

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.	<i>Merdeka</i> 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 <i>Merdeka</i> Curriculum is still 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 kelas X menggunakan metode pembelajaran tertentu?		
4.	Apakah rencana proses pembelajaran Bahasa Inggris memuat penilaian yang mengukur tujuan pembelajaran?		
5.	Apakah penilaian yang digunakan oleh guru Bahasa Inggris mampu mengukur tujuan pembelajaran?		
7.	Apakah ada instrument penilaian yang digunakan ketika merancang rencana pembelajaran Bahasa Inggris?		

Appendix 3 “Theories for Students’ Questionnaires”

Num.	Theory	Items
1.	Discussion is essential for improving 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).	1, 2
2.	The question-and-answer session can be used to motivate students to want to think critically where students can be directly involved in class, (Shanmugavelu et al. (2020).	3, 4
3.	According to Supardi (2015, p. 24), 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.	5
4.	Assessment must be transparent, both the failure and success in order to make the students' learning outcomes clear (Nurhayati, 2016).	6, 7
5.	Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021).	8
6.	Direct feedback does not contribute well in the long-term, (Ellis, 2009). Indirect feedback, the teacher shows in	9, 10

	various ways related to student mistakes and gives students the opportunity to find out for themselves, (Eslami, 2014)	
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Appendix 4 “Questionnaires for Students”

https://docs.google.com/forms/d/1oDx_RGCr_TGWcNh800gmwclD6NGFvQX-HrzljMR6al/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.	<p>Bagaimana guru menilai proses pembelajaran Bahasa Inggris siswa? Silahkan boleh memilih lebih dari satu!</p> <ul style="list-style-type: none"> 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 (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).	1
2.	Some challenges in new curriculum, Merdeka Curriculum on developing lesson plan, a meaningful activity during learning, and the way of assessing students learning outcomes in the discipline of 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’ competence and essential materials, (Rohimajaya, et al., (2022).	2
3.	Authentic assessment strongest support a sustainable assessment system by encompassing all aspects that improve innovation (Puckett & Black, 2000, as cited in Herdiawan, 2017).	3
4.	The implementation of Revolution Industrial Era 4.0 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	4, 5

	covered three domains, affective, cognitive, and psychomotor, (Muthoharoh, 2019).	
5.	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).	6
6.	Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021).	7
7.	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 contribute well in the long-term, (Ellis, 2009).	8, 9



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 mempertahankan kinerja 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 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	Menggunakan Merespon Memahami Mengidentifikasi Menyampaikan Membuat perbandingan	<p>Konten:</p> <ul style="list-style-type: none"> Asking and giving Opinion Discussion <p><u>Tema:</u> Recent issues hobbies</p> <p><u>Aspek konten (SPEAKING SKILL):</u></p> <p>1. Ungkapan untuk</p> <ul style="list-style-type: none"> Menanyakan pendapat Memberi pendapat Agreeing Disagreeing

Elemen	Capaian Pembelajaran	Kompetensi	Konten
	bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.		<p>2. Elemen verbal (vocabulary) dan non-verbal (gesture, fluency, intonation, expression)</p> <p>3. Strategi untuk memulai dan mempertahankan percakapan</p>
Membaca-Memirsa	<p>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 detail 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.</p>	<ul style="list-style-type: none"> • Membaca • Merespon • Mencari • mengevaluasi • Mengidentifikasi • Melakukan inferensi 	<ul style="list-style-type: none"> • Teks Narasi • Deskripsi • Prosedur • Eksposisi • Recount • Report <p><u>Tema:</u> Isu-isu di sekitar kehidupan remaja</p> <p><u>Aspek:</u></p> <ol style="list-style-type: none"> 1. Fungsi social (tujuan penulis, target pembaca) 2. Struktur teks (ide pokok, pengembangan plot, isu-isu) 3. Unsur kebahasaan (tenses, conjunctions, vocabularies)

Elemen	Capaian Pembelajaran	Kompetensi	Konten
Menulis - Mempresentasikan	<p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang 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 media presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	<p>Menulis (membuat perencanaan, menulis, mengulas dan menulis ulang)</p> <p>Menyampaikan ide</p> <p>Menyajikan informasi/ mempresentasikan</p>	<p>Teks fiksi dan non fiksi:</p> <ul style="list-style-type: none"> • Teks Narasi • Deskripsi • Prosedur • Eksposisi • Recount • Report <p>Aspek:</p> <p>1. Tahapan menulis:</p> <ul style="list-style-type: none"> - Pre-writing - Research - Drafting - Revising - Editing - Publishing/presenting <p>2. Keterampilan mempresentasikan:</p> <ul style="list-style-type: none"> - Opening - Presenting - Handling discussion - Closing

4. Tujuan Pembelajaran

Kompetensi	Konten	Tujuan Pembelajaran
1. Menggunakan 2. Merespon 3. Memahami	<p>Asking and giving opinion</p> <p>Discussion</p>	<p>1.1 Peserta didik dapat mengidentifikasi, memahami, dan membandingkan, dan menggunakan kalimat-kalimat untuk menanyakan dan memberikan pendapat.</p>

Kompetensi	Konten	Tujuan Pembelajaran
4. Mengidentifikasi 5. Menyampaikan	Comparative	<p>agreeing dan disagreeing dalam sebuah diskusi berbentuk lisan.</p> <p>1.2 Peserta didik mengidentifikasi dan menggunakan kalimat- kalimat perbandingan.</p> <p>1.3 Siswa dapat memahami dan mengidentifikasi ide utama dan informasi rinci dari teks lisan berbentuk diskusi/presentasi</p> <p>1.4. Siswa dapat berdiskusi sederhana tentang isu terkini dengan melibatkan aspek non verbal serta mampu mempertahankan percakapannya.</p>
1. Membaca 2. Merespon 3. Mengevaluasi 4. Mengidentifikasi 5. Melakukan inferensi	Teks Narasi, Deskripsi, prosedur, eksposisi, recount, dan report.	<p>2.1 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Narasi.</p> <p>2.2 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Recount.</p> <p>2.3 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Deskripsi.</p> <p>2.4 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Procedure.</p> <p>2.5 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Report.</p> <p>2.6 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Eksposisi.</p>
6. Menulis (membuat perencanaan, menulis, mengulas dan		<p>3.1 Siswa dapat merancang teks tulis Fiksi dalam bentuk Narasi, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.</p> <p>3.2 Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Recount, melalui 4 tahapan</p>

Kompetensi	Konten	Tujuan Pembelajaran
menulis ulang; 7. Menyampaikan ide 8. Menyajikan informasi / mempresentasikan		menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis. 3.3 Siswa dapat merancang teks tulis Non Fiksi dalam bentuk Report, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis. 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.

Alur Tujuan pembelajaran (ATP)

Nama guru : NI Made Eti Suryani

Instansi : SMA Negeri 4 Singaraja

Mapel	: Bahasa Inggris
Fase	: E
Capaian 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 mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Capaian Pembelajaran pada setiap Elemen	Elemen 1: 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 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 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 detail 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.


	Elemen 3: Menulis - Mempresentasikan				
	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang 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 dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.				
Alur Tujuan Pembelajaran	Tujuan Pembelajaran	Konten/Materi Esensial	Perkiraan Jam	Total Jam	Profil Pelajar Pancasila
	1.1 Peserta didik dapat mengidentifikasi, memahami, dan membandingkan, dan menggunakan kalimat-kalimat untuk menanyakan dan memberikan pendapat, agreeing dan disagreeing dalam sebuah diskusi berbentuk lisan.	Asking and giving opinion	4 JP	14 JP	Berkebhinekaan global Mandiri Bernalar kritis
	1.2 Peserta didik mengidentifikasi dan menggunakan kalimat-kalimat perbandingan.	Comparison	4 JP		Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia Bergotong royong kreatif
	1.3 Siswa dapat memahami dan mengidentifikasi ide utama dan informasi rinci dari teks lisan berbentuk diskusi/presentasi	Discussion	2 JP		Berkebhinekaan global Bernalar kritis kreatif

	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 dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Recount.	Recount	4 JP		Bernalar kritis Mandiri
	2.3 Siswa dapat membaca, mengevaluasi dan menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan teks Deskripsi.	Deskriptif	4 JP		Berkebhinekaan global Bernalar kritis
	2.4 Siswa dapat membaca, mengevaluasi 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.				
	2.6 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
	3.1 Siswa dapat merancang teks tulis Fiksi dalam bentuk Narasi, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.	Naratif	4 JP	16 JP	Berkebhinekaan global Kreatif
	3.2 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, melalui 4 tahapan menulis, dengan penuh kreativitas dan mempresentasikannya dengan santun dan kritis.	Report	4 JP		Mandiri kreatif Gotong royong

	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.	Eksposisi	4 JP		Beriman bertakwa kepada Tuhan YME dan berakhlak mulia Gotong royong Bernalar kritis
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Appendix 8 “Teaching Module”




MODUL AJAR

BAHASA INGGRIS

ASKING & GIVING OPINION
AGREEING & DISAGREEING

Ni Made Eti Suryani
SMA Negeri 4 Singaraja

Kurikulum Merdeka



INFORMASI UMUM

KOMPETENSI AWAL

Peserta didik memiliki pemahaman tentang ungkapan memberi dan meminta pendapat

PROFIL PELAJAR PANCASILA

1. Bergotong royong
2. Mandiri
3. kreatif

SARANA PRASARANA


- google search
- youtube
- quizizz

TARGET PESERTA 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

Communicative Based Learning
(Tatap Muka)



Komponen Inti



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 non-verbal dan strategi untuk memulai dan mempertahankan percakapan dan diskusi.

2. Pemahaman Bermakna

Dalam kehidupan sehari-hari kita tentu saja perlu untuk mendiskusikan 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

1. Siswa dan guru berdoa untuk mengawali pelajaran. (2")
2. Guru memeriksa kesiapan siswa dalam mengikuti pembelajaran. (3")
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 mendiskusikan ragam ungkapan dari berbagai sumber belajar. (15")
3. 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

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

KEGIATAN INTI

1. Siswa berlatih memeragakan dialog yang sudah disusun pada pertemuan sebelumnya. (15")
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")

5. ASESSMENT



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 quizzizz

[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

lampiran

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!

lampiran

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.

Indikator asesmen	skor			
	1	2	3	4
Menggunakan ungkapan menanyakan pendapat	Menanyakan pendapat dengan ragam ungkapan yang tidak sesuai konteks	Menanyakan pendapat dengan ragam ungkapan yang sedikit <i>overused</i> , namun sesuai konteks	Menanyakan pendapat dengan ragam ungkapan yang lebih kreatif dan sesuai konteks	Menanyakan pendapat dengan lebih dari satu ragam ungkapan yang kreatif dan sesuai konteks
Menggunakan ungkapan memberi pendapat	Memberi pendapat dengan ragam ungkapan yang tidak sesuai konteks	Memberi pendapat dengan ragam ungkapan yang sedikit <i>overused</i> , namun sesuai konteks	Memberi pendapat dengan ragam ungkapan yang lebih kreatif dan sesuai konteks	Memberi pendapat dengan lebih dari satu ragam ungkapan 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	Merespon pendapat dengan mengungkapkan lebih 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 dengan sangat baik

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

lampiran

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/speaking/a2-speaking/giving-your-opinion>



<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/agreeing-disagreeing>



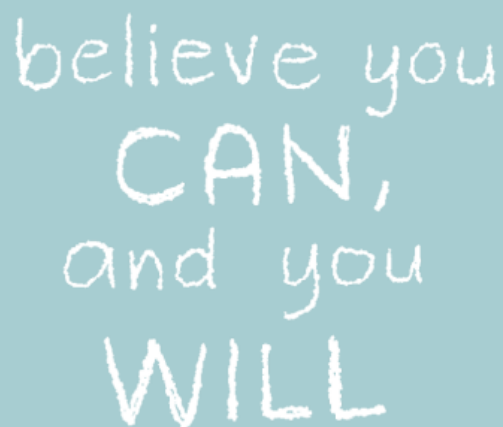
DAFTAR PUSTAKA

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/Learning Topic	Theme	Learning Objectives	Teaching Method	Activity (s)	Assessment Type
1.	Narrative Text	Issues around teenager.	3.1 Students are able to design a non-fiction written text in the form of a narrative text, through 4 stages of writing, as creatively as they can and present it. politely and critically.	Problem-Based Learning	Malin Kundang's actions greatly deviated from the good deeds of teenagers. As a teenager, what should you do?	<ul style="list-style-type: none"> - Performance assessment - Self-assessment
				Project-Based Learning	Students make a short video of Malin Kundang by re-telling the story in a group consists of 4 students.	<ul style="list-style-type: none"> - Product assessment - Self-assessment
				Discovery-Based Learning	Make a group consists of 4 students then	<ul style="list-style-type: none"> - Performance assessment - Self-assessment

					<p>identify the type of the story given. Also, please identify and state the 'behavior' of characters in the story. Then, analyses your perceptions by comparing with the list of possible answers given by teachers. In conclusion, you have to conclude whether your perceptions are correct or not.</p>	
2.	Recount Text	Issues around teenager.	2.2 Students can read, evaluate,	Problem-Based Learning	Problem: Each person has	- Performance assessment

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

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

			of writing, as creatively as they can and present it politely and critically.	Discovery-Based Learning	present it in front of the class. You are required to give your perceptions about the topic of each paragraph on the story. Afterward, you have to analyze your perceptions with the possible answer given then please conclude your hypothesis.	- Performance assessment - Self-assessment
4.	Exposition Text	Issues around teenager.	2.6 Students can read, evaluate, and conclude the social function, text structure,	Problem-based learning	Complete the paragraph below which is an incomplete text structure and	- Performance assessment - Self-assessment

			<p>and language features of exposition text.</p> <p>3.4 Students can design a non-fiction written text in the form of an exposition text, through 4 stages of writing, as creatively as they can and present it politely and critically.</p>	<p>work on it with your partner!</p>	
			<p>Project-based learning</p>	<p>Make a mind-map about bullying in a group consists of 5 people.</p>	<p>- Project assessment - Self-assessment</p>

	Discovery-based learning	Make a group consists of 3 students then observe and identify the video given.	<ul style="list-style-type: none">- Performance assessment- Self-assessment



Appendix 10 “Authentic Assessment Rubric”

Link for authentic assessment rubric:

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

QR code of the authentic assessment rubric:



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:

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

Score									
5		4		3		2		1	
Very good		Good		Acceptable		Poor		Very poor	
Number	Descriptor	Scales					Notes		
		5	4	3	2	1			
a. Rubric as an assessment for learning process									
1.	The rubrics help teachers to assess students' learning process			√					
2.	The rubrics help teachers to vary the method of learning process.			√					
3.	The rubrics help teachers to vary the learning activity process			√					
b. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)									
4.	The scope of rubrics are made in accordance with the curriculum.		√						
5.	The rubrics are suitable for the students' needs.			√					
6.	The activities are relevant to the students' daily life.			√					
7.	The learning activities are suitable for the students' needs.					√			
8.	The learning methods used in the rubrics are suitable for the students to learn English.					√			
9.	The steps are presented systematically to make teachers easier to understand.			√					
c. Language Attributes (complexity of vocabulary and sentence structures)									

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

20.	The assessment of the product or performance is well-designed to assess the students product or performance.		√				
21.	The instructions are easy to understand.				√		
22.	The font used and size is appropriate.		√				
23.	The important parts are marked by bolded words.				√		
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
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.			√			
TOTAL	81						

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.

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 (✓) 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 good	Good	Acceptable	Poor	Very poor			
Number	Descriptor	Scales					Notes
		5	4	3	2	1	
a. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process		√				
2.	The rubrics help teachers to vary the method of learning process.			√			
3.	The rubrics help teachers to vary the learning activity process			√			
b. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)							
4.	The scope of rubrics are made in accordance with the curriculum.		√				
5.	The rubrics are suitable for the students' needs.			√			
6.	The activities are relevant to the students' daily life.		√				
7.	The learning activities are suitable for the students' needs.				√		
8.	The learning methods used in the rubrics are suitable for the students to learn English.				√		
9.	The steps are presented systematically to make teachers easier to understand.			√			
c. Language Attributes (complexity of vocabulary and sentence structures)							

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

20.	The assessment of the product or performance is well-designed to assess the students product or performance.		√				
21.	The instructions are easy to understand.				√		
22.	The font used and size is appropriate.		√				
23.	The important parts are marked by bolded words.				√		
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
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.			√			
TOTAL	83						

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.

Instructions:

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

Score							
5	4	3	2	1			
Very good	Good	Acceptable	Poor	Very poor			
Number	Descriptor	Scales					Notes
		5	4	3	2	1	
a. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process	√					
b. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the students' daily life.		√				
7.	The learning activities are suitable for the students' needs.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
c. Language Attributes (complexity of vocabulary and sentence structures)							

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

22.	The font used and size is appropriate.		√				
23.	The important parts are marked by bolded words.	√					
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
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.	√					
TOTAL	129						

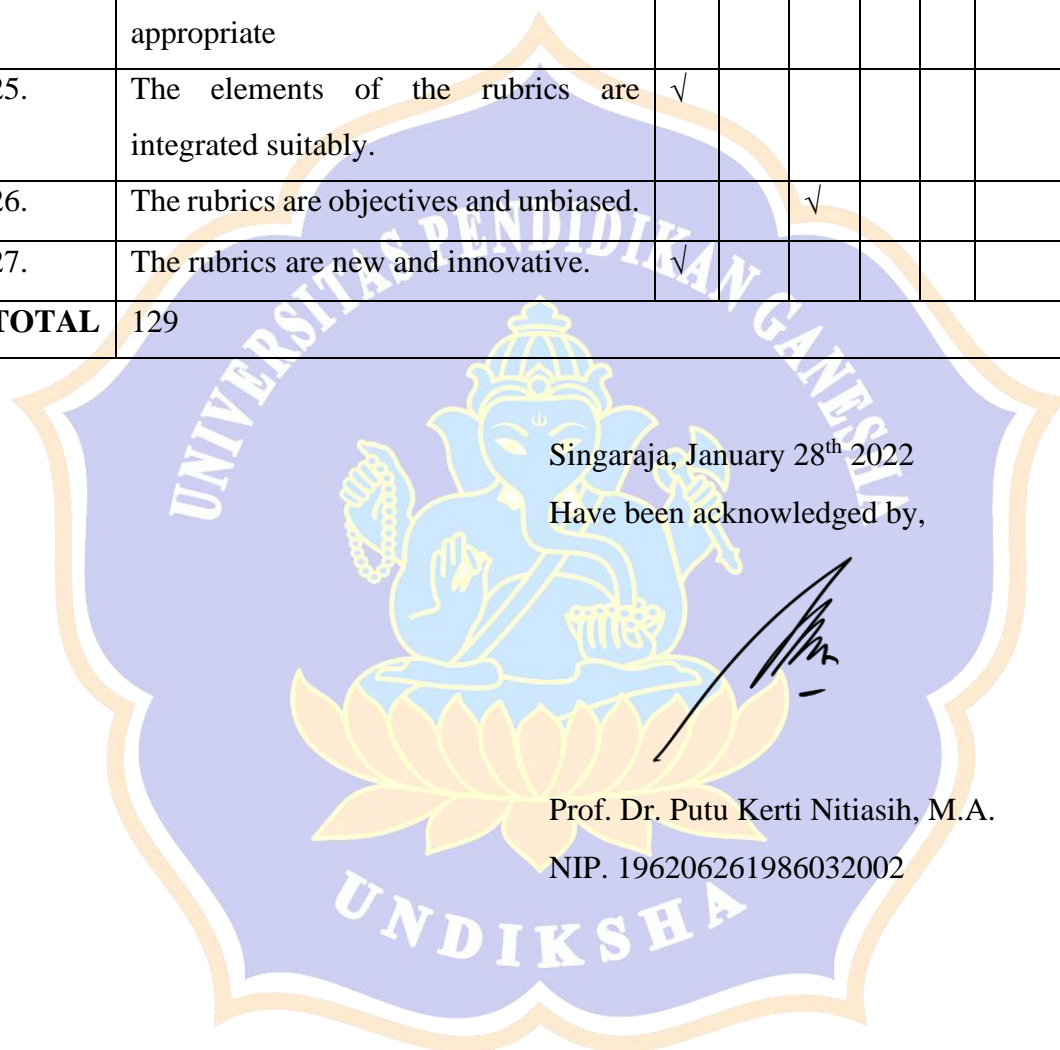
Singaraja, January 28th 2022

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.

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 (✓) 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 good	Good	Acceptable	Poor	Very poor			
Number	Descriptor	Scales					Notes
		5	4	3	2	1	
a. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process	√					
b. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the students' daily life.		√				
7.	The learning activities are suitable for the students' needs.	√					
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
c. Language Attributes (complexity of vocabulary and sentence structures)							

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

22.	The font used and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
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.	√					
TOTAL	131						

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.

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 (✓) 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 good	Good	Acceptable	Poor	Very poor			
Number	Descriptor	Scales					Notes
		5	4	3	2	1	
a. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	✓					
2.	The rubrics help teachers to vary the method of learning process.	✓					
3.	The rubrics help teachers to vary the learning activity process	✓					
b. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)							
4.	The scope of rubrics are made in accordance with the curriculum.	✓					
5.	The rubrics are suitable for the students' needs.	✓					
6.	The activities are relevant to the students' daily life.		✓				
7.	The learning activities are suitable for the students' needs.		✓				
8.	The learning methods used in the rubrics are suitable for the students to learn English.	✓					
9.	The steps are presented systematically to make teachers easier to understand.	✓					
c. Language Attributes (complexity of vocabulary and sentence structures)							

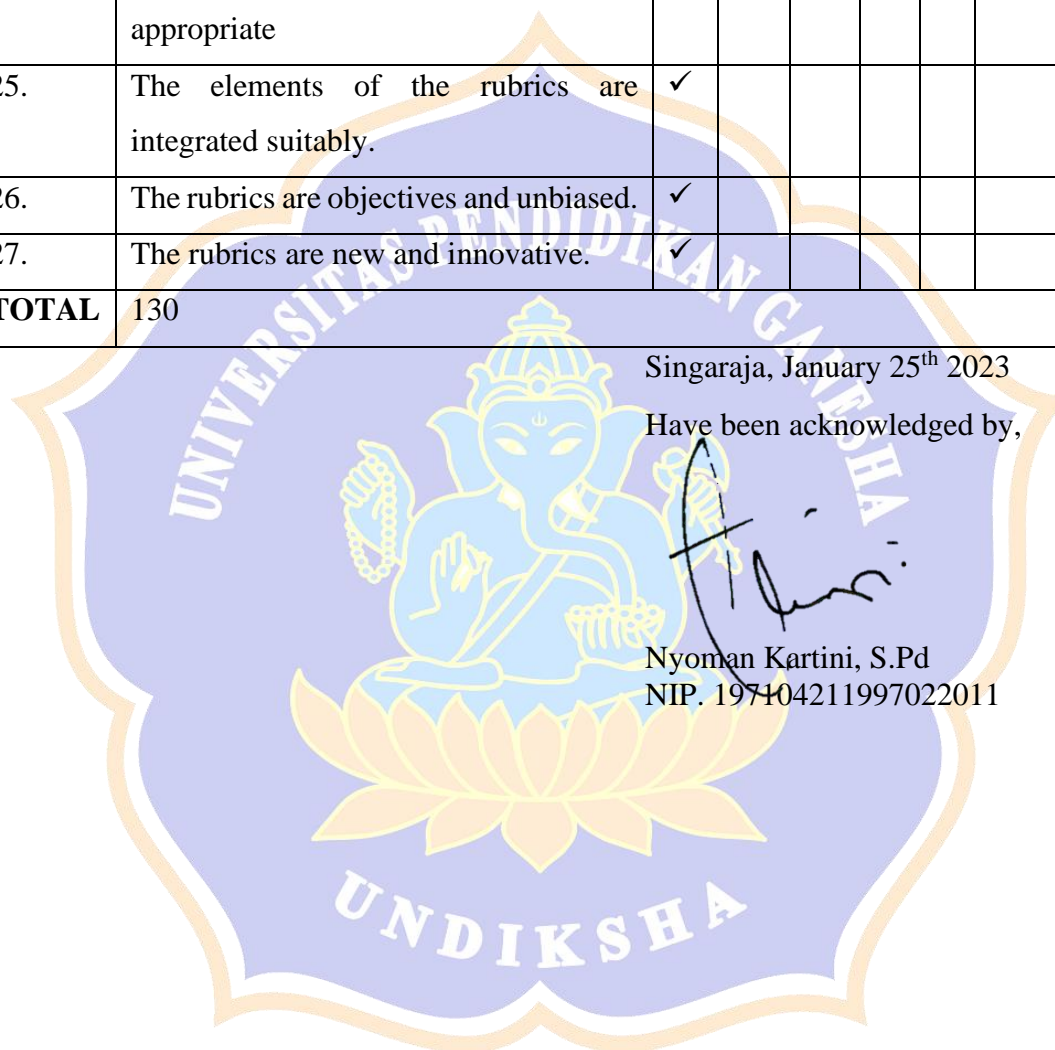
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.	✓					
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.		✓				
12.	The activities in the rubrics are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

22.	The font used and size is appropriate.		✓				
23.	The important parts are marked by bolded words.	✓					
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
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.	✓					
TOTAL	130						

Singaraja, January 25th 2023

Have been acknowledged by,


Nyoman Kartini, S.Pd
NIP. 197104211997022011



Appendix 13 “Documentation of Teacher’s Interview”



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”.

