APPENDICES

Appendix 1 "Theory for Observation Sheet"

Num.	Theory		
1.	A lesson plan is defined as a framework that is used by teachers to		
	teach their students, (Wyse, 2002). A lesson plan is defined as a		
	framework that is used by teachers to teach their students, (Wyse,		
	2002). Murcia (2001) also stated that a lesson plan is very useful as		
	a tool that contains the learning document, learning objectives, and		
	teaching philosophy.		
2.	Teachers in education units must be able to design a complete and		
	systematic lesson plan to make the implementation of the learning		
	process becomes effective, it consists of an explanation of the basic		
	competencies, indicators that will be achieved, the material to be		
	studied, the learning methods, the learning steps, learning media,		
	learning resources and the assessment (Hutagaol, 2018).		
3.	According to Brown (2004, p. 4) noted that assessment is a part of		
	the learning process that can be done by teachers, students, and self		
	by assessing the results, performances, questions, etc.		
4.	Merdeka curriculum also requires teachers to use authentic		
	assessment during learning to provide appropriate learning which		
	focuses on a continuous process, (Yulianto, 2022).		
5.	The competencies must be mastered in Merdeka Curriculum is still		
Ì	same as the 2013 curriculum which are the domains of attitudes,		
	knowledge, and skills, (Yulianto, 2022).		

Appendix 2 "Observation Sheet"

Nomor	Kriteria	Ya	Tidak
1.	Apakah SMA N 4 SINGARAJA		
	menggunakan kurikulum merdeka		
	untuk jenjang kelas X?		
2.	Apakah rencana pembelajaran Bahasa		
	inggris yang dirancang sesuai dengan		
	tuntutan kurikulum dan silabus?		
3.	Apakah proses pembelajaran Bahasa		
	Inggris di <mark>ke</mark> las X menggunakan		
	metode pembelajaran tertentu?	1,	
4.	Apakah rencana proses pembelajaran	Wo	
	Bahasa Inggris memuat penilaian yang	A.	
	mengukur tujuan pembelajaran?		
5.	Apakah penilaian yang digunakan oleh		1
	guru Bahasa Inggris mampu mengukur	R	
	tujuan pembelajaran?	13	
7.	Apakah ada instrument penilaian yang		
	digunakan <mark>ketika merancang rencana</mark>		
	pembelajaran Bahasa Inggris?		



Appendix 3 "Theories for Students' Questionnaires"

Num.	Theory	Items
1.	Discussion is essential for improving	1, 2
	students' learning outcomes because it	
	is a method for exchanging information	
	or experience among a group of people	
	in order to gain a deeper understanding,	
	(Agustina et al., 2018; Ying, 2020).	
2.	The question-and-answer session can be	3, 4
	used to motivate students to want to	
	think critically where students can be	
	directly involved in class,	
	(Shanmugavelu el al. (2020).	AL
3.	According to Supardi (2015, p. 24),	5
	authentic assessment is a tool for	
	assessing students about their	
	achievements in the form of	
	performance or the work result that	
	must be based on real-life abilities.	
4.	Assessment must be transparent, both	6, 7
	the failure and success in order to make	
	the students' learning outcomes clear	
	(Nurhayati, 2016).	
5.	Feedback assists teachers and students	8
	in gaining additional insight and	
	capabilities, as well as developing	
	competence and minimizing errors	
	(Adarkwah, 2021).	
6.	Direct feedback does not contribute	9, 10
	well in the long-term, (Ellis, 2009).	
	Indirect feedback, the teacher shows in	

various ways related to student mistakes and gives students the opportunity to find out for themselves, (Eslami, 2014)



Appendix 4 "Questionnaires for Students"

https://docs.google.com/forms/d/1oDx_RGCr_TGWCNh800gmiwcId6NGFvQX-HrzIjMR6al/edit

Num.	Questions		
1.	Ketika pembelajaran online maupun tatap muka, apakah guru Bahasa Inggris mengajak kalian berdiskusi secara berkelompok untuk menunjang kolaborasi?		
2.	Seberapa sering kalian diajak untuk bekerja secara kelompok untuk mendiskusikan suatu hal baik ketika online maupun pembelajaran tatap muka?		
3.	Apakah guru Bahasa Inggris mengadakan sesi tanya jawab Bahasa Inggris untuk menunjang keaktifan siswa disaat pembelajaran online maupun tatap muka?		
4.	Seberapa sering guru mengadakan sesi tanya jawab Bahasa Inggris untuk menunjang keaktifan siswa baik saat pembelajaran online maupun tatap muka?		
5.	pembelajaran online maupun tatap muka? Bagaimana guru menilai proses pembelajaran Bahasa Inggris siswa? Silahkan boleh memilih lebih dari satu! a) Guru memberikan soal pilihan ganda ke siswa. b) Guru memberikan soal uraian/essai ke siswa. c) Guru memberikan tugas/latihan soal/PR ke siswa. d) Guru memberikan kuis ke siswa. e) Guru memberikan tugas berkelompok berupa projek. f) Guru meminta siswa melakukan presentasi di depan kelas. g) Guru meminta siswa belajar melalui video kemudian menjawab soal melalui Google Form.		
6.	Apakah guru mengembalikan hasil kerja siswa?		
7.	Seberapa sering guru membagikan kembali hasil kerja siswa?		
8.	Apakah hasil kerja yang telah dinilai guru berisi kritik, saran, atau komentar?		
9.	Seberapa sering guru memberikan umpan balik (komentar, saran, kritik) kepada siswa <i>secara langsung</i> ?		
10.	Seberapa sering guru memberikan umpan balik (komentar, saran, kritik) kepada siswa <i>secara tertulis</i> ?		

Appendix 5 "Teacher's Interview Guide Theory"

Num.	Theories	Items
1.	According to the Minister of Education and Culture	1
	(2022), about the regulation of the process standard	
	in primary and secondary education the teachers	
	have required the implementation of authentic	
	instruction to their students that enables students to	
	have experiences about their real-life by	
	implementing Problem-Based Learning, Project-	
	Based Learning, and Discovery-Based Learning,	
	(Yulianto, 2022). [[] [] [] [] []	
2.	Some challenges in new curriculum, Merdeka	2
	Curriculum on developing lesson plan, a meaningful	
	activity during learning, and the way of assessing	
	students learning outcomes in the discipline of	
E	learning English, (Sofiana, Mubarok, Yuliasri,	
	2019). The used of Merdeka Curriculum was	
	designed to change the curriculum framework to be	
	more flexible and focus on developing students'	
7/4	competence and essential materials, (Rohimajaya, et	
	al., (2022).	
3.	Authentic assessment strongest support a sustainable	3
	assessment system by encompassing all aspects that	
,	improve innovation (Puckett & Black, 2000, as cited	
	in Herdiawan, 2017).	
4.	The implementation of Revolution Industrial Era 4.0	4, 5
	required the education sectors to implement	
	scientific learning which can be done by authentic	
	learning supported by authentic assessment.	
	Authentic assessments consist of assessing	
	performance, progress, and reflection and must be	

covered three domains, affective, cognitive, and	
psychomotor, (Muthoharoh, 2019).	
Authentic assessment instrument able to assess what	6
must be measured, whether in the domain of	
knowledge, affective, or abilities, and facilitates the	
process for teachers to analyze student learning	
outcomes (Afriana & Festiyed, 2020).	
Feedback assists teachers and students in gaining	7
additional insight and capabilities, as well as	
developing competence and minimizing errors	
(Adarkwah, 2021).	
Direct feedback is the right way for the teacher to do	8, 9
to correct things from students' skills that students	
are unable to self-correct and don't know what things	
students should do, (Eslami, 2014). This does not	77
contribute well in the long-term, (Ellis, 2009).	
	psychomotor, (Muthoharoh, 2019). Authentic assessment instrument able to assess what must be measured, whether in the domain of knowledge, affective, or abilities, and facilitates the process for teachers to analyze student learning outcomes (Afriana & Festiyed, 2020). Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021). Direct feedback is the right way for the teacher to do to correct things from students' skills that students are unable to self-correct and don't know what things students should do, (Eslami, 2014). This does not



Appendix 6 "Interview Guide for English Teacher"

Num.	Questions			
1.	Apakah anda menggunakan metode pembelajaran autentik seperti			
	Problem-Based Learning, Project-Based Learning, dan			
	Discovery-Based Learning dalam mengajar?			
2.	Apa saja kendala yang anda hadapi selama mengajar Bahasa			
	Inggris?			
3.	Bagaimana anda menilai siswa dalam proses pembelajaran?			
4.	Apakah anda menggunakan asesmen autentik dalam proses			
	pembelajaran dan bagaimana kendalanya?			
5.	Jenis autentik asesmen apa yang anda gunakan dalam mengajar?			
6.	Apakah anda menggunakan instrument penilaian asesmen			
	autentik seperti rubrik dalam proses pembelajaran?			
7.	Apakah hasil kerja Siswa yang anda periksa diberikan umpan			
	balik atau komentar?			
8.	Bagaimana cara anda memberikan umpan balik kepada siswa?			
9.	Apakah umpan balik yang diberikan ke siswa mampu			
	memperbaiki, meningkatkan, ataupun mempertahakan kin <mark>e</mark> rja			
	siswa?			



Appendix 7 "ATP for 10th Grade English Learning Subject"

Analisis CP

1. Mapel :Bahasa Inggris

2. Fase : E

3. Cp :

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

4. CP Setiap Elemen

Elemen	Capaian Pembelajaran	Kompetensi	Konten
Menyimak - Berbicara	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan pahasa Inggris untuk menyampaikan ppini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan	Menggunakan Merespon Memahami Mengidentifikasi Menyampaikan Membuat perbandingan	Konten: Asking and giving Opinion Discussion Tema: Recent issues hobbies Aspek konten (SPEAKING SKILL): 1. Ungkapan untuk Menanyakan pendapat Memberi pendapat Agreeing Disagreeing

Elemen	Capaian Pembelajaran	Kompetensi	Konten
	bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.		2. Elemen verbal (vocabulary) dan non- verbal (gesture, fluency, intonation, expression) 3. Strategi untuk memulai dan mempertahan kan percakapan
Membaca- Memirsa	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	Membaca Merespon Mencari mengevaluasi Mengidentifikasi Melakukan inferensi	Teks Naras Deskripsi Prosedur Eksposisi Recount Report Tema: Isu-isu di sekitar kehidupan remaja Aspek: Fungsi social (tujuan penulis, target pembaca) Struktur teks (ide pokok, pengembangan plot, isu-isu) Unsur kebahasaan (tenses, conjunctions, vocabularies)

Elemen	Copaian Pembelajaran	Kompetensi	Konten
Menulis - Mempresent asikan	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui akuwan jeng deputah, menulukan bersalaran peserta didik terhatan butuan dan target pembada. Mereka membuat perencanaan, menulis, mengulas dan menulis dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampakan ide mengunakan kosakuta dan antu berja untum dalam tuksannya Mereka menyajikan informasi menggunakan bersagai mede presentari) untuk menyesuaikan dengan pembada/pemirsa dan untuk mencapai bujuan yang berbeda-beda, dalam bentuk cetak dan digital.	Menulis (membuat perencanaan, menulis, mengulas dan menulis ulang) Menyampaikan ide Menyamikan informasi/ mempresentasikan	Teks fiksi dan non fiksi: Teks Naras Deskripsi Prosedur Eksposisi Recount Report Aspek: 1, Tahapan menulis: Pre-writing Research Drafting Revising Editing Publishing/resenting Keterampilar mempresentsikan: Opening Handling discussion Closing

4. Tujuan Pembelajaran

Kon	mpetensi	Konten	Tu	juan Pembelajaran
1,	Menggun akan Merespo	Asking and giving opinion	1.1	Peserta didik dapat mengidentifikasi memahami, dan membandingkan, dar menggunakan kalimat-kalimat untuk
3.	n Memaha mi	Discussion		menanyakan dan memberikan pendapat

Kompetensi	Konten	Tujuan Pembelajaran
Mengide ntifikasi Menyamp aikan	Comparative	agreeing dan disagreeing dalam sebuah diskusi berbentuk lisan. 1.2 Peserta didik mengidentifikasi dan menggunakan kalimat- kalimat perbandingan. 1.3 Siswa dapat memahami dan mengidentifikasi ide utama dan informasi rinci dari teks lisan berbentuk diskusi/presentasi 1.4 Siswa dapat berdiskusi sederhana tentang isu terkini dengan melibatkan aspek non verbal serta mampu mempertahankan percakapannya.
Memboco Merespo n Mengeval usai Mengide ntifikasi Melakuka n inferensi	Teks Narasi, Deskripsi, prosedur, eksposisi, recount, dan report,	2.1 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Narasi. 2.2 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Recount. 2.3 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Deskripsi. 2.4 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Procedure. 2.5 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Report. 2.6 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Report.
Menulis (mentual perencana en, menulis, mengulas alan		3.1 Siswa dapat merancang teks tulis Fiksi dalam bentuk Narasi, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis. 3.2 Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Recount, melalui 4 tahapan

Kompetensi	Konten	Tujuan Pembelajaran		
menute utang; 7. Menyamp alkan ide B. Menyajik an informasi /		menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis. 3.3 Siswa dapat merancang teks tulis Non Fiks dalam bentuk Report, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.		
mempres extesikon		3.4 Siswa dapat merancang teks tulis Non Fiks dalam bentuk Exposition, melalui 4 tahapar menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.		

Alur Tujuan pembelajaran (ATP)

Nama guru : Ni Made Eti Suryani Instansi : SMA Negeri 4 Singaraja

Mapel	;Bahasa Inggris
Fase	·£
Capain pembelajaran	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris muliai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Capaion	Elemen 1: Menyimak - Berbicana
Pembelajaran pada setiap Elemen	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memphani dan mengdentifikasi ide utama dan detali relevan dan diskusi atau presentasi menganai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
	Elemen 2: Membaca - Memirsa
	Pada okhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan piot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

	Elemen 3: Menulis - Mempresenta	sikan								
	Pada akhir Fase E, peserta didik menul	is berbagai jenis teks fil	isi dan non-fiksi, mel	alui aktivitas yang	dipandu, menunjukkan					
	kesadaran peserta didik terhadap tuju									
	berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide									
	menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode									
	presentasi untuk menyesuaikan denga	n pembaca/pemirsa da	n untuk mencapai tu	juan yang berbeda	ı-beda, dalam bentuk cetak dan					
	digital.									
Alur Tujuan	Tujuan Pembelajaran	Konten/Materi	Perkiraan Jam	Total Jam	Profil Pelajar Pancasila					
Pembelajaran		Esesnsial								
	1,1 Peserta didik dapat	Asking and giving	4 JP	14 JP	Berkebhinekaan global					
	mengidentifikasi, memahami,	opinion			Mandiri					
	dan membandingkan, dan	l '			Bernalar kritis					
	menggunakan kalimat-									
	kalimat untuk menanyakan									
	dan memberikan pendapat,									
	agreeing dan disagreeing									
	dalam sebuah diskusi									
	berbentuk lisan,									
	1.2 Peserta didik	Comparison	4 JP	1	Beriman, bertakwa kepada					
	mengidentifikasi dan				Tuhan YME, dan Berakhlak					
	menggunakan kalimat-				Mulia					
	kalimat perbandingan.				Bergotong royong					
	in the same of the				kreatif					
	1,3 Siswa dapat memahami dan	Discussion	2 JP	1	Berkebhinekaan global					
	mengidentifikasi ide utama	Chacusaidh	- 01		Bernalar kritis					
	dan informasi rinci dari teks				kreatif					
					Kreatit					
	lisan berbentuk									
	diskusi/presentasi									

1.4. Siswa dapat berdiskusi sederhana tentang isu terkini dengan melibatkan aspek non verbal serta mampu mempertahankan percakapannya.	Discussion	4 JP		Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia Mandiri Bernalar kritis
2.1 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Narasi,	Naratif	4 JP	24 JP	Berkebhinekaan global Mandiri Kreatif
2.2 Siswa dopat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Recount,	Recount	4 JP		Bernalar kritis Mandiri
Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Deskripsi.	Deskriptif	4 JP		Berkebhinekaan global Bernalar kritis
Siswa dopat membaca, mengevoluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Procedure.	Procedure	4 JP		Mandiri Kreatif
2.5 Siswa dapat membaca, mengevaluasi dan menyimpulkan	Report	4 JP		Gotong royong Berkebhinekaan global

fungsi social, struktur teks, dan unsur kebahasaan teks Report.				
Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Eksposisi.	Eksposisi	4 JP		Beriman bertakwa kepada Tuhan YME dan berakhlak mulia Gotong royong
Siswa dapat merancang teks tulis Fiksi dalam bentuk Narasi, melaluli 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.	Naratif	4 JP	16 JP	Berkebhinekaan global Kreatif
Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Recount, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.	Recount	4 JP		Kreatif Bernalar kritis
3.3 Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Report, melalul 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan sentun dan kribis.	Report	4 Jp		Mandiri kreatif Gotong royong

ADIKSD

3.4 Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Exposition, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.		Beriman bertakwa kepada Tuhan YME dan berakhlak mulia Gotong royong Bernalar kritis
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Appendix 8 "Teaching Module"



BAHASA INGGRIS



ASKING & GIVING OPINION AGREEING & DISAGREEING

Ni Made Eti Suryani SMA Negeri 4 Singaraja

Kurikulum Merdeka



KOMPETENSI AWAL

Peserta aldık memiliki pemahaman tentang ungkapan memberi dan meminta pendapat

PROFIL I

PROFIL PELAJAR PANCASILA

- 1.Bergotong royong
- 2. Mandiri
- 3.kreatif

SARANA PRASARANA

- google search
- youtube
- quizizz

TARGET PERSERTA DIDIK

Peserta didik reguler/ umum

IDENTITAS MODUL

- Ni Made Eti Suryani
- SMA Negeri 4 Singaraja
- Fase E 2022
- 4 JP (4 x 45 menit)



MODEL PEMBELAJARAN

Comunicative Based Learning (Tatap Muka)









1. tujuan Pembelajaran

1.Mengidentifikasi, memahami, dan membandingkan, kalimat-kalimat untuk menanyakan dan memberikan pendapat, agreeing dan disagreeing dalam sebuah diskusi berbentuk lisan.

2.Menggunakan dan merespon kalimat-kalimat untuk menanyakan dan memberikan pendapat, agreeing dan disagreeing dengan memperhatikan elemen nonverbal dan strategi untuk memulai dan mempertahankan percakapan dan diskusi.

2. Pemahaman Bermakna

Dalam kehidupan sehari-hari kita kita tentunya perlu untuk mendiskusian suatu topik dalam proses mengambil keputusan. Hal ini akan sering kita alami baik dalam kehidupan pribadi, keluarga, bermasyarakat, dan bernegara.

3. Pertanyaan Pemantik

- 1. Have you ever discussed an issue with your family or friends?
- 2. What issue do you usually discuss?
- 3. What do you say when you ask for their opinion?



4. KEGIATAN PEMBELAJARAN



Pertemuan 1



KEGIATAN AWAL

- Siswa dan guru berdoa untuk mengawali pelajaran. (2")
- Guru memeriksa kesiapan siswa dalam mengikuti pembelajaran. (3")
- Guru memberikan tes diagnostik terkait materi yang akan dipelajari siswa. (15')



KEGIATAN INTI

- 1.Siswa mendengarkan rekaman audio dan mengisi bagian percakapan yang rumpang. (10")
- 2.Siswa mengidentifikasi ungkapan meminta, memberi dan merespon pendapat yang digunakan dalam dialog yang didengarkannya, serta menduskusikan ragam ungkapan dari berbagai sumber belajar. (15")
- Siswa menjawab beberapa pertanyaan terkait materi melalui quizizz, kemudian didiskusikan bersama. (20")
- 4. Siswa secara berpasangan menyusun percakapan singkat (15")

KEGIATAN AKHIR

- 1.Siswa dan guru melakukan refleksi terhadap pembelajaran, guru memberikan penguatan dan feedback. (5")
- 2. Menugaskan siswa untuk melanjutkan tugas percakapan di rumah. (5")



KEGIATAN PEMBELAJARAN



Pertemuan 2



KEGIATAN AWAL

- Siswa dan guru berdoa untuk mengawali pelajaran. (2")
 Guru memeriksa kesiapan
- Guru memeriksa kesiapan siswa dalam mengikuti pembelajaran. (3")

KEGIATAN INTI

- 1.Siswa berlatih memeragakan dialog yang sudah disusun pada pertemuan sebelumnya.
- 2.SPEAKING TEST: siswa mempresentasikan dialognya di depan kelas (50")

KEGIATAN AKHIR

- 1.Siswa dan guru melakukan refleksi terhadap penampilan siswa, guru memberikan penguatan dan feedback. (15")
- 2. Mensosialisasikan rencana pertemuan selanjutnya. (5")







Tes Diagnostik

Tes ini bertujuan unfuk mengetahui kemampuan awal siswa terkat materi Asking, Giving and Responding Opinion. Tes ini juga bertujuan untuk mengetahui kelebihan dan kekurangan siswa dalam keterampilan berbahasa Inoncis. So tes ini sangat penting untuk diiswah

TES DIAGNOSTIK

Tes diagnostik dilakukan di awal pembelajaran, dengan tujuan mengetahui pengetahuan awal siswa.

Tes diagnostik diberikan melalui google form dengan link:

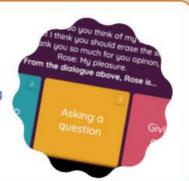
klik disini



TES FORMATIF

tes formatif bertujuan untuk mengetahui pemahaman siswa terhadap materi yang telah dipelajari. Tes ini diberikan melalui quizizz

Tes formatif link >>



SPEAKING PERFORMANCE TES

Tes unjuk kerja keterampilan berbicara sebagai tes sumatif. Melalui tes ini guru dapat mengetahui pemahaman terhadap materi hingga kemampuan menerapkan materi dalam kehidupan sehari-hari.









6. PENGAYAAN & REMIDIAL

PENGAYAAN

Pengayaan diberikan kepada siswa yang telah mencapai kriteria ketercapaian tujuan pembelajaran dengan lebih baik dari pada siswa lainnya. Bentuk pengayaan berupa monolog menyampaikan opini mengenai isu di sekitar kehidupan remaja.



Contoh soal pengayaan:

Teenagers has always been attached to social media in all aspects of their lives. It seems that they can not live without social media. What is your opinion about this issue? Explain your reasons! Record your speaking in a video and post it on your social media.

REMIDIAL

Remidial diberikan kepada siswa yang belum berhasil mencapai kriteria ketuntasan tujuan pembelajaran. Siswa diberi pendekatan khusus untuk membantu meningkatkan pemahaman dan keterampilan materi



lanpiran

LKPD



1. Listening Activity

Listen to the audio, then fill in the blanks with correct words or phrases! Click here for the audio!

Tony	: What a (1) day. Did you know Sweden was voted the best place in the world to live?
Joey	: Sweden? I (2) why it was voted the number one place in the world to live.
Tony	: I read that it's really safe and clean.
Joey	: I've never been to Sweden, but in my opinion, Canada (3) like the best place to live.
Tony	: What makes you (4) that?
Joey	: Well, first of all it's also safe and clean like Sweden. There are lots of parks and nature.
Tony	: Yes, that's (5) but it's really cold.
Joey	: Yes, the winter is cold. The(6) is perfect.
Tony	: The price of living in Sweden is also reasonable (7) other countries in Europe.
Joey	: I think Canada is also (8) reasonable.
Tony	: Yes, I (9). I went there last year, and the hotels and restaurants weren't very expensive.
Joey	: Everybody is really friendly and (10) as well.
Tony	: The food is quite tasty too. There is a great selection of International foods.
Joey	: I want to move to Canada someday!

2. Speaking Performance Test

Work in pairs and write a dialogue using the expression of asking and giving opinion, also responding to your friend's opinion (agreeing and disagreeing).

Perform your conversation in front of the class. Be confident, and always do your best!



KKTP (PERFORMANCE TEST)

TP:

2.Menggunakan dan merespon kalimat-kalimat untuk menanyakan dan memberikan pendapat, agreeing dan disagreeing dengan memperhatikan elemen non-verbal dan strategi untuk memulai dan mempertahankan percakapan dan diskusi.

110		sk	or	
Indikator asesmen	1	2	3	4
Menggunakan ungkapan menanyakan pendapat	Menanyakan pendapat dengan ragam ungkapan yang tidak sesuai konteks	Menanyakan pendapat dengan ragam ungkapan yang sedikit overused, namun sesuai konteks	Menanyakan pendapat dengan ragam ungkapan yang lebih kreatif dan sesuai konteks	Menanyakan pendapat dengan lebih dari satu raga ungkapan yang kre dan sesuai konteks
Menggunakan ungkapan memberi pendapat	Memberi pendapat dengan ragam ungkapan yang tidak sesuai konteks	Memberi pendapat dengan ragam ungkapan yang sedikit overused, namun sesuai konteks	Memberi pendapat dengan ragam ungkapan yang lebih kreatif dan sesuai konteks	Memberi pendapat dengan lebih dari satu ragam ungkap yang kreatif dan sesuai konteks
Merespon pendapat	Merespon pendapat tanpa mengungkapkan alasan	Merespon pendapat dengan alasan singkat	Merespon pendapat dengan alasan yang dielaborasi dengan baik	Merspon pendapat dengan mengungkapkan le dari satu alasan
Mampu bercakap- cakap dalam Bahasa Inggris	Sulit memahami kalimat yang diucapkan, dengan keragu-raguan disetiap ucapan.	Kalimat yang cukup mudah dipahami namun cukup banyak jeda.	Kalimat-kalimat dapat dipahami dengan baik, hanya ada sedikit jeda	Mampu melakukan improvisasi percakapan dengar sangat baik

Nilai =
$$\frac{\text{skor yang diperoleh}}{\text{total skor}} \times 100$$



KKTP (tes formatif)

Bentuk Tes: multiple choices (Quizizz)

Pedoman penilaian:

Jawaban benar = 1

Jawaban salah = 0

Total Nilai = jumlah jawaban benar

SUMBER BELAJAR

Video:

Sumber belajar 1



Sumber belajar 2



Sumber belajar 3





websites:

https://learnenglishteens.britishcouncil.org/skills/spe aking/a2-speaking/giving-your-opinion

https://learnenglishteens.britishcouncil.prg/exams/s
peaking-exams/agreeing-disagreeing

DAFTAR PUSTAKA

English in Mind; Teacher's Resources Book 3

https://learnenglishteens.britishcouncil.org/

https://youtu.be/vYg0bK4WZbY

https://youtu.be/shEgroUQ8Bo

believe you CAN, and you WILL

Appendix 9 "Blueprint Authentic Assessment Rubric"

No.	Content/Learni	Theme	Learning	Teaching	Activity (s)	Assessment Type
	ng Topic		Objectives	Method		
1.	Narrative Text	Issues around	3.1 Students are	Problem-Based	Malin Kundang's	- Performance
		teenager.	able to design a	Learning	actions greatly	assessment
			non-fiction	AA	deviated from the	- Self-assessment
			written text in		good deeds of	
			the form of a		teenagers. As a	
			narrative text,	32/60	teenager, what	
		5	through 4 stages		should you do?	
			of writing, as	Project-Based	Students make a	- Product assessment
			creatively as	Learning	short video of	- Self-assessment
			they can and		Malin Kundang	
		76	present it.	(YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY	by re-telling the	
			politely and		story in a gr <mark>ou</mark> p	
			critically.		consists of 4	
			U Ar -		students.	
			A D	Discovery-Based	Make a group	- Performance
				Learning	consists of 4	assessment
					students then	- Self-assessment

					identify the type	
					of the story given.	
					Also, please	
					identify and state	
			n P	NDIDIE	the 'behavior' of	
			MASPE	NULUIKAN	characters in the	
			SIL		story. Then,	
			5	400 0	analyses your	
					perceptions by	7
				A SHEET OF SHEET	comparing with	
			dh Vid		the list of possible	
					answers given by	
				Allia	teachers. In	
					conclusion, you	
					have to conclude	
					whether your	
			175		perceptions are	
			ND	IKSH	correct or not.	
2.	Recount Text	Issues around	2.2 Students can	Problem-Based	Problem: Each	- Performance
		teenager.	read, evaluate,	Learning	person has	assessment

	and conclude the	different problem - Self-assessment
	social function,	in solving the test
	text structure,	they dislike the
	and language	most. You and
	features of	your friends don't
	recount text.	know what your
	3.2 Students can	experience
	design a non-	differences are,
S	fiction written	and you want to
	text in the form	find out now.
	of a recount text,	Combine your
	through 4 stages	experience story
	of writing, as	in the form of a
	creatively as	paragraph.
	they can and Project-Based	Write a paragraph - Project assessment
	present it Learning	about the - Self-assessment
	politely and	experience they
	critically.	had during the
		pandemic era.

				Discovery-Based	Make a group	- Performance
				Learning	consists of 4	Assessment
					students then	- Self-assessment
					observe and	
			n T	NDIDE	identify the text	
			MASPE	NUIDIKAA	given.	
3.	Report text	Issues around	2.5 Students can	Problem-Based	Students are given	- Performance
		teenager.	read, conclude	Learning	a problem.	assessment
			the social		Problem: The	- Self-assessment
		3	function, text	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	generic structure	
			structure		of that text is still	
			language		wrong, what is the	
			elements of	Allias	correct structure	
			rep <mark>ort text.</mark>		that should be	
			3.3 Students can		used?	
			design a non-	Project-based	Make a video	- Project assessment
			fiction written	learning	summary about it,	- Self-assessment
			text in the form	IKSHP	includes the	
			of a report text,		structu <mark>re</mark> and	
			through 4 stages		moral value, then	

			of writing, as		present it in front	
			creatively as		of the class.	
			they can and	Discovery-Based	You are required	- Performance
			present it	Learning	to give your	assessment
			politely and	NDIDZZ	perceptions about	- Self-assessment
			critically.	MAINTAA	the topic of each	
			811.		paragraph on the	
			5		story. Afterward,	
				3 2 7 2	you have to	
				3 ST 98	analyze your	
			dh 🛂		perceptions with	
				7/	the possible	
				Allias	answer given then	
					please conclude	
					your hypothesis.	
4.	Exposition Text	Issues around	2.6 Students can	Problem-based	Complete the	- Performance
		teenager.	read, evaluate,	learning	paragraph below	assessment
			and conclude the	IKSH	which is an	- Self-assessment
			social function,		incom <mark>pl</mark> ete text	
			text structure,		structure and	

	and language		work on it with	
	features of		your partner!	
	exposition text.			
	3.4 Students can			
	design a non-	NDIDE		
	fiction written	MUTUIKAN		
	text in the form		G.	
	of an exposition	<u>4</u>	1	
	text, through 4		E.C.	7
	stages of	1 AL 50		
	writing, as	IN SOL		
	creatively as			
	they can and	Allied	. //	
	present it			
	politely and			
	critically.			
	Project-based	Make a mind-map	- Project assessment	
	ND	learning	about bullying in a	- Self-assessment
			group consists of	
			5 people.	

a DE	Discovery-based	Make a group	- Performance
TASTE	learning	consists of 3	assessment
SILL		students then	- Self-assessment
S. S	<u>4</u>	observe and	
		identify the video	7
	1 0/98	given.	



Appendix 10 "Authentic Assessment Rubric"

Link for authentic assessment rubric:

https://drive.google.com/drive/folders/130HZu03p9IMQpV2qRAKyWTiMHAZ-Ejbz?usp=share_link



Appendix 11 "Expert Judgement Phase 1"

"Evaluation Sheet 1 for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th Grade Secondary School Students"

Target : Secondary School Students Research

Title : Developing Authentic Assessment Rubric in Merdeka

Curriculum for Assessing 10th Grade Students

Researcher : Ni Kadek Intan Savitri

Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.

Occupation : 1st Supervisor

Grade : 10th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th grade secondary students. The rubrics were developed in order to be implemented during learning. Based on that. Your willingness to judge and assess is valued highly.

Instructions:

- a. This evaluation sheet is filled out by educational experts.
- b. In the response range, there are five (5) levels.
- c. Put a check mark $(\sqrt{\ })$ in the column according to your opinion to the actual situation.
- d. Answers are given in the rating scale column provided with the rating scale.

			Score								
5		4	3		2				1		
Very go	od	Good	Acceptable		Poo	r		Ver	y poor		
Number		Descri	ptor		S	cales	5		Notes		
				5	4	3	2	1			
a. Rubric as an assessment for learning process											
1.	The	rubrics help te	eachers to assess			√					
	stud	ents' learning p	process								
2.	The	rubrics help tea			V						
	met	hod of learning	process.	177	,						
3.	The	rubrics help tea	chers to vary the	111	A	V					
	lear	ning activity pro	ocess			6					
b. In	struc	tional Design A	Attribut <mark>es</mark> (<i>just</i> ifi	catio	n of	need,	targ	zet a	udie <mark>nce</mark> ,		
en	try le	vel prerequisite	es, and organizati	on o	r stru	ictur	e of c	conte	ent)		
4.	The	scope of rubr	ics are made in	~	1						
	acco	ordance with the	e curriculum.			8		A.e			
5.			suitable for the								
		ents' needs.		0.500							
6.	/ A		relevant to the	7	γ	1					
_		ents' daily life.		12			,				
7.	100	T	ties are suitable				1	7			
0		the students' nec		-15			1				
8.			ods used in the	2) [1				
			for the students								
0		earn English.				1					
9.	The	1	re presented			√					
	-	-	make teachers								
2 T		er to understand			0001	la			vom 4 om = =		
	_	_	s (complexity o)1 V	ocab	uıary	ar ar	ia s	sentence		
SU	ructu	res)									

10.	The rubrics use the proper words			V			
	that match to the topic, sub-topic,			•			
	students' grade, and students'						
	activities.			,			
11.	The rubrics use the proper			1			
	phrase/clause/sentences that match						
	to the topic, sub-topic, students'						
	grade, and students' activities.						
12.	The activities in the rubrics are			1			
	elaborated by using the clear						
	language.		7				
13.	The rubrics are easy to understand		1				
	and used for the teachers.	Y		S Y	1		
14.	The activities in the rubrics are		7	V	2	0	7
	delivered briefly and straight to the	/ (耳	
						-0	
	point.		K^*I			1.0	
d. Pr	point. resentation attributes (space, titles, he	eadin	g, an	d sul	bhea	ding	rs, use of
						Ū	rs, use of
	resentation attributes (space, titles, he					Ū	rs, use of
nu	resentation attributes (space, titles, he smbers, graphics, illustrations, and vi					Ū	es, use of
nu	resentation attributes (space, titles, he timbers, graphics, illustrations, and video The learning activities are designed					Ū	es, use of
15.	resentation attributes (space, titles, he ambers, graphics, illustrations, and video The learning activities are designed in an interesting way.					Ū	es, use of
15.	resentation attributes (space, titles, he subsers, graphics, illustrations, and visit The learning activities are designed in an interesting way. The instructions are presented by					Ū	rs, use of
15. 16.	resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures.					Ū	rs, use of
15. 16.	resentation attributes (space, titles, he subers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics					Ū	es, use of
15. 16.	resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics.			nat,		Ū	rs, use of
15. 16.	resentation attributes (space, titles, he subers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics			nat,		Ū	rs, use of
15. 16. 17.	resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level.			nat,		Ū	rs, use of
15. 16. 17.	resentation attributes (space, titles, he subers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is			nat,		Ū	rs, use of

20.	The assessment of the product or $\sqrt{}$									
	performance is well-designed to									
	assess the students product or									
	performance.									
21.	The instructions are easy to √									
	understand.									
22.	The font used and size is $\sqrt{}$									
	appropriate.									
23.	The important parts are marked by √									
	bolded words.									
e. Su	bject matter attributes (value of content, content accuracy,									
	bject matter attributes (value of content, content accuracy, mprehensiveness, integration, objective presentation)									
co	mprehensiveness, integration, objective presentation)									
co	mprehensiveness, integration, objective presentation) The contents of the rubrics are									
24.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate									
24.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate The elements of the rubrics are $\sqrt{}$									
24. 25.	The contents of the rubrics are appropriate The elements of the rubrics are integrated suitably. $ \sqrt{} $									
24. 25.	The contents of the rubrics are appropriate The elements of the rubrics are integrated suitably. The rubrics are objectives and									

Singaraja, December, 23rd 2022 Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A. NIP. 196206261986032002 "Evaluation Sheet 1 for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th Grade Secondary School Students"

Target : Secondary School Students Research

Title : Developing Authentic Assessment Rubric in Merdeka

Curriculum for Assessing 10th Grade Students

Researcher : Ni Kadek Intan Savitri

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

Occupation : 2nd Supervisor

Grade : 10th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th grade secondary students. The rubrics were developed in order to be implemented during learning. Based on that. Your willingness to judge and assess is valued highly.

- a. This evaluation sheet is filled out by educational experts.
- b. In the response range, there are five (5) levels.
- c. Put a check mark $(\sqrt{\ })$ in the column according to your opinion to the actual situation.
- d. Answers are given in the rating scale column provided with the rating scale.

			Score						
5		4	3		2				1
Very go	od	Good	Acceptable		Poo	r		Ver	y poor
Number		Descri	ptor		S	Scales	5		Notes
				5	4	3	2	1	
a. Rı	ıbric	as an assessme	ent for learning p	proce	ess				
1.	The	rubrics help te	eachers to assess						
	stud	ents' learning p	process						
2.	The	rubrics help tea	chers to vary the			1			
	metl	hod of learning	process.	7					
3.	The	rubrics help tea	chers to vary the	11	A	V			
	lear	ning activity pro	ocess			6			
b. In	struc	tional Design A	Attributes (<i>justifi</i>	catio	n of	need,	targ	zet a	udie <mark>nc</mark> e,
en	try le	vel prerequisite	es, a <mark>nd o</mark> rganizati	on o	r stri	ıctur	e of	cont	ent)
4.	The	scope of rubr	ics are made in		1		2	9-	
	acco	ordance with the	e curriculum.			3		A. of	
5.			suitable for the)	$\sqrt{}$			
6		ents' needs.	malayant to the			À			
6.	/ /	ents' daily life.	relevant to the	\mathcal{Y}					
7.	The	learning activi	ties are suitable				1		
	for t	he students' ne	eds.						
8.	The	learning meth	ods used in the	31			1		
	rubr	ic <mark>s</mark> are suitable	for the students						
	to le	earn English.							
9.	The	steps a	re presented			V			
	syste	ematically to	make teachers						
	easi	er to understand	1.						
	ingua ructu		s (complexity o	of v	ocab	ulary	z ai	nd s	sentence

10.	The rubrics use the proper words			V			
	that match to the topic, sub-topic,			,			
	students' grade, and students'						
	activities.			,			
11.	The rubrics use the proper			1			
	phrase/clause/sentences that match						
	to the topic, sub-topic, students'						
	grade, and students' activities.						
12.	The activities in the rubrics are			1			
	elaborated by using the clear						
	language.						
13.	The rubrics are easy to understand		1	6			
	and used for the teachers.	5		1	1		
14.	The activities in the rubrics are			V	3	2	7
70.00	delivered briefly and straight to the	1					
	delivered briefly and straight to the					The state of the s	
	point.		R	51			
d. Pr		eadin	g, an	d sul	bhea	ding	rs, use of
	point.					, ,	rs, use of
	point. resentation attributes (space, titles, he					, ,	es, use of
nu	point. resentation attributes (space, titles, he ambers, graphics, illustrations, and vi					, ,	es, use of
nu	point. resentation attributes (space, titles, he ambers, graphics, illustrations, and video activities are designed) The learning activities are designed					, ,	es, use of
15.	point. resentation attributes (space, titles, he ambers, graphics, illustrations, and violation activities are designed in an interesting way.					, ,	es, use of
15.	point. resentation attributes (space, titles, he subsers, graphics, illustrations, and visit The learning activities are designed in an interesting way. The instructions are presented by					, ,	es, use of
15. 16.	point. resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures.					, ,	es, use of
15. 16.	point. resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics					, ,	es, use of
15. 16.	point. resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics.						es, use of
15. 16.	point. resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics						es, use of
15. 16. 17.	resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level.			nat, i			es, use of
15. 16. 17.	resentation attributes (space, titles, he subsers, graphics, illustrations, and vision and interesting way. The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is			nat, i			es, use of

20.	The assessment of the product or $\sqrt{}$								
	performance is well-designed to								
	assess the students product or								
	performance.								
21.	The instructions are easy to $\sqrt{}$								
	understand.								
22.	The font used and size is √								
	appropriate.								
23.	The important parts are marked by √								
	bolded words.								
e. Su	ibject matter attributes (value of content, content accuracy,								
	bject matter attributes (value of content, content accuracy, mprehensiveness, integration, objective presentation)								
co	mprehensiveness, integration, objective presentation)								
co	mprehensiveness, integration, objective presentation) The contents of the rubrics are								
24.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate								
24.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate The elements of the rubrics are √								
24. 25.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate The elements of the rubrics are integrated suitably.								
24. 25.	mprehensiveness, integration, objective presentation) The contents of the rubrics are appropriate $\sqrt{}$ The elements of the rubrics are integrated suitably. $\sqrt{}$ The rubrics are objectives and $\sqrt{}$								

Singaraja, 25th December 2023

Have been acknowledged by,

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

NIP. 199309192018032001

Appendix 12 "Expert Judgement Sheet Phase 2"

"Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th Grade Secondary School Students"

Target : Secondary School Students Research

Title : Developing Authentic Assessment Rubric in Merdeka

Curriculum for Assessing 10th Grade Students

Researcher : Ni Kadek Intan Savitri

Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.

Occupation : 1st Supervisor

Grade : 10th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem- Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th grade secondary students. The rubrics were developed in order to be implemented during learning. Based on that. Your willingness to judge and assess is valued highly.

NDIKSB

- a. This evaluation sheet is filled out by educational experts.
- b. In the response range, there are five (5) levels.
- c. Put a check mark $(\sqrt{\ })$ in the column according to your opinion to the actual situation.
- d. Answers are given in the rating scale column provided with the rating scale.

			Score								
5		4	3		2				1		
Very go	ood	Good	Acceptable		Poor	r		Ver	y poor		
Number		Descrip	tor		S	cales	l		Notes		
				5	4	3	2	1			
a. Rubric as an assessment for learning process											
1.	The	rubrics help tea	achers to assess	V							
	stude	nts' learning proc	ess								
2.	The	rubrics help teac	hers to vary the	Y							
	metho	od of learning pro	ocess.	4	V						
3.	The 1	rubrics help teac	thers to vary the		3	Zs.					
	learni	ing activity proce	ss								
b. In	structi	ional Design Att	ribut <mark>es (justificati</mark>	on of	need	, targ	et au	dien	ce, <mark>e</mark> ntry		
lev	el prei	requisites, <mark>and</mark> or	rganiz <mark>ati</mark> on <mark>or stru</mark>	icture	of co	onteni	t)				
4.	The	scope of rubric	es are made in	1	B						
	accor	dance with the cu	rriculum.	"							
5.	The r	ubrics are suitable	e for the students'	1							
	needs	S. () ()	<u>Y YYYY</u>	7	IJ						
6.		activities are	relevant to the		1						
	70.1	nts' daily life.									
7.			s are suitable for	A.	V	7					
		udents' needs.	DIKE								
8.		-	ds used in the	7							
			or the students to								
		English.		,							
9.			ed systematically	1							
		ike teachers easie		<u> </u>							
c. La	nguag	ge Attributes (co	mplexity of vocal	oular	y and	sente	ence	stru	ctures)		

10.	The rubrics use the proper words that	1					
ı	match to the topic, sub-topic, students'						
1	grade, and students' activities.						
11.	The rubrics use the proper	V					
I	phrase/clause/sentences that match to						
t	the topic, sub-topic, students' grade, and						
s	students' activities.						
12.	The activities in the rubrics are		V				
ϵ	elaborated by using the clear language.						
13.	The rubrics are easy to understand and	1					
ι	used for the teachers.	CA	Ar				
14.	The activities in the rubrics are	V	16				
	delivered briefly and straight to the			1			
I	point.		Ç.	6	2		77/
d. Pres	sentation attributes (space, titles, hed	ading	, and	d sub	head	lings	, u <mark>s</mark> e of
num	ibers, graphics, <mark>illust</mark> rations, <mark>and vi</mark> sual	s, for	mat,	layou	(t).		
15.	The learning activities are designed in	V					
8	an interesting way.						
16.	The instructions are presented by using	1					
7	various pictures.						
17.	The learning activities in the rubrics are	1			7		
	suitable for the topics.						
18.	The learning activities in the rubrics are	V	0		1		
S	suitab <mark>le</mark> for the students' level.						
19.	The assessment of the process is well-	1					
	designed to assess students' process.						
20.	The assessment of the product or	1					
l I	performance is well-designed to assess						
t	the students product or performance.						
21.	The instructions are easy to understand.						

22.	The font used and size is appropriate.	√								
23.	The important parts are marked by	√								
	bolded words.									
e. Su	bject matter attributes (value of	content, content accuracy,								
comprehensiveness, integration, objective presentation)										
24.	The contents of the rubrics are	V								
	appropriate									
25.	The elements of the rubrics are	V								
	integrated suitably.									
26.	The rubrics are objectives and unbiased.	V								
27.	The rubrics are new and innovative.	VAV								
TOTAL	129									

Singaraja, January 28th 2022 Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A.
NIP. 196206261986032002

Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th Grade Secondary School Students

Target : Secondary School Students Research

Title : Developing Authentic Assessment Rubric in Merdeka

Curriculum for Assessing 10th Grade Students

Researcher : Ni Kadek Intan Savitri

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

Occupation : 2nd Supervisor

Grade : 10th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th grade secondary students. The rubrics were developed in order to be implemented during learning. Based on that. Your willingness to judge and assess is valued highly.

- a. This evaluation sheet is filled out by educational experts.
- b. In the response range, there are five (5) levels.
- c. Put a check mark $(\sqrt{\ })$ in the column according to your opinion to the actual situation.
- d. Answers are given in the rating scale column provided with the rating scale.

			Score						
5		4	3		2				1
Very go	ood	Good	Acceptable		Poor	ſ		Ver	y poor
Number		Descrip	tor		S	cales	I		Notes
				5	4	3	2	1	
a. Ru	ıbric a	s an assessment	for learning prod	cess					
1.			achers to assess	1					
	stude	nts' learning prod	eess						
2.		rubrics help teac od of learning pro	MA	V,					
3.	1	rubrics help teacing activity proce	hers to vary the	V	97	The state of the s			<u></u>
b. In	struct	ional Design Att	ributes (justificati	on of	need	, targ	et au	dien	ce, <mark>e</mark> ntry
lev	el pre	requisites, and or	ganization or stru	ıctur	of co	onten	t)		
4.		scope of rubric	es are made in urriculum.		9				
5.	The r		e for the students'	1				1	
6.	The stude	activities are nts' daily life.	relevant to the		1				
7.		earning activities udents' needs.	s are suitable for	V					
8.	rubrio		ds used in the or the students to	1					
9.		steps are present	ed systematically r to understand.	1					
c. La	nguag	ge Attributes (co	mplexity of vocab	oular	y and	sent	ence	stru	ctures)

10.	The rubrics use the proper words that	V					
	match to the topic, sub-topic, students'						
	grade, and students' activities.						
11.	The rubrics use the proper		$\sqrt{}$				
	phrase/clause/sentences that match to						
	the topic, sub-topic, students' grade, and						
	students' activities.						
12.	The activities in the rubrics are		1				
	elaborated by using the clear language.						
13.	The rubrics are easy to understand and	V					
	used for the teachers.	KA	À				
14.	The activities in the rubrics are	1	6				
	delivered briefly and straight to the			1			
	point.			6	2		777
d. Pı	resentation attrib <mark>utes</mark> (space, titles, he	ading	, and	d sub	head	lings	, use of
25/26							
nı	mbers, graphics, <mark>illustrations, and vi</mark> sual	ls, for	rmat,	layou	t).		
15.	mbers, graphics, illustrations, and visual The learning activities are designed in	ls, foi	rmat,	layou	t).		
	SAY (IAY /Z	s, foi	rmat,	layou	et).		
	The learning activities are designed in	s, for	rmat,	layou	at).		
15.	The learning activities are designed in an interesting way.	s, for		layou	t).		
15.	The learning activities are designed in an interesting way. The instructions are presented by using	s, for		layou	t).		
15.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures.			layou	t).		
15.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are			layou	t).		
15. 16.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics.	1		layou	t).		
15. 16.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are	1		layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level.	1		layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-	1		layou	t).		
15. 16. 17. 18.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-designed to assess students' process.	N N N		layou	t).		
15. 16. 17. 18.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-designed to assess students' process. The assessment of the product or	N N N		layou	t).		
15. 16. 17. 18.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-designed to assess students' process. The assessment of the product or performance is well-designed to assess	N N N		layou			

22.	The font used and size is appropriate.	1					
23.	The important parts are marked by bolded words.	V					
e. Su	bject matter attributes (value oj	f co	ntent	, co	nten	t a	ccuracy,
co	mprehensiveness, integration, o <mark>bj</mark> ective p	resei	ıtatio	n)			
24.	The contents of the rubrics are	1					
	appropriate			1			
25.	The elements of the rubrics are integrated suitably.	Z	V				
26.	The rubrics are objectives and unbiased.	1	6	The state of the s			
27.	The rubrics are new and innovative.	1		V	É		
TOTAL	131	7	8				

Singaraja, 24th January 2023

Have been acknowledged by,

Luh Gede Rahayu Budiarta, S.Pd., M.Pd NIP. 199309192018032001 Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th Grade Secondary School Students

Target : Secondary School Students Research

Title : Developing Authentic Assessment Rubric in Merdeka

Curriculum for Assessing 10th Grade Students

Researcher : Ni Kadek Intan Savitri

Evaluator : Nyoman Kartini, S.Pd

Occupation : Teacher

Grade : 10th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10th grade secondary students. The rubrics were developed in order to be implemented during learning. Based on that. Your willingness to judge and assess is valued highly.

- a. This evaluation sheet is filled out by educational experts.
- b. In the response range, there are five (5) levels.
- c. Put a check mark $(\sqrt{\ })$ in the column according to your opinion to the actual situation.
- d. Answers are given in the rating scale column provided with the rating scale.

			Score						
5		4	3	2			1		
Very go	Very good (Acceptable	Poor			Very poor		
Number		Descriptor		Scales			I		Notes
				5	4	3	2	1	
a. Rubric as an assessment for learning process									
1.	. The rubrics help teachers to assess			1					
	stude	nts' learning prod	cess						
2.	. The rubrics help teachers to vary the			×					
	meth	od of learning pro	ocess.	A	V				
3.	The rubrics help teachers to vary the				Q	Ts.			
	learni	ing activity proce	ss						
b. Instructional Design Attributes (justification of need, target audience, entry									
lev	el prei	requisites, and or	rganization <mark>or</mark> stri	uctur	e of co	onten	t)-		
4.	The	scope of rubric	es are made in	V	B				
	accor	dance with the cu	ırriculum.						
5.	The r	ubrics are suitable	e for the students'	V		1		and the same of th	
	needs	S. (Y(Y(YY))						
6.	The	activities are	relevant to the	4	V				
	stude	nts' daily life.							
7.	1		s are suitable for	a]	V	7			
	the st	udents' needs.	DIKP				7		
8.	The	learning method	ds used in the	V					
	rubrio	es are suitable fo	or the students to						
	learn	English.							
9.			ed systematically	✓					
	to ma	ake teachers easie	r to understand.						
c. Language Attributes (complexity of vocabulary and sentence structures)									

10.	The rubrics use the proper words that	✓					
	match to the topic, sub-topic, students'						
	grade, and students' activities.						
11.	The rubrics use the proper		✓				
	phrase/clause/sentences that match to						
	the topic, sub-topic, students' grade,						
	and students' activities.						
12.	The activities in the rubrics are		✓				
	elaborated by using the clear language.						
13.	The rubrics are easy to understand and	√					
	used for the teachers.	KA	1				
14.	The activities in the rubrics are	✓	6				
	delivered briefly and straight to the			1			
	point.			1	2		77
d. Pr	esentation attributes (space, titles, he	ading	, and	l sub	head	lings	, <mark>us</mark> e of
nu	mbers, graphics, <mark>illustrations, and vi</mark> sual	ls, for	rmat,	layou	t).		
15.	mbers, graphics, illustrations, and visual The learning activities are designed in	ls, for	rmat,	layou	t).		
	8 8 1 1	ls, for	rmat,	layou	t).		
	The learning activities are designed in	ls, for	rmat,	layou	t).		
15.	The learning activities are designed in an interesting way.	ls, for	rmat,	layou	t).		
15.	The learning activities are designed in an interesting way. The instructions are presented by using	ls, for	rmat,	layou	t).		
15. 16.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures.	ls, for	rmat,	layou	t).		
15. 16.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are	ls, for	rmat,	layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics.	Y Y	rmat,	layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are	Y Y	rmat,	layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level.	Y Y	rmat,	layou	t).		
15. 16. 17.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-	Y Y	rmat,	layou	t).		
15. 16. 17. 18.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-designed to assess students' process.	Y	rmat,	layou	t).		
15. 16. 17. 18.	The learning activities are designed in an interesting way. The instructions are presented by using various pictures. The learning activities in the rubrics are suitable for the topics. The learning activities in the rubrics are suitable for the students' level. The assessment of the process is well-designed to assess students' process. The assessment of the product or	Y	rmat,	layou	t).		

22.	The font used and size is appropriate.	✓					
23.	The important parts are marked by	✓					
	bolded words.						
e. Su	bject matter attributes (value o	content, content acc	uracy,				
comprehensiveness, integration, objective presentation)							
24.	The contents of the rubrics are	✓					
	appropriate						
25.	The elements of the rubrics are	✓					
	integrated suitably.						
26.	The rubrics are objectives and unbiased.	✓					
27.	The rubrics are new and innovative.	(A)					
TOTAL	130	C					

Singaraja, January 25th 2023

Have been acknowledged by,

Nyoman Kartini, S.Pd NIP. 197104211997022011

ONDIKSHA

Appendix 13 "Documentation of Teacher's Interview"





ONDIKSHA

Appendix 14 "Curriculum Vitae"



Ni Kadek Intan Savitri was born in Penuktukan, October 10th 2001. Now, she is 21 years old. She started her education in 2006 in which in the kindergarten stage, TK Kumara Madya, Ubud. She continued her study to the primary level in 2007 at SD Negeri 2 Petulu. She graduated in 2013 then continued to

SMP Negeri 1 Tegallalang and graduated in 2016. She graduated in 2019 from SMA Negeri 1 Tegallalang in science class. In 2019 she decided to continue her study at Ganesha University of Education and took English Language Education. She was in D class or known as Deus Class. She finished her undergraduate degree program in 2023 with the thesis entitled "Developing Authentic Assessment Rubric in Merdeka Curriculum for Assessing 10th Grade Students".

