APPENDICES

Appendix 1. Guiding Theory of Teacher's Interview

Num.	Theories	Items
1.	Every individual is expected to have 21st century skills so that every human being is ready to live in the challenges of the 21st century and contribute adequately to the development of world civilization (Begum & Liton, 2018). Project-based learning, Problem-based learning, and Discovery-based learning are learning methods that can promote 21st century skills (Haryati, 2017). In addition, In Kurikulum Merdeka teachers must become facilitators, mentors, or coaches in active project-based learning activities (Arifa, 2022). Sudarman et al. (2022) state that from 2017 to 2021, Indonesia's English Proficiency Index (EPI) declined to the band of low proficiency.	1
2.	English learners at the secondary level face many obstacles in learning English as a second and compulsory subject. Students want to achieve competence over the language, but they are still hard to master the	2

	language (Khan & Khan, 2016). Educators also still have not facilitated students to think critically optimally in the learning process (Haryati, 2017).	
3.	Teachers need to be aware of curriculum content, the activities of the planning stage, and the assessment based on the curriculum standards and focus (Handler, 2010). In Kurikulum Merdeka, assessment is an integrated part of the learning process and facilitation (Siregar, 2022).	3
4.	In the Kurikulum Merdeka the realization of students involved can be seen or observed through project-based learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). By using an authentic assessment, teachers can examine students' knowledge and abilities and encourage students to apply what they have learned in real terms (Nguyen & Phan, 2020).	4, 6, 7
5.	The use of authentic assessment in assessing students' English skills is quite challenging. Many teachers state that they found many difficulties in implementing authentic assessment	5

	(Hayati et al., Fitriani, 2017)	
7.	In the Kurikulum Merdeka assessment principle, the assessment process guides educators to determine the learning strategies in the future by providing holistic information as feedback, and assessment is an integrated part of the learning process and facilitation (Siregar, 2022). Through giving feedback, teacher will gain new knowledge that can be used to develop competence and minimize an error (Adarkwah, 2021). Feedback is an essential tool to improve students' ability (Heinze & Reiss, 2016).	8, 9, 10

Appendix 2. Questions of Teacher's Interview

Num.	Questions
1.	Apakah anda menggunanakan metode pembelajaran abad 21, yaitu problem-based learning, project-based learning, dan discovery-based learning dalam proses belajar/mengajar?
2.	Apa sajakah kendala yang biasanya dialami guru dan siswa dalam proses belajar/mengajar?
3.	Bagaimana proses asesmen yang anda lakukan dalam proses belajar/mengajar?
4.	Apakah anda menggunakan asesmen otentik dalam proses belajar/mengajar?
5.	Apakah kendala yang anda alami dalam menggunakan asemen otentik?
6.	Bagaimana anda menilai hasil akhir dari proses belajar siswa?
7.	Apakah anda menggunakan instrument dalam melakukan proses asesmen? Misalnya rubric penilaian
8.	Apakah anda memberikan komen atau umpan balik kepada siswa dalam proses belajar/mengajar?
9	Bagaimana cara and memberikan umpan balik?
10	Apakah umpan balik yang anda berikan mampu memperbaiki atau meningkatkan pemahaman siswa?

Appendix 3. Guiding Theory of Students' Questionnaire

Num.	Theory	Items
1.	Discussion activity is one of essential way to improve learning outcomes of students (Agustina et al., 2018; Ying, 2020).	1, 2
2.	QnA activities are able to gain students participants in learning process and help to improve critical thinking skills (Shanmugavelu et al., 2020)	3, 4
3.	Authentic assessment is one type of assessment that is appropriate for secondary students. Authentic assessment is a kind of assessment that encourages students to use competence, a combination of skills, knowledge, and behaviors that should be implemented in their real-life situations (Gulikers, Bastiaens, & Kirschner, 2004, as cited in Mohammed & Lebar, 2017).	5
4.	Nurhayati (2016) stated that assessment must be transparent to make the learning outcomes of students clear.	6, 7
5	The returned result of students' assessment must include clear information of students weakness and strengths (Hamalik, 2007, as cited in Nurhayati, 2016).	8, 9

Appendix 4. Questions of Students' Questionnaire

Num.	Questions
1.	Apakah guru bahasa Inggris pernah mengajak siswa untuk berdiskusi kelompok dalam pembelajaran online maupun tatap muka?
2.	Seberapa sering guru bahasa Inggris anda mengajak siswa untuk mengadakan diskusi kelompok dalam pembelajaran online maupun tatap muka?
3.	Apakah ada sesi tanya jawab dalam pembelajaran bahasa Inggris?
4.	Seberapa sering sesi tanya jawab dilaksanakan dalam pembelajaran bahasa Inggris?
5.	Bagaimana guru mengadakan penilaian kepada siswa?
6.	Apakah guru bahasa Inggris mengembalikan tugas bahasa Inggris kepada siswa setelah dinilai?
7.	Seberapa sering guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa?
8.	Apakah tugas yang telah dinilai dan dikembalikan berisi komentar atau umpan balik tentang tugas yang telah dikerjakan?
9.	Seberapa sering guru bahasa Inggris memberikan komentar pada tugas yang telah dikerjakan?

Questionnaire link: https://forms.gle/SuBJRQuSKNpMwDa6A

Appendix 5. Guiding Theory of Observation

Theory
In order to achieve the learning objectives, teacher is using an lesson plan that refers to the syllabus (Mawardi, 2019).
Teachers must be able to design a systematic and complete lesson plan that consists of learning objectieves, indicators, the learning steps, learning material, learning media, the learning methods, learning media, and assessment to make the learning process effective (Hutagaol, 2018).
Mauliandri et al. (2021) stated that assessment tools in the learning process must be in line and appropriate with the indicators and basic competency.
Kurikulum Merdeka the realization of students involved can be seen or observed through project-based learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). Maipita et al. (2020) state that the Kurikulum Merdeka's learning process focuses on learning in a real community environment.
Kurikulum Merdeka provides independence for students to learn with high flexibility (Tjokokoesoemo et al., 2021).
The learning designed following the students' context, environment, and culture, as well as involves parents and the community as partners (Siregar et al., 2022).

Appendix 6. Questions of Observation

Num.	Questions	Ya	Tidak
1,	Apakah sekolah menggunakan kurikulum Merdeka?	√	
2.	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?	√	
3.	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru menggunakan metode pembelajaran tertentu?	√	
4.	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran?	√	
5.	Apakah penilaian yang digunakan dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran		√
6.	Apakah dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru terdapat instrument penilaian?		√

Appendix 7. Blueprint of Authentic Assessment Rubric

Num.	Topics	Theme	Learning Objectives	Teaching Method	Activity	Assessment Type
1.	Asking and Giving Opinion	Issues around teenager	1.1 1. Use 2. Respond 3. Understand 4. Identification 5. Deliver	Problem-based learning	Students are given a problem (card) that they have to solve. Problem: There are some cards that contain theme (hobbies or issues around teenager and compare the answers with their friends.	Performance assessment Self-assessment
				Discovery-based Learning	Watch a video, and students have to give opinion about the video	Performance assessment

				Project-based learning	Create a video about asking and giving opinions	Project assessment Performance assessment
2	Comparison	Issues around teenager	1.2 1. Use 2. Respond 3. Understand 4. Identification 5. Deliver	Problem Based Learning	Problem: Finding each other differences	Self-assessment Performance
				Discovery Learning	Watch a video, students have to list all information about comparison based on the video. After that worksheet will be given to the	Self-assessment

					students and work in a group	
				Project Based Learning	Making a writing in Blogspot.	Self-assessment Performance assessment Project Assessment
3	Discussion	Issues around teenager.	1.3 1. Use 2. Respond 3. Understand 4. Identification 5. Deliver	Problem based learning	Problem: Discuss any topics related to hobbies or issues around teenager with Jigsaw discussion model	Performance Assessment Self-assessment

				Project-based learning	Creating a podcast	Project assessment Performance assessment Self-assessment
				Discovery learning	Watching video and analyze video	Performance assessment
4	Discussion	Issues around teenagers	1.4 1. Use 2. Respond 3. Understand 4. Identification 5. Deliver	Discovery Learning	Watching video and analyze video	Performance and self-assessment

5	Narrative	Issues around teenagers	2.1 Read Respond Evaluate Identify Inference	Problem based learning	Students are given a problem that they have to solve. Problem: Have you ever read a novel, short, or inspirational story? So, what is the type of the texts? Let's find the type of that texts! After that, find out the general structure, characteristics, and elements. Then, make an example of the text!	Portfolio Self-assessment
				PJBL	Make a creative narrative text.	- Project assessment Self-assessment

				Discovery Learning	Work in a group. Teacher gives each group a different picture that contains a story. Then, student have to identify and analyze the structure of the story.	Performance assessment
6	Descriptive Text	Issues around teenagers /hobbies	2.3 Read Respond Evaluate Identify Inference	PBL	Describing a figure	Performance assessment Self-assessment

				PJBL	Creating a booklet	Performance assessment, project, and self-assessment
				Discovery Learning	Choose one picture randomly and describe that!	Performance assessment, self-assessment
7	Procedure Text	Issues around teenager/ hobbies	2.4 Read Respond Evaluate Identify Inference	PBL	Problem: Teacher is preparing some topics that contains a question how to do something. Students have to pick one topic and make a procedure text.	Performance assessment

Appendix 8. Draft of Authentic Assessment Rubric

TOPIC : Asking and Giving Opinion

ACTIVITY : Students are doing asking and giving opinions with peers. They are interviewing each other based on the topic got, then present the result in the front of the class.

LEARNING METHOD : Problem-based learning

SYNTAX : (1) Elaborate, (2) Investigate, (3) Determine, (4) Write report, (5) Analyze and evaluate

LEARNING OBJECTIVES : 1.1 Use, Response, Understand, Identification, Deliver

ASSESSMENT TYPE : Performance assessment

Assessment Rubric

Num.	Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
1	**Elaborating a problem**				
	• The students are directed to elaborate the problem given	The students have good idea about the problem given and know what to do	The students have less idea about the problem given but still do the effort about what to do	The students have no idea about the problem given and do not know what to do	
2	**Investigating a problem**				
	• The students are given the example in the form of video	Students are able to understand the source material given and able to answer the problem given	Students are not really able to understand the source material given but still helped to answer the problem given	Students are not able to understand the source video and cannot answer the problem given	

	• The students are directed to work in team or peer to ask and give opinions	Both students are able to ask and give opinions	Only one student is able to ask and give opinions and the other student is not able	Both of the students are not able to ask and give opinion	
3	**Determining the method to do the investigation**				
	• Finding the information through the sources, such as book, internet, video, and others	Students are able to find out much more information to support the opinion from the other sources, such as book or others	Students are able to find out a little bit information to support the opinion from the other sources, such as book or others	Students are not able to find out the information to support the opinions from the other sources, such as book or others	
4	**Writing the report**				
	• Write down all information in the form of simple report	Students are able to write down the information in the form of simple report in a correct way (spelling and good language)	Students are able to write down the information in the form of simple report but still make some incorrect way (spelling and good language)	Students are not able to write down the information in the form of simple report in a correct way (spelling and good language)	
5	**Analyzing and evaluating the result**				
	• Students analyze and evaluate friend's work	Students are able to analyze and evaluate friend's work	Students are able to analyze but cannot evaluate friend's work	Students are not able to analyze and evaluate friend's work	
	• Each student delivers the result of their analysis and evaluation	Students are able to deliver the result of their analysis and evaluation with reading aloud	Students are able to deliver the result of their analysis and evaluation but reading slowly	Students are not able to deliver the result of their analysis and evaluation	
Total Score					

TOPIC : Asking and Giving Opinion

ACTIVITY : Students are working in a group to create a video about asking and giving opinion

LEARNING METHOD : Project-based learning

SYNTAX : (1) preparation, (2) planning, (3) doing research, (4) conclusion, (5) presentation, (6) evaluation

LEARNING OBJECTIVES : 1.1 Use, Response, Understand, Identification, Deliver

ASSESSMENT TYPE : Performance assessment

Assessment Rubric

	Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
1	**Preparation**				
	Creating a group	Students are able to form a group independently and efficiently	Students are able to form a group with the teacher's help	Students are not able form a group independently and efficiently	
2	**Planning**				
	Describing job	Students are able to decide the job description with the group independently	Students are able to decide the job description by the teacher 's helps	Students are not able decide the job description independently or even by the teacher's helps	

	Schedule planning	Students are able to plan the proper schedule with appropriate time to finish the video project independently	Students are able to plan the schedule with appropriate time to finish the video project by the teacher's helps	Students cannot plan the schedule to finish the video project independently or even by the teacher's help	
3.	**Research**				
	Video observation	Students are able to observe all videos given independently. They are also able to find the information about asking and giving opinions	Students are able to observe 2 videos. They are able to find the information about asking and giving opinions with teacher's help	Students only able to observe one video and need much more teacher's help	
4.	**Conclusion**				
	Creating storyline	Students are able to write and finish the storyline completely with all aspect (how to ask and give opinions) independently with the group	Students are able to write and finish the storyline completely with all aspect (how to ask and give opinions) with teacher's help	Students cannot write the draft storyline properly	
5.	**Presentation**				
	Project completion time	Student are able to finish and present the video on time according to the schedule planned	The process of making the project a little behind schedule, but can be completed on time	Students cannot finish and present the project on time planned	

6.	**Evaluation**				
	Peer-assessment	Students can assess and give feedback to their friend product independently	Students can assess and give feedback to their friend product with teacher helps and find bit difficulties to assess the product	Students cannot assess and give feedback to their friend product	
Total Score					

TOPIC : Asking and Giving Opinion

ACTIVITY : Students are doing asking and giving opinions with peers. They are interviewing each other based on the topic got, then present the result in the front of the class.

LEARNING METHOD : Problem-based learning

SYNTAX : (1) Orientation, (2) Hypothesis generation, (3) Hypothesis testing, (4) Conclusion, (5) Regulation

LEARNING OBJECTIVES : 1.1 Use, Response, Understand, Identification, Deliver

ASSESSMENT TYPE : Performance assessment

Assessment rubric:

Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
Orientation				
• Students identify the expression of asking and giving opinions in the video	Students are able to identify 3 expressions of asking and giving opinions in the video	Students are able to identify 2 expressions of asking and giving opinions in the video	Students are able to identify 1 expression of asking and giving opinions in the video	
Hypothesis Generation				

• Students analyze the suitable expression to fill the blanks	Students are able to analyze suitable expressions to fill the blanks by themselves	Students are able to analyze suitable expressions to fill the blanks with teacher's help	Students are not able to analyze suitable expression to fill the blanks	
• Students write down the suitable expression based on their analysis	Students are able to write down 6-5 suitable expression based on their analysis	Students are able to write down 4-3 suitable expression based on their analysis	Students are not able to write down 2-0 suitable expression based on their analysis	
Hypothesis Testing				
• Students analyze their answer with the list of possible answers given.	Students are able to analyze the story with the list of possible answers by themselves	Students are able to analyze the story with the list of possible answers with the teacher's help	Students are not able to analyze the story with the list of possible answers	
Conclusion				
• Students conclude whether their hypothesis is accepted or not	Students are able to conclude whether their hypothesis is accepted or not by themselves	Students are able to conclude whether their hypothesis is accepted or not with teacher's help	Students are not able to conclude whether their hypothesis is accepted or not	
• Students give reason to their conclusion	Students are able to conclude whether their hypothesis is accepted or not by giving reasonable reasons	Students are able to conclude whether their hypothesis is accepted or not by giving reasonable reason	Students are not able to give reason to the conclusion	
Regulation				

• Students reflect the whole learning process.	Students are able to reflect on the whole learning process by themselves	Students are able to reflect the whole learning process with teacher's help	Students are not able to reflect the whole learning process by themselves	
			Total Score	

Appendix 9. Learning Objectives Flow or *Alur Tujuan Pembelajaran* (ATP)

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	*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 mempertahankan 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 Narasi • Deskripsi • Prosedur • Eksposisi • Recount • Report <u>Tema:</u> Isu-isu di sekitar kehidupan remaja <u>Aspek:</u> 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	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.	Menulis (membuat perencanaan, menulis, mengulas dan menulis ulang) Menyampaikan ide Menyajikan informasi/ mempresentasikan	Teks fiksi dan non fiksi: • Teks Narasi • Deskripsi • Prosedur • Eksposisi • Recount • Report Aspek: 1. Tahapan menulis: - Pre-writing - Research - Drafting - Revising - Editing - Publishing/presenting 2. Keterampilan mempresentasikan: - Opening - Presenting - Handling discussion - Closing

4. Tujuan Pembelajaran

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

Kompetensi	Konten	Tujuan Pembelajaran
4. Mengidentifikasi 5. Menyampaikan	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.
1. Membaca 2. Merespon 3. Mengevaluasi 4. Mengidentifikasi 5. Melakukan 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 Eksposisi.
6. Menulis (membuat perencanaan, menulis, mengulas dan		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
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**
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 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 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.

	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 Esesnsial**	**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

Appendix 10 Teaching Module

MODUL AJAR

BAHASA INGGRIS

ASKING & GIVING OPINION
AGREEING & DISAGREEING

Ni Made Eti Suryani
SMA Negeri 4 Singaraja

Kurikulum Merdeka

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 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

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 menduskusikan 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")

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 menduskusikan 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")

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 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

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!

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 *overused*, namun sesuai konteks	Menanyakan pendapat dengan ragam ungkapan yang lebih kreatif dan sesuai konteks	Menanyakan pendapat dengan lebih dari satu ragam ungkapan yang kreati 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 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	Merspon 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

Appendix 11 Expert judgments

Expert Judgments I

"Evaluation Sheet for Authentic Assessment Rubric Based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10 Grade Senior High School Students by Teachers"

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process		√				
2.	The rubrics help teachers to vary the method of learning process	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the student's daily life.		√				
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.		√				
9.	The steps are presented systematically to make teachers easier to understand		√				
C. Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)							
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, tittles, 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 processes are well designed to assess students' processes.	√					
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.	√					
21.	The instructions are easy to understand.		√				
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
24.	The contents of the rubrics are appropriate		√				
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					

Total	124

Singaraja, January 20th 2023
Have been acknowledged by

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

Expert Judgments II

"Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10 Grade Senior High School Students by Teachers"

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with on 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process		√				
2.	The rubrics help teachers to vary the method of learning process	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the student's daily life.		√				
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.		√				
9.	The steps are presented systematically to make teachers easier to understand		√				
C. Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)							
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, tittles, 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 processes are well designed to assess students' processes.	√					
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.	√					
21.	The instructions are easy to understand.		√				
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E.	**Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)**						
24.	The contents of the rubrics are appropriate		√				
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					

Total	124

Singaraja, January 20th 2023
Have been acknowledged by

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

Expert Judgments I

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

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A.	**Rubric as an assessment for learning process**						
1.	The rubrics help teachers to assess students' learning process	√					
2.	The rubrics help teachers to vary the method of learning process	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B.	**Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)**						
4.	The scope of rubrics are made in accordance with the curriculum	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the student's daily life.	√					
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.		√				
9.	The steps are presented systematically to make teachers easier to understand	√					
C.	**Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)**						
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, tittles, 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 processes are well designed to assess students' processes.		√				
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.		√				
21.	The instructions are easy to understand.	√					
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
24.	The contents of the rubrics are appropriate	√					
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.		√				
27.	The rubrics are new and innovative.	√					

Total	127

Singaraja, January 20th 2023
Have been acknowledged by

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001

Expert Judgments II

"Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10 Grade Senior High School Students by Teachers"

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in English learning. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	√					
2.	The rubrics help teachers to vary the method of learning process	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the student's daily life.	√					
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.		√				
9.	The steps are presented systematically to make teachers easier to understand	√					
C. Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)							
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, tittles, 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 processes are well designed to assess students' processes.		√				
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.		√				
21.	The instructions are easy to understand.	√					
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E.	**Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)**						
24.	The contents of the rubrics are appropriate	√					
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.		√				
27.	The rubrics are new and innovative.	√					

Total	133

Singaraja, January 20th 2023
Have been acknowledged by

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001

Expert Judgments I

"Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10 Grade Senior High School Students by Teachers"

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Ni Made Eti Suryani, S.Pd., M.Pd
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	√					
2.	The rubrics help teachers to vary the method of learning process	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum	√					
5.	The rubrics are suitable for the students' needs.		√				
6.	The activities are relevant to the student's daily life.		√				
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand	√					
C. Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)							
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, tittles, 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 processes are well designed to assess students' processes.		√				
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.		√				
21.	The instructions are easy to understand.		√				
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
24.	The contents of the rubrics are appropriate		√				
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.		√				
27.	The rubrics are new and innovative.	√					

Total	121

Singaraja, January 20th 2023
Have been acknowledged by

Ni Made Eti Suryani, S.Pd., M.Pd

Expert Judgments II

"Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 10 Grade Senior High School Students by Teachers"

Target	:	Senior High School
Title	:	Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students
Researcher	:	Olga Cristiana
Evaluator	:	Ni Made Eti Suryani, S.Pd., M.Pd
Occupation/Position	:	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 10 grade of senior high school students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

Score				
Very Good	Good	Acceptable	Poor	Very Poor
5	4	3	2	1

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A.	**Rubric as an assessment for learning process**						
10.	The rubrics help teachers to assess students' learning process	√					
11.	The rubrics help teachers to vary the method of learning process	√					
12.	The rubrics help teachers to vary the learning activity process.	√					
B.	**Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)**						
13.	The scope of rubrics are made in accordance with the curriculum	√					
14.	The rubrics are suitable for the students' needs.		√				
15.	The activities are relevant to the student's daily life.	√					
16.	The learning activities are suitable for the students' cognitive level.		√				
17.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
18.	The steps are presented systematically to make teachers easier to understand	√					
C.	**Language Attributes (complexity of vocabulary and sentence structures) (Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)**						
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, tittles, 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 processes are well designed to assess students' processes.		√				
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.		√				
21.	The instructions are easy to understand.	√					
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.	√					
E.	**Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)**						
24.	The contents of the rubrics are appropriate	√					
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					

Total	134

Singaraja, January 20th 2023
Have been acknowledged by

Ni Made Eti Suryani, S.Pd., M.Pd

Appendix 12 Authentic Assessment Rubric

PROBLEM-BASED LEARNING

Topic	: Asking and Giving Opinions
Theme	: Issues around teenagers/Hobbies
Method	: Problem-Based Learning
Class/Semester	: 10th/1st semester
Time allocation	: 4x45 minutes
Learning Objective	: 1.1 Students can identify, understand, compare, and use sentences to ask and give opinions, agreeing, and disagreeing in an oral discussion
Assessment Type	: Performance assessment, Self-assessment

Teachers' instruction:

1. Prepare several cards, and each card contains a theme (Issues around teenagers or Hobbies).
2. Give each student a card
3. Give students a problem

   Problem: Please ask your friend's opinions based on the card theme you got. Write your friend's opinions in a paper, after that deliver it in front of the class.

4. Ask students to create and ask a question to their peer about asking opinions related to the theme they got
5. Ask students to work in pair to exchange information about asking and giving opinions
6. Ask students to list what their peer's opinions
7. Ask students to write all opinions in the form of simple report
8. Guide and Facilitate student in asking and giving opinions activity
9. Guide and Facilitate students on how to write the result in the form of simple report

Example of the cards:

Issues around teenagers

(Theme)

Example of the question:

I broke up with my boyfriend, I can't move on from him. What should I do?

(Created by each student)

Hobbies

(Theme)

Example of the question:

I have had a cold coughs, this condition makes me unable to sing. What should I do?

(Created by each student)

Scan the QR code below to get the card template:

SCAN ME

Syntax:

1. Elaborating a problem:
   - Students are given a problem
   - Students are directed to elaborate the problem given
   - Students are guided to list everything about asking and giving opinions
2. Investigating the problem in a collaboration:
   - Students are facilitated by the teacher to find out the information about asking and giving opinions
   - Students are given the examples of asking and giving opinions in the form of video

SCAN ME
https://qrco.de/bdgGJb

Scan the QR code to get the learning videos

   - Students are guided to work in a team or pair to ask and give opinions
3. Determining the method to investigate (The teacher is determining the method that can be used to help and facilitate the students in doing the investigation), it can be:
   - Finding the information through the sources, such as book, internet, video, and others
4. Writing the report:
   - Students are directed to write down all information in simple report
5. Analysis and evaluate the result:
   - Students are directed to analyze and evaluate friend's work
   - Students are directed to deliver the analysis and evaluation results

RUBRICS FOR THE LEARNING PROCESS

Num.	Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
1	**Elaborating a problem**				
	- The students are given a problem	The students really understand the problem given	The students less understand about the problem given	The students do not understand about the problem given	
	- The students are directed to elaborate the problem given	The students have good idea about the problem given and know what to do	The students have less idea about the problem given but still do the effort about what to do	The students have no idea about the problem given and do not know what to do	
	- The students are guided to list everything about asking and giving opinions	Students are able to list everything which are needed to understand asking and giving opinions by themselves	Students are able to list everything which are needed to understand asking and giving opinions with teacher's help	Students are not able to list everything which are needed to understand asking and giving opinions	
2	**Investigating a problem**				
	- Student are facilitated by the teacher to find out the	The students are able to find the information about the problem	The students only able to find less information	The students are not able to find the information	

RUBRIC FOR THE STUDENTS' SELF-ASSESSMENT

Self-Assessment for the Processes

Give the (√) in the stage that you think that is yours!

Num.	Processes' Criteria	Good	Average	Poor
1.	I can understand and able to cope the problem given			
2.	I can asking and giving opinions to cope the problem			
3.	I can find much more information from the source given to cope the problem			
5.	I can work in a team well			
6.	I can communicate well with my partner			
8.	I can do my responsible well			
I need to improve…				

Self-Assessment for the Performance

Give the (√) in the stage that you think that is yours!

Num.	Processes' Criteria	Good	Average	Poor
1.	I understand about peer's question			
2.	I can create a ask opinions			
3.	I can give opinions			
5.	I am confident in talking about asking and giving opinions with my peer			
I need to improve…				

Check the complete Authentic Assessment Rubric by scanning the QR code below

https://drive.google.com/drive/folders/1DKGV2wWPg5uQTD3Izf3cQXIgykzHt14A?usp=share_link

Appendix 13 Activities Documentation

SMAN 4 Singaraja

Apply for Permission to Conduct Research at SMAN 4 SIngaraja

Interview with the English Teacher