					√
33		Developing the students' 4C skills.					√
34		<b>-Scoring procedure</b>					
35		The teacher makes the scoring instruments.					√
36	Using the scoring rubric when conducting the assessment.		√				
37	The scoring rubric components are appropriate for the skill or ability that the teacher will assess.			√			
38	Students know and understand the scoring criteria components.				√		

39	<b>Principle of Authentic Assessment (O'Malley &amp; Pierce, 1996)</b>	Reflecting actual field performance and accounting for any testing issues that may arise.					√	
40		Providing feedback to students and an explanation of the assessment rubric for students to refer to.			√			
41		Providing evidence of attaining the desired learning outcomes.					√	
42		Conducting self-assessment than traditional testing.			√			
43		Providing more practical tasks.					√	
44		A strong link between authentic curriculum assessment and desired learning outcomes.					√	
45		Providing tasks based on content and students' future career.					√	
46		Creating tasks that it does not harm or benefit any student.					√	
47		Increasing students' motivation and interest for them to meet learning objectives effectively.					√	
48		Obtaining meaningful learning through authentic assessment.					√	
49		<b>Procedures or steps of Authentic Assessment Implementation (Based on Culture and Education Minister Regulation Number 104 of 2014;</b>	<b>Pre-stages (Preparation)</b>					
50		<b>Adapted from Putri, et al. 2018; Agustiningsih &amp; Rahdiyanta, 2019)</b>	Preparing the assessment -Determination of standards -Selection of authentic assessment models -Making criteria -Making scoring rubric					√
51			Conditioning students to be ready to start the assessment process.					√
52		Criteria and assessment instruction explanation				√		
53		Material distribution (e.g., card, paper, text, or pictures.)					√	

54		Time allocation to perceive the instruction					√
55		<b>Core-stages</b>					
56		Carrying out the authentic assessment					√
57		Practicing time allocation					√
58		Verifying instruction comprehension					√
59		<b>Post-stages</b>					
60		Scoring the task					√
61		Giving feedback		√			
62		Analyzing the result of authentic assessment		√			
63		Doing remedial and enrichment.					√
64	<b>Constraints in the authentic assessment implementation</b> -Challenges in the preparation, process, and closing stages	Limited time					√
65		Lack of teachers' knowledge		√			
66		Lack of facilities and infrastructure		√			
67		Lack of students' motivation					√
68		Lack of students participation					√
69		Low-level skill students					√
70		Crowded classroom					√
71		Too many assessment formats					√

### 1. Implementation of Authentic Assessment Aspect Score:

$$\text{Final Score} = \frac{33}{35} \times 100\%$$

FINAL SCORE = 94.28%

REMARK= proficient in all aspects

### 2. Authentic Assessment Characteristic Aspect Score:

$$\text{Final Score} = \frac{41}{50} \times 100\%$$

FINAL SCORE = 82%

REMARK= proficient in all aspects

**3. Authentic Assessment Principle Aspect Score:**

$$\text{Final Score} = \frac{44}{50} \times 100\%$$

FINAL SCORE = 88%

REMARK= proficient in all aspects

**4. Authentic Assessment Procedure Aspect Score:**

$$\text{Final Score} = \frac{48}{56} \times 100\%$$

FINAL SCORE = 86.67%

REMARK= proficient in all aspects



## APPENDIX 8: THE RESULT OF DOCUMENT ANALYSIS

### Document Analysis Checklist

Participant: **TEACHER A**

Date & time: **Observation I**

#### A. Authentic assessment implementation

NO	INDICATORS	Tick (v) if the teacher does
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	
1	The teacher applies the authentic assessment on his/her lesson plan.	√
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√
3	The teacher prepares the assessment instrument properly.	√
4	The assessment instruments used relevant to achieve the learning goal.	√
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	
	-Assessment Context	
8	The task implementing realistic learning activities that are expected in the real world.	√
9	The task instructs students to think critically when solving a problem.	√
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√
	-Student role	
11	The task in the form of formative assessment which provide feedback for the students.	√
12	The task encourages students to work collaboratively.	√
13	The task develops the students' 4C skills.	√
	-Scoring procedure	
14	The teacher makes the scoring instruments.	√

15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√
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### B. Authentic assessment types

Types of assessment	Topic Taught	Assessment Used
Formative assessment (Topic Test)	Application letter and CV	In form of Text analyzing and group Presentation
Summative assessment (Final Test)	Application letter and CV	In form of Multiple choice and short answer questions with HOTS
Process/ Product-Based Assessment:	Topic Taught	Assessment Used
Writing	Application letter and CV	In form of Making text analyzing
Portfolio	Application letter and CV	In form of Completing data for CV
Interview	Application letter and CV	In form of Oral interview for applying job
Projects	Application letter and CV	In form of Making CV and application letter in Canva App
Performance	Application letter and CV	In form of Group presentation
Self/Peer-Assessment	Application letter and CV	In form of Peer assessment during presentation



## Document Analysis Checklist

**Participant: TEACHER A**

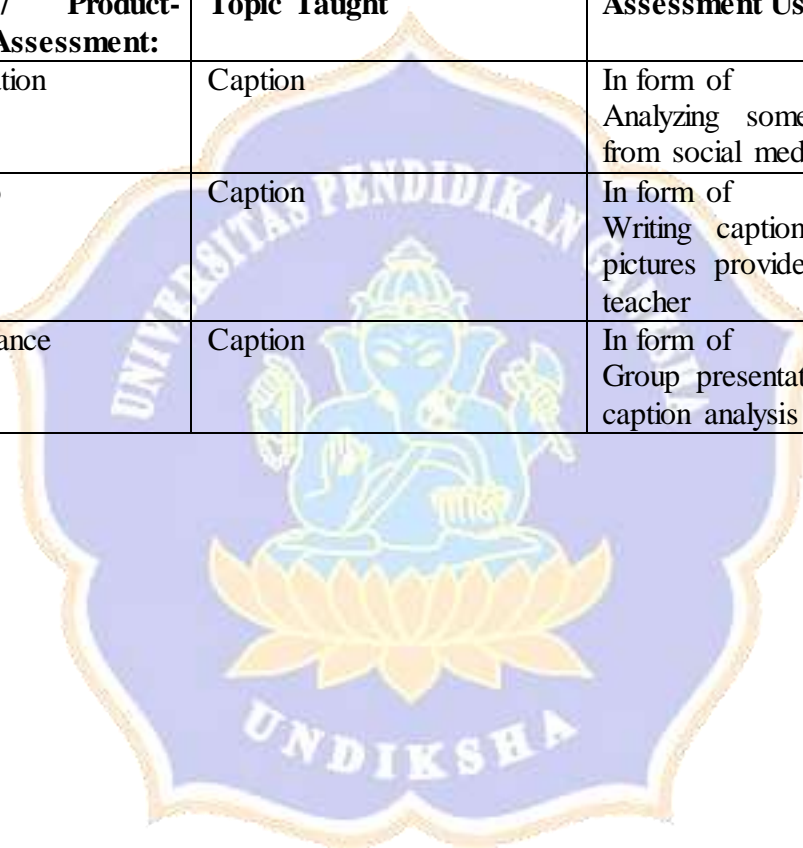
**Date & time: Observation II**

### A. Authentic assessment implementation

NO	INDICATORS	Tick (v) if the teacher does
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	
1	The teacher applies the authentic assessment on his/her lesson plan.	√
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√
3	The teacher prepares the assessment instrument properly.	√
4	The assessment instruments used relevant to achieve the learning goal.	√
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	
	-Assessment Context	
8	The task implementing realistic learning activities that are expected in the real world.	√
9	The task instructs students to think critically when solving a problem.	√
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√
	-Student role	
11	The task in the form of formative assessment which provide feedback for the students.	√
12	The task encourages students to work collaboratively.	√
13	The task develops the students' 4C skills.	√
	-Scoring procedure	
14	The teacher makes the scoring instruments.	√
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√

### B. Authentic assessment types

<b>Types of assessment</b>	<b>Topic Taught</b>	<b>Assessment Used</b>
Formative assessment (Topic Test)	Caption	In form of Text analyzing and group Presentation
Summative assessment (Final Test)	Caption	In form of Multiple choice and short answer questions with HOTS
<b>Process/ Product- Based Assessment:</b>	<b>Topic Taught</b>	<b>Assessment Used</b>
Observation	Caption	In form of Analyzing some caption from social media
Portfolio	Caption	In form of Writing caption for the pictures provided by the teacher
Performance	Caption	In form of Group presentation about caption analysis



### Document Analysis Checklist

**Participant: TEACHER B**

**Date & time: Observation I**

#### A. Authentic assessment implementation

NO	INDICATORS	Tick (v) if the teacher does
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	
1	The teacher applies the authentic assessment on his/her lesson plan.	√
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√
3	The teacher prepares the assessment instrument properly.	√
4	The assessment instruments used relevant to achieve the learning goal.	√
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	
	-Assessment Context	
8	The task implementing realistic learning activities that are expected in the real world.	√
9	The task instructs students to think critically when solving a problem.	√
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√
	-Student role	
11	The task in the form of formative assessment which provide feedback for the students.	√
12	The task encourages students to work collaboratively.	√
13	The task develops the students' 4C skills.	√
	-Scoring procedure	
14	The teacher makes the scoring instruments.	√
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√

### B. Authentic assessment types

<b>Types of assessment</b>	<b>Topic Taught</b>	<b>Assessment Used</b>
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Portfolio	Application letter and CV	In form of Completing data for CV
Interview	Application letter and CV	In form of Oral interview for applying job
Projects	Application letter and CV	In form of Making CV and application letter in Canva App
Performance	Application letter and CV	In form of Group presentation
Self/Peer-Assessment	Application letter and CV	In form of Peer assessment during presentation

### Document Analysis Checklist

**Participant: TEACHER B**

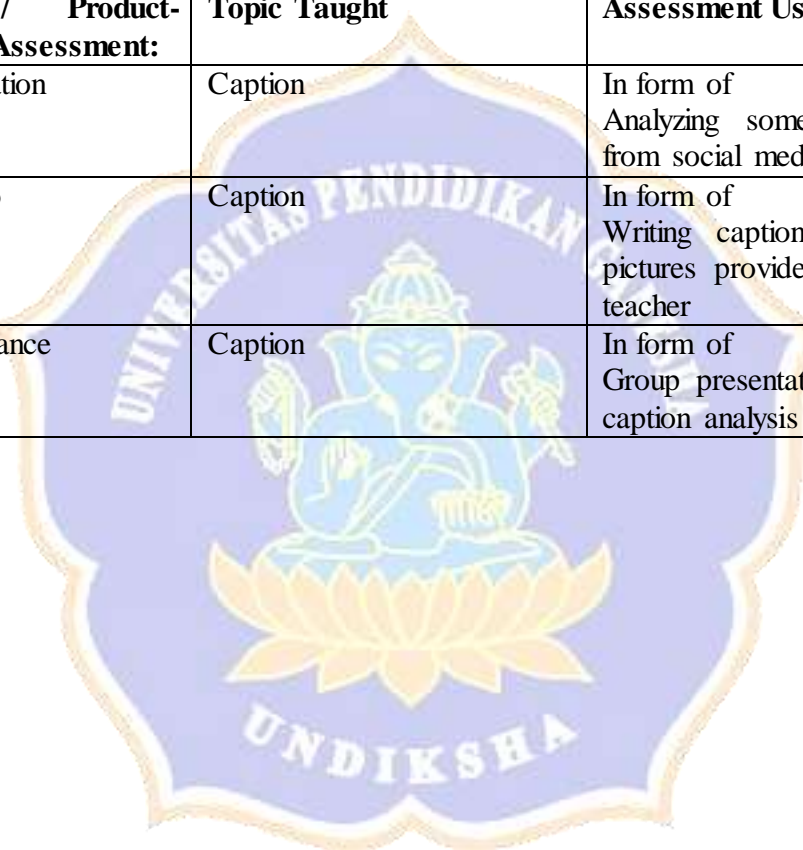
**Date & time: Observation II**

#### A. Authentic assessment implementation

NO	INDICATORS	Tick (v) if the teacher does
	<b>Authentic assessment implementation (Based on Culture and Education Minister Regulation Number 104 of 2014)</b>	
1	The teacher applies the authentic assessment on his/her lesson plan.	√
2	The teacher chooses and uses relevant type of authentic assessment to assess the students.	√
3	The teacher prepares the assessment instrument properly.	√
4	The assessment instruments used relevant to achieve the learning goal.	√
5	Assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
7	The teacher uses analysis results to design remedial learning and improve the quality of learning.	√
	<b>Authentic Assessment Characteristic (According to Frey, 2013)</b>	
	-Assessment Context	
8	The task implementing realistic learning activities that are expected in the real world.	√
9	The task instructs students to think critically when solving a problem.	√
10	The task evaluates the students' skill and abilities through performance assessment or product development.	√
	-Student role	
11	The task in the form of formative assessment which provide feedback for the students.	√
12	The task encourages students to work collaboratively.	√
13	The task develops the students' 4C skills.	√
	-Scoring procedure	
14	The teacher makes the scoring instruments.	√
15	The scoring rubric components appropriate with the skill or ability that will be assessed by the teacher.	√

### B. Authentic assessment types

Types of assessment	Topic Taught	Assessment Used
Formative assessment (Topic Test)	Caption	In form of Text analyzing and group Presentation
Summative assessment (Final Test)	Caption	In form of Multiple choice and short answer questions with HOTS
Process/ Product-Based Assessment:	Topic Taught	Assessment Used
Observation	Caption	In form of Analyzing some caption from social media
Portfolio	Caption	In form of Writing caption for the pictures provided by the teacher
Performance	Caption	In form of Group presentation about caption analysis



## APPENDIX 9: THE RESULT OF INTERVIEW

### AAI Authentic Assessment Implementation

1. bagaimana pandangan miss terhadap penerapan penilaian autentik di kelas, terutama dalam pelajaran bahasa Inggris?

TA: Menurut pendapat saya pribadi ya, Penilaian autentik pada kurikulum K13 sangat bisa diterapkan walaupun nantinya akan ada beberapa kendala dalam penerapannya.

TB: Menurut pendapat saya, penilaian autentik itu sedikit ribet ya, ada banyak komponen yang harus diperhatikan sebelum, saat, dan sesudah melakukan penilaian. Terkadang saya kewalahan kalau menilai dengan penilaian autentik. Tidak seperti tes pilihan ganda, lebih mudah mendapatkan nilai siswa. Tapi, kita tidak bagaimana kemampuan dan pemahaman siswa yang sebenarnya terhadap materi

2. untuk jenis penilaian autentik yang mis terapkan di kelas 12 itu apa saja?

TA: Untuk di kelas 12 saat ini, saya sudah menerapkan penilaian autentik dalam bentuk tes pelisan, penugasan, dan portfolio. Saya tidak lagi menggunakan multiple choice dan lain sebagainya. Karena menurut saya penilaian autentik itu lebih bagus. saya pernah memberikan oral test kepada siswa. Siswa itu diminta maju ke depan satu satu dan menjawab pertanyaan dari saya berupa wawancara, interview, seperti itu karena kebetulan ada materi interview di kelas 12.

TB: Saya menerapkan banyak sekali jenis penilaian autentik, itu tergantung materinya apa dan tujuan pembelajarannya apa. Kalau dimateri semester ini ya, saya menerapkan portfolio, project, interview, performance, kayak presentasi gitu, peer-assessment juga. saya juga memberikan tes lisan kepada siswa, misalnya saya berikan mereka gambar, trus saya minta mereka untuk menyebutkan caption yang sesuai dgn apa yg mereka lihat pada gambar. Lebih spontan dia.

3. Mengapa anda menerapkan penilaian tersebut di kelas 12?

TA: Kalau menurut saya, kita bisa melihat kemampuan siswa secara real kalau kita melakukan penilaian autentik. Contohnya, ketika materi interview, kita memberikan oral test, jadi kita tahu kemampuan siswa. Ketika kita sudah tahu kemampuan siswa, kita juga bisa menganalisis di mana kelemahannya, apa yang dibutuhkan siswa untuk meningkatkan kemampuan bahasa Inggris mereka. Maka dari itu perlu dilakukan penilaian autentik.

TB: Kayak tadi itu, misalnya oral test. Kalau menilai speaking, saya rasa jika siswa diminta berbicara secara spontan disitu kita bisa lihat kemampuan asli mereka, daripada harus menghapuskan teks. Contoh lainnya, waktu saya meminta siswa melakukan interview. Pertanyaannya kan semua tentang diri

mereka, kemampuan, kelemahannya, dan misalnya alasan mereka melamar di suatu bidang. Jadi mereka akan menjawab spontan sesuai dengan kemampuan mereka. Bagi saya itu akan membantu mereka untuk bisa berbahasa Inggris dengan lebih cepat dan baik.

#### **STA Students' achievement**

#### **4.apakah penilaian autentik itu dapat diterapkan untuk meningkatkan keinginan atau kemauan siswa dalam belajar bahasa Inggris?**

TA: Kalau misalnya dapat diterapkan untuk meningkatkan keinginan atau kemauan belajar siswa, kenapa bisa demikian? Seperti yang saya sampaikan tadi, kita melakukan penilaian autentik untuk melihat kemampuan siswa secara real, untuk mengetahui apa yang mereka butuhkan dalam meningkatkan kemampuan siswa. Nah, dari penilaian autentik yang saya terapkan tadi, kalau menurut saya pribadi ya, kalau menurut saya pribadi itu mampu meningkatkan keinginan siswa karena mereka sudah tahu, "Oh, saya itu kurangnya di sini." Mereka tahu sendiri, tahu secara nyata kemampuan mereka. Selain itu, karena mereka merupakan siswa SMK, penilaian itu harus dibuat supaya dapat membantu mereka menyelesaikan masalah di kehidupan nyata, sebagai persiapan atau bekal mereka nantinya untuk bekerja. Jadi, penilaian authentic ini juga bisa membantu mengembangkan keterampilan yang dimiliki siswa sesuai dengan minat mereka nantinya.

TB: sudah tentu bisa. Tergantung bagaimana guru menyajikan penilaian itu agar sesuai dengan kemampuan siswa. Maksudnya tidak terlalu sulit, tidak terlalu mudah. Kan guru lebih paham kondisi dan kemampuan siswanya.

#### **6.apakah penilaian yang miss berikan bisa memaksimalkan dan sesuai dengan kebutuhan mereka di industri?**

TA: Sesuai atau tidaknya, kita bisa lihat dari materi. Pertama, materinya sudah sesuai atau tidak dengan industri. Kemudian baru kita bisa menilai. Kalau sudah materinya sesuai, otomatis penilaiannya akan mengikuti. Contoh, materi yang biasa diterapkan di kelas 12, yang pertama itu ada application letter. Itu pasti dibutuhkan. Yang kedua, ada interview. Itu pasti berkaitan juga dengan industri. Penilaian autentik yang kita gunakan interview secara langsung dengan siswa sesuai dengan keadaan di industri nya seperti apa seperti itu yang bisa saya sampaikan. Selain itu, kami di kelas XII juga diminta oleh Bapak Kepala sekolah untuk memberikan materi tambahan terkait ESP kepada siswa sebagai persiapan mereka untuk ujian kompetensi dan bekal mereka nanti entah ketika mereka akan lanjut studi atau mencari pekerjaannya.

TB: Sepanjang yang telah saya lakukan, saya telah melakukan penilaian dengan menyesuaikan terhadap kehidupan sehari-hari. Misalnya dalam permasalahan-permasalahan yang mungkin akan dihadapi siswa, atau sesuatu yang dekat dengan siswa. Misal, pada materi caption, saya minta anak-anak membuka sosmed mereka, dan menganalisis caption pada



sosmed tersebut. Selain itu, ada tambahan materi juga terkait ESP kepada siswa sebagai persiapan mereka untuk ujian kompetensi dan bekal mereka nanti entah ketika mereka akan lanjut studi atau mencari pekerjaannya. Jadi, bentuk penilaiannya menyesuaikan dengan prodi siswa. Kan nanti ada feedbacknya, misalnya kalau dia jadi waitress, harus seperti apa sikap, bahasanya saat welcoming the guest.

**7. Apakah dengan menerapkan penilaian Autentik Anda mendapat informasi terkait kemampuan siswa secara menyeluruh?**

TA: Kalau menurut saya pribadi kalau kita sudah menerapkan penilaian autentik kita bisa mengetahui sejauh mana bisa siswa A, contoh ya di interview kita panggil sekarang siswa A dia maju ke depan, kita tanya beberapa pertanyaan mengenai interview jika dia bisa menjawab dari sana kita tahu informasi informasinya bisa nggak ini dilanjutkan, bisa nggak ini murid ini mampu atau tidak?

TB: Iya, tentu saja. Bagaimana kita mengetahui keterampilan berbicara jika menilainya melalui tes pilihan ganda. Sehingga, dipilihlah penilaian yang lebih nyata dan bermakna untuk siswa.

**8. Apakah penilaian autentik itu, menurut Anda, memiliki dampak terhadap pencapaian belajar siswa?**

TA: Sangat memiliki dampak terhadap pencapaian siswa. Kenapa? Yang pertama, siswa itu juga bisa menilai dirinya sendiri dari sekian banyak jenis penilaian autentik. Kedua, saya sebagai guru juga mengetahui apa sih kekurangan siswa, apa sih kebutuhan siswa, dan bagaimana cara mengatasi hal tersebut sehingga nanti bisa membantu siswa untuk meningkatkan kemampuannya mereka dalam berbahasa Inggris.

TB: Lebih berdampak dibanding hanya menjawab soal pilihan ganda, at least mereka bisa menulis, berbicara bahasa Inggris

**9. apakah dari sekian banyak jenis penilaian otentik yang ada di kurikulum 2013 semuanya anda terapkan atau anda sesuaikan dengan kebutuhan yang ada di materi?**

TA: Saya menerapkan hanya sesuai dengan kebutuhan sesuai dengan materinya. Materi ini cocok enggak penilaian autentik seperti ini seperti itu disesuaikan dengan Materi dan keadaan siswa. Untuk penilaian sikap yang pertama kita lihat dulu kedisiplinan siswa seperti apa. Ya dilihat pengamatan secara langsung saja di observasi secara langsung. Kalau untuk yang penilaian pengetahuan melalui tes tulis. Misal, mereka menjawab soal essay. Bisa dengan presentasi juga. Untuk keterampilan Tergantung dengan keterampilan yang akan dinilai. Misalnya kalau keterampilan menulis biasanya saya minta membuat teks. Tetapi dengan penilaian authentic, saya bisa menghemat waktu untuk menilai lebih dari satu skill. Misalnya saya meminta mereka membuat CV dengan menggunakan aplikasi Canva.

Karena sekarang semua serba IT, jadi mereka juga harus menguasainya minimal bisa membuat CV yang menarik dengan memanfaatkan IT.

TB: Iya, Untuk penilaian sikap biasanya observasi sama rekan sejawat, ngasi feedback gitu. Kalau untuk yang penilaian pengetahuan dalam bentuk tes tulis, kayak essay dan presentasi juga. Untuk penilaian keterampilan biasanya pakai performance, kayak role play gitu, oral test, project, writing, portfolio. Biasanya juga saya gabung, Saya minta buat CV ditulis tangan menjadi portfolio. Nanti setelah itu baru saya lanjutkan dengan interview.

### CHA Challenges

#### 10. bisakah anda menjelaskan tantangan atau kesulitan yang anda hadapi selama menerapkan penilaian otentik ini terhadap siswa kelas 12?

TA: yang ini untuk tantangan yang paling susah diatasi itu adalah waktu terbatas. Dan waktu di mana penilaian autentik itu pasti membutuhkan waktu. Nah, jumlah siswa juga merupakan suatu kendala karena satu kelas itu jumlahnya 36. Pasti akan memerlukan waktu. Contoh, ketika interview satu orang membutuhkan penilaian, misalnya 5 menit saja waktu saya sudah habis untuk melakukan penilaian saja itu jadi kendala yang saya hadapi. Pertama waktu, kedua jumlah siswa dan Keadaan siswa. karakteristik siswa ada yang masih malu-malu, takut salah, tidak punya motivasi belajar dan lain sebagainya.

TB: Tantangannya banyak, ada waktu yang terbatas, motivasi siswa rendah, kemampuan siswa yang rendah, dan banyak lainnya. Sehingga dalam melakukan penilaian, sering terhambat. Misalnya, siswa dengan kemampuan yang rendah, low motivation dia tidak akan mau maju ke depan dengan alasan belum siap. Jadi kalau hampir semua menyatakan belum siap, penilaian tidak bisa dilaksanakan. Jadi dijadwalkan kembali.

### SOL Solution

#### 11. dari sekian banyak kesulitan yang sudah disampaikan, apakah Anda memiliki solusi untuk mengatasi kesulitan tersebut? Atau anda membutuhkan pertolongan dari pihak ketiga seperti sekolah atau stakeholder yang lainnya untuk membantu kesulitan tersebut?

TA: Nah sejauh ini kalo solusi saya Mengatasi waktu Yang terbatas biasanya saya sudah memberi tahu siswa untuk menyiapkan materi di rumah, sehingga pada saat di kelas saya itu tidak terlalu banyak memerlukan waktu untuk menyampaikan materi. Nah, kemudian. Saya mempunyai lebih banyak waktu untuk melakukan penilaian itu yang saya lakukan. Nah, untuk siswa saya lebih banyak memotivasi mereka sehingga mereka itu mau melakukan tugasnya gitu.

TB: Solusinya, menyemangati, lebih kreatif lagi, memberikan penilaian yang tidak membosankan, misalnya diselingi game, ada reward and punishmentnya. Kalau misalnya ada permasalahan, dilaporkan saat meeting MGMP. Jadi

dapat masukan. Pihak sekolah Sangat mendukung sekali, fasilitas belajar juga lengkap.

## **AAP Authentic Assessment procedure**

### **12. Bagaimana Anda menerapkan penilaian Autentik?**

TA: Oke, kalau penilaian autentik itu hampir setiap saya mengajar menerapkan penilaian autentik walaupun kadang tidak saya tuliskan langsung, tapi saya tetap melakukan penilaian autentik seperti yang Miss Purnama tanyakan tadi, pernah nggak melakukan oral test? Itu kan termasuk penilaian autentik. Bahkan hampir setiap saat saya menggunakan penilaian autentik di kelas. Untuk mengetahui sejauh mana perkembangan siswa saya sekarang. Sebelum saya melakukan penilaian, otomatis saya tidak tahu kemampuan siswa itu sejauh mana. Nah, setelah dilakukan penilaian, terutama penilaian autentik, jadi saya tahu, oh kurangnya di sini, oh mereka sudah tahu sampai di sini

TB: Penilaian saya lakukan di awal, namanya pre test, untuk tau kemampuan awal siswa. Biasanya pre test ini saya pakai game quizz. Kemudian, untuk penilaian formatif, saya menyesuaikan dengan materi dan tujuan belajar. Biasanya penilaiannya sudah saya rencanakan di lesson plan. Biasanya dari pre test saya tau bagaimana kemampuan siswa saya.

### **13. apakah penilaian otentik yang anda terapkan sudah berdasarkan prosedur yang anda susun di RPP?**

TA: Penilaian Otentik yang saya terapkan sejauh ini menurut saya sudah sesuai dengan langkah langkah di dalam RPP yang pertama menjelaskan tujuan pembelajaran dulu setelah saya selesai menjelaskan tujuan pembelajaran saya akan menyampaikan beberapa hal berkaitan dengan materi Nah, setelah materi disampaikan, baru saya akan memberikan penilaian.

TB: Sepertinya mungkin sudah sesuai. Hanya saja, kalau masalah menilai, saya langsung menulis nilai ke form nilai, biar langsung. Ada sih, punya di rpp. Tapi pas menilai gak pernah Makai. Karena komponennya sudah biasa dilakukan, sudah hapal.

APPENDIX 10: Lesson Plan and Assessment Instrument

KELAS XI IPA B ELAS TAHUN PELAJARAN 2022/2023

Nama Sekolah : SMK Periwisata Werdhi Sili Krianan  
 Bidang Keahlian : Semua Bidang Keahlian  
 Kompetensi Keahlian : Semua Kompetensi Keahlian  
 Mata Pelajaran : BAHASA INGGRIS  
 Durasi (Waktu) : 50 JP (di 35 Menit)

KI-3 (Pengetahuan) : memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (Keterampilan) : mengolah, menalar, menyaji, dan mencipta dalam suatu konteks dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Tujuan Pembelajaran	Kegiatan Pembelajaran	Materi Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja. 4.1.1 Menangkap makna secara kontekstual terkait fungsi	3.1.1 Mengidentifikasi struktur teks pada surat lamaran kerja 3.1.2 Menyimpulkan fungsi sosial surat lamaran kerja. 3.1.3 Menemukan unsur kebahasaan dari surat lamaran kerja 4.1.1.1 Menemukan gambaran umum dari surat lamaran kerja	1. Melalui lembar kerja peserta didik mampu mengidentifikasi struktur teks pada surat lamaran kerja 2. Melalui lembar kerja peserta didik mampu mengorganisasikan fungsi sosial surat lamaran kerja 3. Melalui lembar kerja peserta didik mampu menemukan unsur kebahasaan surat lamaran kerja	- Menyimak dan memahami guru (membacakan) lembar surat lamaran dengan sopan dan tekun ke arah yang benar - Mengaitkan kualifikasi dengan pekerjaan yang dilamar, dan membahas kemampuannya - Memahami perbedaan dan persamaan kalimat	• Fungsi sosial • Menentukan unsur profil tentang kemampuan pelamar dengan pekerjaan yang dilamar • Struktur teks • Dapat mencakup - Tujuan dan target - Informasi dan alamatnya - Salam	• Lisan • Pictographic • Tampilan • Unsur • Uji kinerja	10 JP 35 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan 2011 Jakarta • Kamus • Penilaian dan Rubrik • Buku Siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan

3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja. 4.1.1 Menangkap makna secara kontekstual terkait fungsi	3.1.1 Mengidentifikasi struktur teks pada surat lamaran kerja 3.1.2 Menyimpulkan fungsi sosial surat lamaran kerja. 3.1.3 Menemukan unsur kebahasaan dari surat lamaran kerja 4.1.1.1 Menemukan gambaran umum dari surat lamaran kerja	1. Melalui lembar kerja peserta didik mampu mengidentifikasi struktur teks pada surat lamaran kerja 2. Melalui lembar kerja peserta didik mampu mengorganisasikan fungsi sosial surat lamaran kerja 3. Melalui lembar kerja peserta didik mampu menemukan unsur kebahasaan surat lamaran kerja	- Menyimak dan memahami guru (membacakan) lembar surat lamaran dengan sopan dan tekun ke arah yang benar - Mengaitkan kualifikasi dengan pekerjaan yang dilamar, dan membahas kemampuannya - Memahami perbedaan dan persamaan kalimat	• Fungsi sosial • Menentukan unsur profil tentang kemampuan pelamar dengan pekerjaan yang dilamar • Struktur teks • Dapat mencakup - Tujuan dan target - Informasi dan alamatnya - Salam	• Lisan • Pictographic • Tampilan • Unsur • Uji kinerja	10 JP 35 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan 2011 Jakarta • Kamus • Penilaian dan Rubrik • Buku Siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan
3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption 4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam bentuk caption 4.2.2 Menyusun teks khusus dalam bentuk teks caption	3.2.1 Mengidentifikasi struktur teks pada caption 3.2.2 Menyimpulkan fungsi sosial caption 3.2.3 Menemukan unsur kebahasaan dari caption 3.2.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk caption 4.2.1 Menyusun gambaran umum dari caption 4.2.2 Menemukan makna kata/frasa/kalimat dalam caption	1. Melalui lembar kerja peserta didik mampu mengidentifikasi struktur teks pada caption 2. Melalui lembar kerja peserta didik mampu menyimpulkan fungsi sosial caption 3. Melalui lembar kerja peserta didik mampu menemukan unsur kebahasaan caption 4. Melalui lembar kerja peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk caption	- Menemukan perbedaan dan persamaan kualifikasi dan bagaimana lamaran - Dengan mengaitkan kalimat kalimat tersebut surat lamaran yang telah dipelajari maupun lainnya, memilih untuk membuat setiap bagian surat lamaran kerja disesuaikan dengan persyaratan yang tertera di dalam lowongan kerja. - Berdiskusi dengan teman untuk membahas kualifikasi surat yang sesuai, saling memberi masukan - Melakukan refleksi tentang proses dan hasil belajar	• Fungsi sosial • Membuat memahami informasi yang ada pada gambar • Struktur teks • Title • The Lead • Section Heading • Unsur kebahasaan • Kalimat serong • Kalimat tanya • Ungapan, ungapan kata, ungapan, ungapan lisan, dan ungapan	• Lisan • Pictographic • Tampilan • Unsur • Uji kinerja	10 JP X, 35 Menit	• Buku Guru Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan 2011 Jakarta • Kamus • Penilaian dan Rubrik • Buku Siswa Mata Pelajaran Bahasa Inggris SMK Kelas XI Karikawan

<p>4.2.2.2 Menganalisis makna yang terungkap sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks.</p> <p>4.2.2.2 Membuat sebuah caption berdasarkan informasi tertentu</p>	<p>6. Melalui praktik menulis deskripsi, siswa memahami gambaran umum dari caption.</p> <p>6. Melalui praktik menulis deskripsi, siswa memahami kata/frasa/kalimat dalam beberapa caption.</p> <p>7. Melalui praktik menulis deskripsi, siswa melengkapi caption yang rangkap sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks.</p> <p>8. Melalui praktik menulis deskripsi, siswa melengkapi caption yang rangkap sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks.</p>	<p>Menyebutkan bagian-bagian secara umum dan hasil belajar</p>	<p>yang berkaitan dengan kebahasaan, struktur teks</p>			
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis.</p> <p>4.3 Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis.</p>	<p>3.3.1 Mengidentifikasi struktur teks pada explanation text</p> <p>3.3.2 Menyebutkan fungsi sosial Explanation text</p> <p>3.3.3 Menentukan unsur kebahasaan Explanation text</p> <p>3.3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis</p> <p>4.3.1 Menentukan gambaran umum dari explanation text</p> <p>4.3.2 Menentukan makna kata/frasa/kalimat dalam explanation text</p>	<p>1. Melalui lembar kerja peserta didik mampu mengidentifikasi struktur teks pada Explanation text</p> <p>2. Melalui lembar kerja peserta didik mampu menyimpulkan fungsi sosial explanation text</p> <p>3. Melalui lembar kerja peserta didik mampu menentukan unsur kebahasaan explanation text</p> <p>4. Melalui lembar kerja peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis</p> <p>5. Melalui praktik menulis deskripsi, siswa memahami gambaran umum dari caption</p>	<p>Menyebutkan bagian-bagian penjelasan tentang teks explanation</p> <p>Bertanya dan menjawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang dipelajari dalam teks tersebut.</p> <p>Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation secara luas di depan kelas/bertukar dan melakukan sebagai rangkap proses dan hasil belajarnya</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Menjelaskan mengenai status peserta</li> <li>• Struktur teks             <ul style="list-style-type: none"> <li>- General Statement</li> <li>- Explanation</li> <li>- Closing</li> </ul> </li> <li>• Unsur kebahasaan             <ul style="list-style-type: none"> <li>- Menggunakan ungkapan persuasif</li> <li>- Menggunakan action verb</li> <li>- Menggunakan passive voice</li> <li>- Bentuk penyajian mengenai suatu proses</li> </ul> </li> <li>• Uraian, tekanan kata, intonasi, jeda, nada lisan, dan tulisan target</li> </ul>	<ul style="list-style-type: none"> <li>• Teks</li> <li>• Penalaran</li> <li>• Tabung</li> <li>• Uraian</li> <li>• Uji kognitif</li> </ul>	<p>10 JP x 35 menit</p> <ul style="list-style-type: none"> <li>• Buku Guru Mata Pelajaran Bahasa Inggris SMP, Kelas VII Kurikulum 2013 Jakarta Kementerian Pendidikan dan Kebudayaan</li> <li>• Buku Siswa Mata Pelajaran Bahasa Inggris SMP, Kelas VII Kurikulum 2013 Jakarta Kementerian Pendidikan dan Kebudayaan</li> <li>• Modul belajar open internet</li> <li>• Sumber lain yang relevan</li> </ul>



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Satuan Pendidikan	SMKS PARIWISATA WERDI SILA KUMARA
Mata Pelajaran/Tema	Bahasa Inggris
Kelas/Semester	XII/Ganjil
Materi Pokok	Application Letters
Alokasi Waktu	16 x 35 Menit ( 8 x Pertemuan)

**A. Kompetensi Dasar**

- 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja.
- 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja.
- 4.1.2 Menyusun teks khusus surat lamaran kerja

**B. Tujuan Pembelajaran**

**Aspek Pengetahuan:**

**Siswa mampu:**

1. Mengidentifikasi struktur teks pada surat lamaran kerja setelah melihat video pembelajaran (C1)
2. Menyimpulkan fungsi sosial surat lamaran kerja (C3)
3. Menemukan unsur kebahasaan dari surat lamaran kerja (C3)

**Aspek Keterampilan:**

**Siswa Mampu**

4. Menentukan gambaran umum dari surat lamaran kerja (P2)
5. Menemukan makna kata/frasa/kalimat dalam surat lamaran kerja (P2)
6. Melengkapi surat lamaran kerja yang rumpang sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks (P2)
7. Menyusun sebuah surat lamaran kerja berdasarkan dengan informasi tertentu (P3)

**C. Metode dan Teknik Pembelajaran**

1. Metode : Menggunakan metode pembelajaran Diskusi dan Tanya Jawab
2. Teknik : Simulasi dan Problem Based Learning

**D. Media, Alat dan Sumber Belajar**

1. Media : Video dan Power Point
2. Alat : LCD Projector, Speaker, dan Laptop
3. Sumber Belajar :
  - ✓ Buku Guru dan Siswa: Talk Active Senior High School Year XII, Kurikulum 2013, Edisi Revisi Tahun 2016, Penerbit Yudisthira.
  - ✓ Buku: Practise Your English Competence Untuk SMK/MAK Kelas XII Kurikulum 2013 KI-KD 2018, Penerbit Erlangga.
  - ✓ Internet Download
  - ✓ Video Pembelajaran

**E. Penilaian**

1. Penilaian Sikap meliputi : Keaktifan dalam kelas, Kejujuran mengerjakan soal latihan dan atau soal ulangan sendiri dan ketepatan menyerahkan hasil pekerjaan (tugas/hasil ulangan).
2. Penilaian Pengetahuan: Terlampir
3. Penilaian Keterampilan: Terlampir.

### Langkah-Langkah Pembelajaran

#### Pertemuan 1.

1. Kegiatan Pendahuluan
  - a. Siswa mengucapkan salam dan guru menjawab salam
  - b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
  - c. Guru mengecek kehadiran siswa
  - d. Guru menyampaikan tujuan pembelajaran
2. Kegiatan Inti
  - a. Siswa mengamati video berkaitan dengan application letter
  - b. Siswa diarahkan untuk bertanya dan menyampaikan pendapat tentang topic yang diberikan sesuai dengan keadaan di kehidupan nyata
  - c. Siswa disajikan teks application letter dalam bentuk power point yang menarik
  - d. Siswa menganalisis social function, generic structure dan language features teks application letter yang disajikan dalam PPT tersebut secara baik dan benar
3. Kegiatan Penutup
  - a. Guru memberikan feedback dan apresiasi
  - b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
  - c. Pembelajaran ditutup dengan doa.

#### Pertemuan 2.

1. Kegiatan Pendahuluan
  - a. Siswa mengucapkan salam dan guru menjawab salam
  - b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
  - c. Guru mengecek kehadiran siswa
  - d. Guru menyampaikan tujuan pembelajaran
2. Kegiatan Inti
  - a. Siswa diarahkan untuk membuat kelompok yang terdiri dari 2-3 orang
  - b. Siswa secara berkelompok diminta untuk mengidentifikasi beberapa contoh teks application letter, yang terkait fungsi sosial, struktur teks, dan unsur kebahasaan.
  - c. Siswa menggali informasi dari berbagai sumber dibuku dan di internet berbagai contoh teks application letter.
3. Kegiatan Penutup
  - a. Guru memberikan feedback dan apresiasi
  - b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
  - c. Pembelajaran ditutup dengan doa.

**Pertemuan 3.**

## 1. Kegiatan Pendahuluan

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

## 2. Kegiatan Inti

- a. Siswa mempresentasikan tugas pada pertemuan sebelumnya.
- b. Siswa memberikan tanggapan terhadap pekerjaan temannya.
- c. Siswa mengerjakan LKPD 1

## 3. Kegiatan Penutup

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.

**Pertemuan 4.**

## 1. Kegiatan Pendahuluan

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

## 2. Kegiatan Inti

- a. Siswa dan guru membahas tentang LKPD 1 yang telah dikerjakan pada pertemuan sebelumnya.
- b. Siswa membuat sebuah surat lamaran kerja.
- c. Siswa mengumpulkan surat lamaran yang telah dikerjakan.

## 3. Kegiatan Penutup

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.



**Pertemuan 5.**

## 1. Kegiatan Pendahuluan

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

## 2. Kegiatan Inti

- a. Siswa mengamati video berkaitan dengan curriculum vitae
- b. Siswa diarahkan untuk bertanya dan menyampaikan pendapat tentang topic yang diberikan sesuai dengan keadaan di kehidupan nyata.
- c. Siswa disajikan teks curriculum vitae dalam bentuk power point yang menarik.
- d. Siswa menganalisis social function, generic structure dan language features teks curriculum vitae yang disajikan dalam PPT tersebut secara baik dan benar

## 3. Kegiatan Penutup

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.

**Pertemuan 6.**

## 1. Kegiatan Pendahuluan

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

## 2. Kegiatan Inti

- a. Siswa mengamati video berkaitan dengan curriculum vitae
- b. Siswa diarahkan untuk bertanya dan menyampaikan pendapat tentang topic yang diberikan sesuai dengan keadaan di kehidupan nyata.
- c. Siswa disajikan teks curriculum vitae dalam bentuk power point yang menarik.
- d. Siswa menganalisis social function, generic structure dan language features teks curriculum vitae yang disajikan dalam PPT tersebut secara baik dan benar

## 3. Kegiatan Penutup

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.

**temuan 7.****1. Kegiatan Pendahuluan**

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

**2. Kegiatan Inti**

- a. Siswa menyampaikan hasil analisis tentang curriculum vitae
- b. Guru memberikan tanggapan terhadap pekerjaan siswa
- c. Siswa mengerjakan LKPD 2

**3. Kegiatan Penutup**

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.

**temuan 8.****1. Kegiatan Pendahuluan**

- a. Siswa mengucapkan salam dan guru menjawab salam
- b. Siswa dan guru berdoa bersama sebelum memulai kegiatan pembelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menyampaikan tujuan pembelajaran

**2. Kegiatan Inti**

- a. Siswa membuat sebuah curriculum vitae
- b. Siswa mengumpulkan CV yang telah dikerjakan

**3. Kegiatan Penutup**

- a. Guru memberikan feedback dan apresiasi
- b. Guru menyampaikan materi pembelajaran untuk pertemuan berikutnya
- c. Pembelajaran ditutup dengan doa.

**SOAL ULANGAN HARIAN 1**

SATUAN PENDIDIKAN : SMK WERDHI SILA KUMARA  
MATA DIKLAT : BAHASA INGGRIS  
KELAS / SEMESTER : XII/ Ganjil  
HARI / TANGGAL :  
ALOKASI WAKTU : 60 Menit  
KD : 3.1 dan 4.1  
NAMA GURU : [REDACTED]

AYODYA  
RESORT – BALI

Jalan Pantai Mengiat, Nusa Dua 80363, Bali – Indonesia

**CAREER OPORTUNITY**

1. BUTTLER
2. HOUSEKEEPING
3. WAITER/WAITRESS
4. COOK HELPER

The ideal candidates should:

- Fresh graduate or has 1-2 years work experience in the same field
- Excellent communication skills
- Able to work as a team

Please submit your CV to:  
Human Resources Department:  
[Agungraka@ayodyaresortball.com](mailto:Agungraka@ayodyaresortball.com)

**Instruction:**

1. Please make an application letter and curriculum vitae based on the job vacancy above!

18.113.1  
Please fill in the blank in order to make the application letter is correct

Ni Made Itariani  
Jln. I Gusti Ngurah Rai No. 22, Mengwi  
Bundung, 80351  
nimaditariani@gmail.com

July 15<sup>th</sup>, 2020

Mr. Robert, Human Resources Department  
Agung Resort – Bali  
Jln. Pantai Kuta No 19  
Kuta 80362, Bali

Dear Mr. Robert,

I am writing to you in response to your .....(1) for a waitress which is .....(2) in Bali Post on 5<sup>th</sup> of July 2020 As you can see from my .....(3) resume, my .....(4) and qualification match in this position requirements.

I am fresh .....(5) from a best .....(6) High School in Bali and I have an excellent .....(7) skill, both in English and Indonesian. I also able to .....(8) in a team. I have six month training experience in Kupu-Kupu Barong Resort and Spa as Waitress )

Thank You for your .....(9) and consideration. I able for an .....(10) at your convenience. I can be reached via telephone number 087-861-996-651.

Sincerely

Ni Made Itariani

Choose these word the fill in the blank!

- a. Time
- b. Interview
- c. Graduated
- d. Communication
- e. Vocational
- f. Work
- g. Advertisement
- h. Experience
- i. Appeared
- j. Enclosed
- k. Read
- l. Position

KPO 2  
Please fill in the blank with your personal identity!

**CURRICULUM VITAE**

**PERSONAL DETAIL**

Name :  
Place, Date of Birth :  
Address :  
Religion :  
Gender :  
Nationality :  
Phone Number :  
Marital Status :  
Height :  
Weight :

**EDUCATION BACKGROUND**

.....

**WORKING EXPERIENCE**

.....



## PENILAIAN

### 1. Penilaian Sikap (Observasi)

Keaktifan dalam pembelajaran  
Ketepatan waktu dalam mengumpulkan tugas

#### 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
		JJ	TJ	DS			
1	Agus	75	50	75	275	68,75	C
2		...	...	...	...	...	...

Keterangan :

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$

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)

Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

### 2. Penilaian Pengetahuan

-Pemahaman tentang Teks surat lamaran kerja (Skor Penilaian langsung dalam google form)

### 3. Penilaian Keterampilan

Aspect	Information	Score
Writing Authenticity	Very Original	5
	Original	4
	Fairly Original	3
	Less Original	2
	Not Original	1
Vocabulary Selection	Vocabulary selection is very appropriate	5
	Vocabulary selection is appropriate	4
	Vocabulary selection is quite appropriate	3
	Vocabulary selection is less appropriate	2
	Vocabulary selection is inappropriate	1
Grammar options	Selection of grammar is very proper	5
	Selection of grammar is proper	4
	Selection of grammar is quite proper	3
	Selection of grammar is less proper	2
	Selection of grammar is improper	1
Writing tidiness	Writing is neat and easily readable	5
	Writing is untidy but easily readable	4
	Writing is neat but not easily readable	3
	Writing is untidy and hardly readable	2

Keterangan:

Nilai = Skor Perolehan X 100

## PENILAIAN

1. Penilaian Sikap  
(Observasi)

Keaktifan dalam pembelajaran  
Ketepatan waktu dalam mengumpulkan tugas

## 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
		JJ	TJ	DS			
1	Agus	75	50	75	275	68,75	C
2		...	...	...	...	...	...

Keterangan :

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$ Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$ 

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)

Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

## 2. Penilaian Pengetahuan

-Pemahaman tentang Teks Caption (Skor Penilaian langsung dalam google form)

## 3. Penilaian Keterampilan

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	Writing is untidy but easily readable	4
	Writing is neat but not easily readable	3
	Writing is untidy and hardly readable	2

Keterangan:

Nilai =  $\frac{\text{Skor Perolehan}}{\text{Skor maksimum}} \times 100$

*Good Please Carefull in using ink*

NI KADEK RITA SUKMAWATI  
 Jl. Pantai Saba, Ds. Saba, Blahbatuh, Gianyar, Bali  
 ritacukmawati@gmail.com

August 9th, 2022  
 Sir / madam, Human Resources Department  
 Ubud Raktina - Bali  
 Jl. Raya Kedewatan No 37, Ubud, Gianyar, Bali, Bali

Dear Sir / madam,

I am writing to you in response to your advertisement for a front office which is appeared in lombok-gianyar on 25 june 2022 as you can see from my enclosed resume. My experience and qualification match in this position requirement.

I <sup>have</sup> fresh graduated from a best Vocational high school in Bali and I have an excellent communication skill, both in English and Indonesian.


I also able to work in a team. I have 5 months training experience in Tana Sidhu beach hotel as reception.

Thank you for your time and consideration. I able for an interview at your convenience. I can be reached via telephone number 089-541-096-9086.

Sincerely,  
 NI KADEK RITA SUKMAWATI

*Junif 20/8 Please make good Summary*

### Housekeeping Leader



**Summary**  
 I am a graduate of the in hospitality department. I am a friendly person and can work in a team.

**Hobby**

- Camping
- Photography
- Sport
- Cooking

**Contact**

- +6287860388068
- +6287860388068
- knovi9360@gmail.com

### Biodata

Date of birth: 1 November 2004  
 Address: Br. Bungsu Singapadu  
 Gender: Woman  
 Religion: Hindu  
 Nationality: Indonesian  
 Status: not married yet *Single*

### Education

SMK Werahi Sita Kumara (2020-2023)

### Experience

13 December 2021 - 28 March 2022 Training at Adiwana Arkara in the housekeeping department  
 30 march 2021- 30 june 2021 Training at Artini Djiwa Ubud in the HR department

### Skill

- Can make up room
- Can use electronic and manual machine
- Can speak English



Name: M. Kadek Anggun Dwiyanu  
No. 20  
Class: XI TB10

M. Kadek Anggun Dwiyanu A.Md.  
Jl. Umah Anyan  
Bandung, 02  
August 18, 2022

Mrs / Miss. Managemen Personalia  
PT. Cidi Makmur Sentosa  
Jl. Soekarno Hatta 531  
Bandung 3184

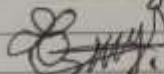
Dear Mr / Mrs.

I am writing to you to ask about the possibility of working in your company that is informed by the website [www.recruitmentams-jabon@gmail.co.id](http://www.recruitmentams-jabon@gmail.co.id). I am interested in a position as accounting staff.

I have a background in the diploma III accounting at Udayana University Bali. I am confident my qualification and skills can contribute significantly to mandiri bank. I was able to operate computers especially microsoft excel packages. In addition, I am person who can work independently or in a team. I am also hard worker, initiatives and in more detail.

Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 087-840098187 or by email at [anggunidyn971@gmail.com](mailto:anggunidyn971@gmail.com).

Sincerely,



M. Kadek Anggun Dwiyanu



## SURAT KETERANGAN

Nomor: 195/WSK/K/2022

LAMP:-

HAL: Mohon ijin penelitian

Yang bertanda tangan dibawah ini:

Nama : I Made Mandi, S.Pd.,M.Pd  
Jabatan : Kepala Sekolah  
Instansi : SMKS Pariwisata Werdi Sila Kumara

Dengan ini menerangkan bahwa:

Nama : Ni Putu Purnama Dewi  
Pekerjaan : Mahasiswa Prog.Pascasarjana Bahasa Inggris Undiksha  
NIM : 21290081031  
Judul penelitian : Investigating the Authentic Assessment Implementation based on Curriculum 2013 at Smks Pariwisata Werdi Sila Kumara

memang benar yang bersangkutan melakukan penelitian di SMKS Pariwisata Werdi Sila Kumara yang dilaksanakan dari tanggal 3 Agustus s.d 30 Nopember 2022.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.



Silakarang, 3 Agustus 2022  
Kepala SMKS P Werdi Sila Kumara

I Made Mandi, S.Pd.,M.Pd

## CURRICULUM VITAE



**Ni Putu Purnama Dewi** was born in Bangli, on August 3<sup>rd</sup>, 1993. She is originally from Bangli regency, but now she lives in Batubulan, Sukawati. She is the first daughter of I Wayan Tagel Metra and Ni Ketut Darni. She has a younger sister named Ni Kadek Widiani and a younger brother named I Nyoman Mertadana. She is married. Her husband's name is I Wayan Yogi Widyastana. She has a son named I Putu Danendra Ananta. She started her education in TK Kumara Shanti, Sanur in 1998. Then, she enrolled to the elementary level at SD Negeri 8 Sanur in 1999 until 2005. In 2005 until 2008, she studied at SMP Negeri 9 Denpasar. Then, she decided to continue her study at SMA Negeri 6 Denpasar. When she was in Senior High School, she won third place in a Balinese speech competition. She enrolled at Universitas Mahasaraswati Denpasar in 2011 after finishing her studies. She graduated from Universitas Mahasaraswati Denpasar in 2015. She is an English teacher in SMK Negeri 3 Sukawati and SMKS Pariwisata Werdi Sila Kumara. She has been working as an English teacher since 2013 until now. She has achieved the 2<sup>nd</sup> winner in a scientific article writing competition for vocational teachers. Her research interests are in English language education and language assessment. She is also a member of the English Teacher Working Group (MGMP Bahasa Inggris) in Gianyar. In 2021, she continued her studies at Universitas Pendidikan Ganesha's English Education Department, Postgraduate Program. She worked hard and struggled throughout her undergraduate and postgraduate education programmes. However, she was able to overcome a variety of obstacles, putting her in this current position. This is reflected in her life motto: "you may be tired, but don't stop. Finish what you've started!" It was a wonderful journey to continue her study at Undiksha and to be part of Undiksha.