

## APPENDIX 1 CLASSROOM OBSERVATION CHECKLIST

### BLUEPRINT OF THE OBSERVATION CHECKLIST

The observation sheet was used to collect information or data related to how the formative and summative assessment implemented in teaching English in Merdeka Curriculum. The observation sheet can be seen as follows.

**Table 3.2 Distribution of observation sheet**

No	Aspect	Indicator	Checklist	
			Yes	No
<b>The Implementation of assessment formative and summative</b>				
1	<b>Characteristics of the implementation formative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022).</b>	1. Formative assessment is integrated with ongoing learning activities		
		2. Formative assessment interpreted with learning objective		
		3. Formative assessment carried out during the learning process or at the end of the learning step.		
		4. Uses relevant type of formative assessment to		

		assess the students in learning English.		
		5. Formative assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques.		
		6. Formative assessment strengthening of the Pancasila profile		
		7. The teacher give feedback to the students		
	Type of assessment used in formative assessment to assess the students in learning English	8. Written Test		
		9. Oral test		
		10. Project		
		11. Performance		
		12. Journal		
		13. Portfolio		
		14. Self/peer assessment		
	Skills that assess in formative assessment	15. Speaking		
		16. Reading		

		17. Writing		
		18. Listening		
2	<b>Characteristics of the implementation summative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022).</b>	19. The summative assessment of the Merdeka curriculum is carried out after learning ends, for example at the end one scope of material (can consist of one or more learning goals		
		20. The summative assessment relevant with learning objectives		
		21. The teacher chooses and uses relevant type of summative assessment to assess the students.		
		22. Summative assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques		
		23. The teacher applies summative assessment integrated with		

		strengthening the profile of Pancasila		
		24. The teacher analyses results by using scoring rubric and give feedback to the students		
	- Type of assessment used in summative assessment to assess students in learning English	25. Written test		
		26. Oral test		
		27. Project		
		28. Performance		
		29. Journal		
		30. Portfolio		
	- Skills that assess in of summative assessment	31. Reading		
		32. Writing		
		33. Listening		
		34. Speaking		
3	<b>The procedure of formative and summative assessment (Permendikbud No 21 of 2022 &amp; guidebook from Kemendikbud, 2022)</b>	<b>Procedure or step Formative assessment</b> <b>Pre-stages (Preparation)</b>  35. <b>Preparing assessment</b> - Determination of learning objective - Selection of assessment models - Making scoring rubric		
		36. Conditioning students to be ready to start the		

		assessment process.		
		37. Criteria and assessment instruction explanation		
		38. Time allocation to perceive the instruction		
		<b>Core-stages</b> 39. Crying formative assessment		
		40. Verifying instruction comprehension		
		<b>Post-stages</b> 41. Scoring the test		
		42. Analysis the result		
		43. Giving feedback		
		<b>Procedure or step summative assessment</b> <b>Pre-stages (Preparation)</b> 44. <b>Preparing assessment</b> - Determination of learning objective - Selection of assessment models - Making criteria of assessment - Making scoring rubric		
		45. Conditioning students to be ready to start the assessment process.		
		46. Criteria and assessment instruction explanation		

		47. Time allocation to perceive the instruction		
		<b>Core-stages</b> 48. crying summative assessment		
		49. Verifying instruction comprehension		
		<b>Post-stages</b> 50. Scoring the test		
		51. Analyzing the result of assessment		
		52. Giving feedback		
4	<b>Principle of assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	53. Assessment is integrated part of learning process		
		54. Assessment designed and done accordingly the assessment function		
		55. Assessment is designed fair, proportional, valid, and trustworthy (reliable)		
		56. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of		

		learning.		
5	Principle assessment of English language (Brown & Abeywickrama, 2018)	<p><b>57. Authenticity</b></p> <p>Authenticity is a task that based on situations in the real world.</p>		
		<p><b>58. Reliability</b></p> <p>The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.</p>		
		<p><b>59. Validity</b></p> <p>The assessment technique is accordance with the curriculum, teaching materials and also when the results are accurate.</p>		
		<p><b>60. Backwash\</b></p> <p>The effect of language testing on teaching and learning.</p>		

**APPENDIX 2 EXPERT JUDGMENT SHEET FOR OBSERVATION SHEET**

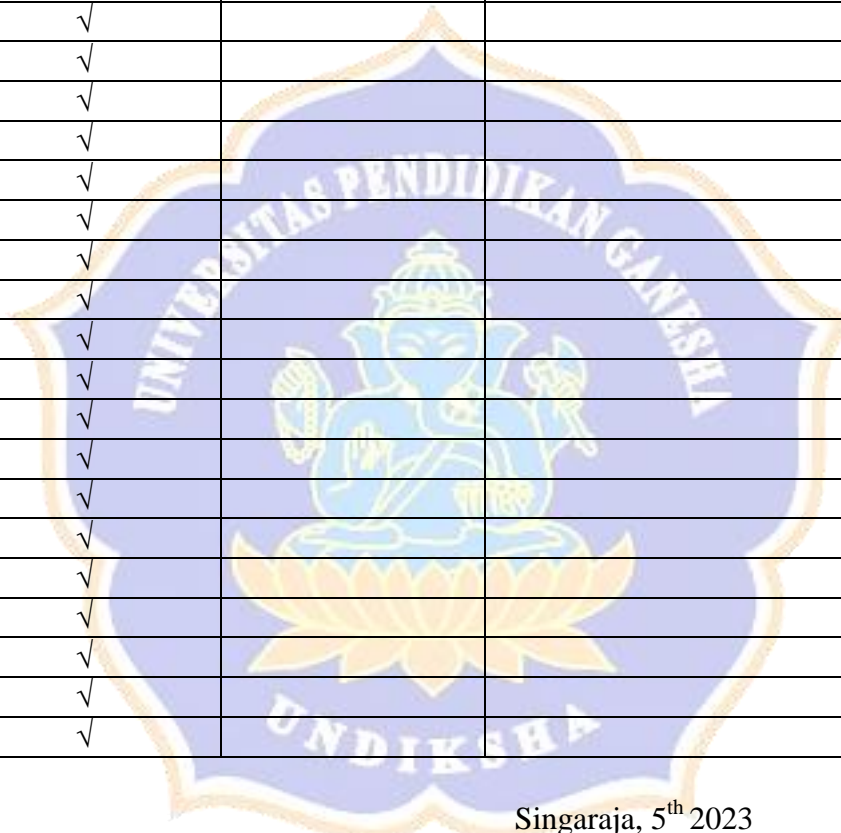
**Instrument : Observation sheet**

**Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
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22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		



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



Singaraja, 5<sup>th</sup> 2023  
Judge,

Prof. Dr. Ni Nyoman Padmadewi, M.A.  
NIP 196202021988032001

## EXPERT JUDGEMENT SHEET

**Instrument : Observation sheet**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
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25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
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32	√		
33	√		
34	√		

35	√		
36	√		
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41	√		
42	√		
43	√		
44	√		
45	√		
46	√		
47	√		
48	√		
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50	√		
51	√		
52	√		
53	√		
54	√		
55	√		
56	√		
57	√		
58	√		
59	√		
60	√		
61	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



*Jekapawo*

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.  
NIP 198104192006042002

### APPENDIX 3 DOCUMENT ANALYSIS CHECKLIST

To assess the effectiveness of teachers' utilization of formative and summative assessments, a document analysis was carried out by modifying the criteria for implementation and procedures of formative and summative assessments, as outlined in the Kemendikbud guidebook (2022).

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of formative assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	
1	The teacher implements formative assessment in her instructional design (module ajar).	
2	The teacher selects and employs appropriate forms of formative assessment for assessing the student's progress in acquiring the English language.	
3	The teacher appropriately formulates the assessment intruments.	
4	The assessment instruments employed were related to achieving the learning objective.	
5	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	
6	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile.	
7	Teacher makes an assessment rubric on the instructional design	
	<b>The implementation of summative assessment in curriculum Merdeka based on the guidebook from the Kemendikbud (2022).</b>	
8	The teacher implements summative assessment in her instructional design (module ajar).	
9	The teacher selects and employs appropriate forms of summative assessment for assessing the student's progress in acquiring the English language.	
10	The teacher appropriately formulates the assessment intruments.	
11	The assessment instruments employed were related to achieving the learning objective.	
12	Formative assessment activities are implemented in a flexible	

	manner, employing appropriate strategies, forms, and techniques.	
13	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile	
14	Teacher makes an assessment rubric on the instructional design	



**APPENDIX 4 EXPERT JUDGEMENT SHEET FOR DOCUMENT ANALYSIS CHECKLIST**

**Instrument : Document Analysis Checklist**

**Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

### EXPERT JUDGEMENT SHEET

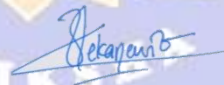
**Instrument : Document Analysis Checklist**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.

NIP. 198104192006042002

## APPENDIX 5 INTERVIEW GUIDELINE

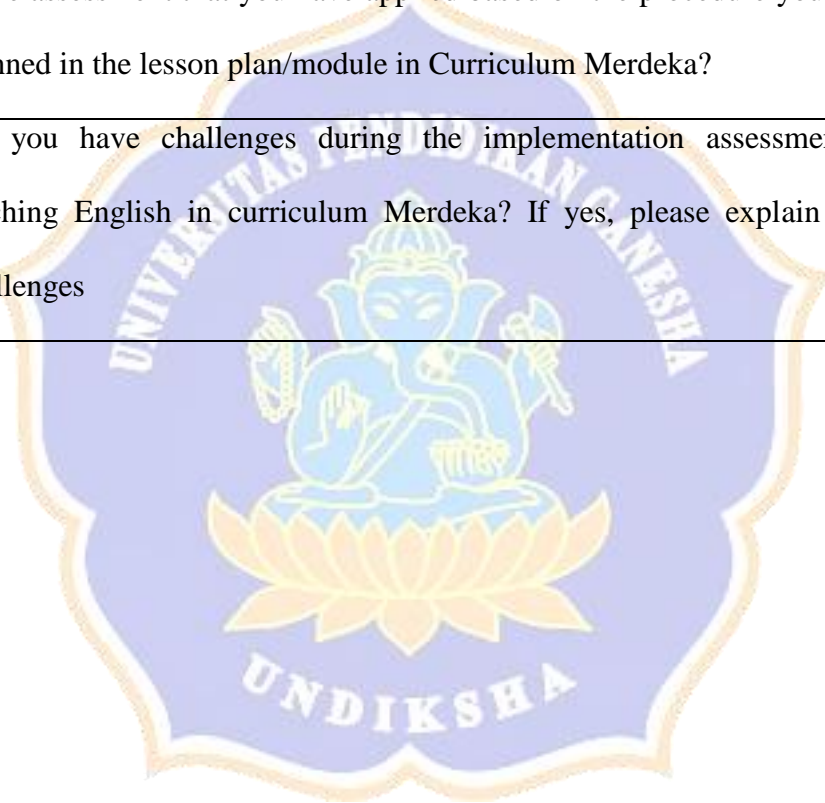
### THE INTERVIEW GUIDELINE

The semi-structured interview was used to supplement and verify the data gathered from the classroom observation. Here are the questions that will be asked during the interview.

No	Interview Questions List
1	What is your opinion about the assessment implementation in curriculum Merdeka?
2	What do you think about the concept of assessment the Merdeka curriculum?
3	Do you think that curriculum Merdeka is appropriate to be implemented to improve students' engagement in learning English? Why do you think so?
4	Do you conducted formative and summative assessment ?
5	What skills do you asses in the formative and summative assessments?
6	What kinds of formative assessments have you implemented in curriculum Merdeka in assessing the English skill's student? Why do you use them and how do you conduct it?
7	How many times do you implement formative assessment? In what condition do you implement it? Please, explain your reason!
8	What kinds of summative assessments have you implemented in curriculum Merdeka in assessing the English skill's student? Why do you



	use them and how do you conduct it?
9	How many times do you implement summative assessment? In what condition do you implement it?
10	Do you provide feedback after conducting assessment? And how do you conducting?
11	Does your assessment contain a strengthening of the Pancasila profile?
12	Is the assessment that you have applied based on the procedure you have planned in the lesson plan/module in Curriculum Merdeka?
13	Do you have challenges during the implementation assessment in teaching English in curriculum Merdeka? If yes, please explain your challenges



**APPENDIX 6 EXPERT JUDGEMENT SHEET FOR INTERVIEW GUIDELINES**

**Instrument : Interview Guidelines**

**Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP.196202021988032001

### EXPERT JUDGEMENT SHEET

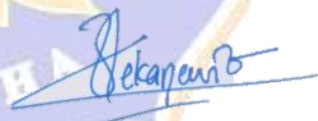
**Instrument : Interview Guidelines**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.

NIP. 198104192006042002

## APPENDIX 7 QUESTIONNAIRE

To measure the teachers' perception of the implementation assessment in curriculum Merdeka a questionnaire was adapted based on the perception suggested by Robbins & Judge (2013). The blueprint of the students' perception questionnaires can be seen as follows.

Aspect	Indicator of perception	Items
Perceiver	<p>Attitude</p> <p>The teachers' attitude toward assessment implementation in curriculum Merdeka</p> <p>The teacher perceive about assessment implementation in curriculum Merdeka</p>	1,2,3,4, 5
Target (object in the study)	<p><b>Implementation</b></p> <p>the application of assessment in teaching English in curriculum Merdeka</p> <p>The benefit of the implementation assessment in teaching English in curriculum Merdeka</p>	6,7,8,9,10,11,12,13
Situation	<p><b>Setting work</b></p> <p>Assessment implementation in teaching English in curriculum Merdeka can help the students to improve themselves</p>	14

## KUESIONER

### PERSEPSI GURU TERHADAP PENERAPAN PENILAIAN DALAM PENGAJARAN BAHASA INGGRIS DI KURIKULUM MERDEKA

#### A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

#### B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (✓) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan kriteria score sebagai berikut.

Sangat Setuju : 5

Setuju : 4

Netral : 3

Tidak Setuju : 2

Sangat Tidak Setuju : 1

4. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

#### C. Identitas Responden

Nama :

Jabatan :

No.	Pernyataan	Persepsi Guru				
		5	4	3	2	1
1	Penilaian memberikan informasi tentang proses belajar mengajar					
2	Penilaian dapat mengevaluasi kemampuan siswa dan juga kemampuan guru dalam melakukan proses pembelajaran					
3	Pelaksanaan penilaian dalam pembelajaran bahasa Inggris menjadi efektif dengan menggunakan kurikulum Merdeka					
4	konsep penilaian dikurikulum Merdeka dapat mengetahui kemampuan siswa					
5	Dengan menggunakan konsep penilaian dikurikulum Merdeka guru dapat mengevaluasi efektivitas dari strategy atau metode yang digunakan					
6	Pelaksanaan penilaian dalam kurikulum Merdeka bersifat fleksibel					
7	Pelaksanaan penilaian pada kurikulum Merdeka terintegrasi dengan profile pancasila					
8	Penilaian dalam kurikulum Merdeka guru melakukan penilaian formative dan summative secara flexible					
9	Apakah Anda setuju penilaian formatif dan sumatif pada kurikulum merdeka dilakukan setiap proses pembelajaran?					
10	Apakah Anda setuju dengan melakukan penilaian formatif dan sumatif memberikan informasi yang lebih rinci tentang kemampuan bahasa Inggris siswa					
11	Pelaksanaan penilaian di Kurikulum Merdeka memberikan kebebasan pada guru untuk mendesign dan menerapkan penilaian sesuai dengan kebutuhan siswa dan berdasarkan tujuan					

	pembelajaran					
12	Dalam Kurikulum Merdeka guru dapat menggunakan teknik asesmen yang beragam sesuai dengan fungsi dan tujuan asesmen.					
13	Melakukan penilaian dengan mengikuti konsep penilain dari kurirkulum Merdeka yang menggunakan profile pelajar pancasila dapat meningkatkan keterampilan dan kampuan siswa dalam pembelajaran bahasa inggris					
14	Penelian pada kurikulum Merdeka mendorong siswa menjadi lebih aktif untuk berpartisipasi selama penilaian					



**APPENDIX 8 EXPERT JUDGEMENT SHEET FOR QUESTIONNAIRE**

**Instrument : Questionnaire**

**Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 5<sup>th</sup> March 2023

Judge,



Prof. Dr. Ni Nyoman Padmadewi, M.A.  
NIP 196202021988032001



## EXPERT JUDGEMENT SHEET

**Instrument : Questionnaire**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 5<sup>th</sup> March 2023  
Judge,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.  
NIP. 198104192006042002

**APPENDIX 9 THE RESULT OF OBSERVATION I CHECKLIST  
TEACHER A**

**Participant : Teacher A**

**Topic : Giving and asking opinion**

**Assessment :Formative Assessment**

**Observation I**

No	Aspect	Indicator	Checklist	
			Yes	No
1	<b>Characteristics of the implementation formative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022)</b>	1. Formative assessment is integrated with ongoing learning activities	√	
		2. Formative assessment interpreted with learning objective	√	
		3. Formative assessment carried out during the learning process or at the end of the learning step.	√	
		4. Uses relevant type of formative assessment to assess the students' English skill.	√	
		5. Formative assessment activities implemented in	√	

		a flexible manner, employing appropriate strategies, forms, and techniques.		
		6. Formative assessment strengthening of the Pancasila profile	√	
		7. The teacher give feedback to the students	√	
	<b>Type of assessment used in formative assessment to assess the students in learning English</b>	8. Written Test		
		9. Oral test		
		10. Project		
		11. Performance	√	
		12. Journal		
		13. Portfolio		
		14. Self/peer assessment	√	
	<b>Skills that assess in formative assessment</b>	15. Speaking	√	
		16. Reading		
		17. Writing		
		18. Listening		
2	<b>The procedure of formative and summative assessment (Permendikbud No 21 of</b>	<b>Procedure or step Formative assessment</b> <b>Pre-stages (Preparation)</b>		

	<b>2022 &amp; guidebook from Kemendikbud, 2022)</b>	<b>19. Preparing assessment</b> - Determination of learning objective - Selection of assessment models - Making criteria of assessment - Making scoring rubric	√ √ √ √	
		<b>20. Conditioning students to be ready to start the assessment process.</b>	√	
		21. Criteria and assessment instruction explanation	√	
		22. Time allocation to perceive the instruction	√	
		<b>Core-stages</b> 23. Crying formative assessment	√	
		<b>24. Verifying instruction comprehension</b>	√	
		<b>Post-stages</b> 25. Scoring the test		√
		<b>26. Analysis the result</b>	√	
		27. Giving feedback	√	
3	<b>Principle of assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	28. Assessment is integrated part of learning process	√	
		29. Assessment designed and done	√	

		accordingly the assessment function		
		30. Assessment is designed fair, proportional, valid, and trustworthy (reliable)	√	
		31. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of learning.	√	
4	<b>Principle assessment of English language (Brown &amp; Abeywickrama, 2018)</b>	<b>32. Authenticity</b> Authenticity is a task that based on situations in the real world.	√	
		<b>33. Reliability</b> The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.	√	
		<b>34. Validity</b> The assessment technique is accordance with	√	

	the curriculum, teaching materials and also when the results are accurate.		
	<b>35. Backwash\</b> The effect of language testing on teaching and learning.	√	



**APPENDIX 10 THE RESULT OF OBSERVATION II CHECKLIST  
(TEACHER A)**

**Participant : Teacher A**

**Topic : Giving and asking opinion**

**Assessment :Formative Assessment**

**Observation II**

No	Aspect	Indicator	Checklist	
			Yes	No
1	<b>Characteristics of the implementation summative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022)</b>	1. Formative assessment is integrated with ongoing learning activities	√	
		2. Formative assessment interpreted with learning objective	√	
		3. Formative assessment carried out during the learning process or at the end of the learning step.	√	
		4. Uses relevant type of formative assessment to assess the students' English skill.	√	
		5. Formative assessment activities	√	

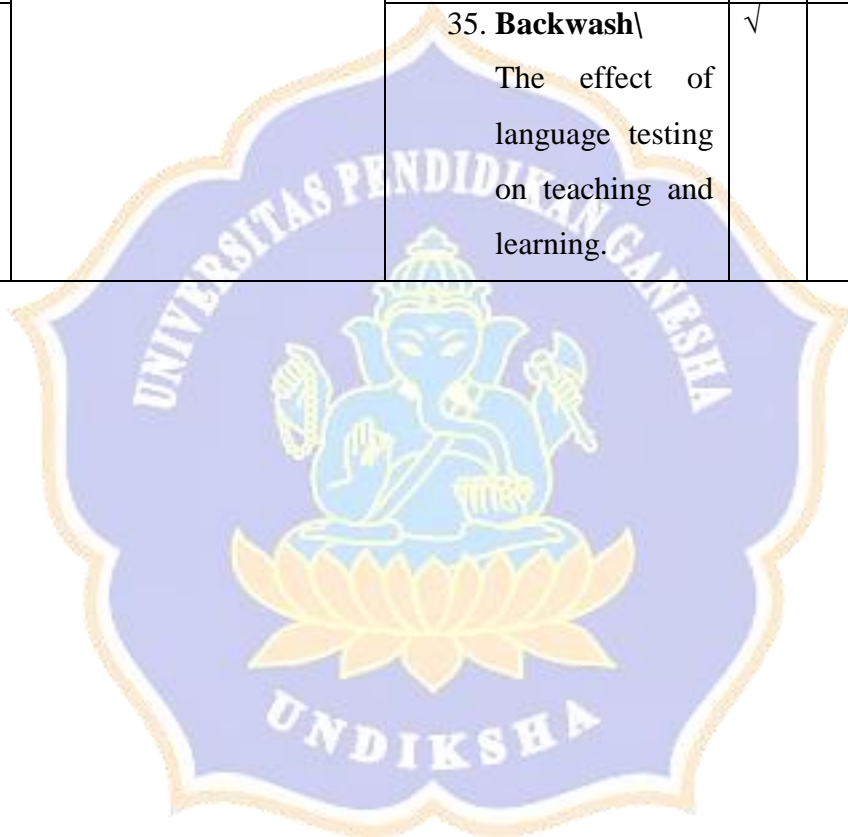
		implemented in a flexible manner, employing appropriate strategies, forms, and techniques.		
		6. Formative assessment strengthening of the Pancasila profile	√	
		7. The teacher give feedback to the students	√	
	<b>Type of assessment used in formative assessment to assess the students in learning English</b>	8. Written Test		
		9. Oral test		
		10. Project		
		11. Performance	√	
		12. Journal		
		13. Portfolio		
		14. Self/peer assessment	√	
	<b>Skills that assess in formative assessment</b>	15. Speaking	√	
		16. Reading		
		17. Writing	√	
		18. Listening		
2	<b>The procedure of formative (Permendikbud No 21 of</b>	<b>Procedure or step Formative assessment</b>		



	2022 & guidebook from Kemendikbud, 2022)	<b>Pre-stages (Preparation)</b>  19. <b>Preparing assessment</b> - Determination of learning objective - Selection of assessment models - Making criteria of assessment - Making scoring rubric	√ √ √ √	
		20. Conditioning students to be ready to start the assessment process.	√	
		21. Criteria and assessment instruction explanation	√	
		22. Time allocation to perceive the instruction	√	
		<b>Core-stages</b> 23. Crying formative assessment	√	
		24. Verifying instruction comprehension	√	
		<b>Post-stages</b> 25. Scoring the test		√
		26. Analysis the result	√	
		27. Giving feedback	√	
3	Principle of assessment in curriculum Merdeka (based on the guidebook from the Ministry of Education and Culture 2022).	28. Assessment is integrated part of learning process	√	

		29. Assessment designed and done accordingly the assessment function	√	
		30. Assessment is designed fair, proportional, valid, and trustworthy (reliable)	√	
		31. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of learning.	√	
4	<b>Principle assessment of English language (Brown &amp; Abeywickrama, 2018)</b>	32. <b>Authenticity</b> Authenticity is a task that based on situations in the real world.	√	
		33. <b>Reliability</b> The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.	√	
		34. <b>Validity</b> The assessment	√	

	<p>technique is accordance with the curriculum, teaching materials and also when the results are accurate.</p>		
	<p>35. <b>Backwash</b> The effect of language testing on teaching and learning.</p>	√	



**APPENDIX 11 THE RESULT OF OBSERVATION III CHECKLIST  
(TEACHER A)**

**Participant : Teacher A**

**Topic : Giving and asking opinion**

**Assessment :Summative Assessment**

**Observation III**

No	Aspect	Indicator	Checklist	
			Yes	No
1	<b>Characteristics of the implementation summative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022)</b>	1. The summative assessment of the Merdeka curriculum is carried out after learning ends, for example at the end one scope of material (can consist of one or more learning goals	√	
		2. The summative assessment relevant with learning objectives	√	
		3. The teacher chooses and uses relevant	√	

		type of summative assessment to assess the students.		
		4. Summative assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques	√	
		5. The teacher applies summative assessment integrated with strengthening the profile of Pancasila	√	
		6. The teacher analyses results by using scoring rubric and give feedback to the students	√	



		models		
		- Making criteria of assessment	√	
		- Making scoring rubric	√	
		19. Conditioning students to be ready to start the assessment process.	√	
		20. Criteria and assessment instruction explanation	√	
		21. Time allocation to perceive the instruction	√	
		<b>Core-stages</b>	√	
		22. crying summative assessment		
		23. Verifying instruction comprehension	√	
		<b>Post-stages</b>	√	
		24. Scoring the test		
		25. Analyzing the result of assessment	√	

		26. Giving feedback	√	
3	<b>Principle of assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	27. Assessment is integrated part of learning process	√	
		28. Assessment designed and done accordingly the assessment function	√	
		29. Assessment is designed fair, proportional, valid, and trustworthy (reliable)	√	
		30. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of learning.	√	
4	<b>Principle assessment of English language (Brown</b>	<b>Authenticity</b> 31. Authenticity is a	√	



	<b>&amp; Abeywickrama, 2018)</b>	task that based on situations in the real world.		
		<b>32. Reliability</b> The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.	√	
		<b>33. Validity</b> The assessment technique is accordance with the curriculum, teaching materials and also when the results are accurate.	√	
		<b>34. Backwash\</b> The effect of language testing on teaching and learning.	√	

**APPENDIX 12 THE RESULT OF OBSERVATION III CHECKLIST  
(TEACHER B)**

**Participant : Teacher B**

**Topic : Giving and asking opinion**

**Assessment :Formative Assessment**

**Observation I**

No	Aspect	Indicator	Checklist	
			Yes	No
1	<b>Characteristics of the implementation formative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022)</b>	1. Formative assessment is integrated with ongoing learning activities	√	
		2. Formative assessment interpreted with learning objective	√	
		3. Formative assessment carried out during the learning process or at the end of the learning step.	√	
		4. Uses relevant type of formative assessment to assess the students' English skill.	√	
		5. Formative assessment activities implemented in	√	

		a flexible manner, employing appropriate strategies, forms, and techniques.		
		6. Formative assessment strengthening of the Pancasila profile	√	
		7. The teacher give feedback to the students		√
	<b>Type of assessment used in formative assessment to assess the students in learning English</b>	8. Written Test		
		9. Oral test		
		10. Project		
		11. Performance	√	
		12. Journal		
		13. Portfolio		
		14. Self/peer assessment		
	<b>Skills that assess in formative assessment</b>	15. Speaking	√	
		16. Reading		
		17. Writing	√	
		18. Listening		
2	<b>The procedure of formative (Permendikbud No 21 of 2022 &amp; guidebook from</b>	<b>Procedure or step Formative assessment Pre-stages (Preparation)</b>		

	<b>Kemendikbud, 2022)</b>	<b>19. Preparing assessment</b> - Determination of learning objective - Selection of assessment models - Making criteria of assessment - Making scoring rubric	√ √ √ √	
		20. Conditioning students to be ready to start the assessment process.	√	
		21. Criteria and assessment instruction explanation	√	
		22. Time allocation to perceive the instruction	√	
		<b>Core-stages</b> 23. Crying formative assessment	√	
		24. Verifying instruction comprehension	√	
		<b>Post-stages</b> 25. Scoring the test		√
		26. Analysis the result	√	
		27. Giving feedback		√
3	<b>Principle of assessment in curriculum Merdeka guidebook from Kemendikbud (2022</b>	28. Assessment is integrated part of learning process	√	
		29. Assessment designed and done accordingly the	√	

		assessment function		
		30. Assessment is designed fair, proportional, valid, and trustworthy (reliable)	√	
		31. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of learning.	√	
4	<b>Principle assessment of English language (Brown &amp; Abeywickrama, 2018)</b>	32. <b>Authenticity</b> Authenticity is a task that based on situations in the real world.	√	
		33. <b>Reliability</b> The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.	√	
		34. <b>Validity</b> The assessment technique is accordance with	√	

	the curriculum, teaching materials and also when the results are accurate.		
	35. <b>Backwash</b> The effect of language testing on teaching and learning.	√	



**APPENDIX 13 THE RESULT OF OBSERVATION II CHECKLIST  
(TEACHER B)**

**Participant : Teacher B**

**Topic : Giving and asking opinion**

**Assessment :Summative Assessment**

**Observation II**

No	Aspect	Indicator	Checklist	
			Yes	No
1	<b>Characteristics of the implementation summative assessment in curriculum Merdeka based on the guidebook from Kemendikbud (2022)</b>	1. The summative assessment of the Merdeka curriculum is carried out after learning ends, for example at the end one scope of material (can consist of one or more learning goals	√	
		2. The summative assessment relevant with learning objectives	√	
		3. The teacher chooses and uses relevant	√	

		type of summative assessment to assess the students.		
		4. Summative assessment activities implemented in a flexible manner, employing appropriate strategies, forms, and techniques	√	
		5. The teacher applies summative assessment integrated with strengthening the profile of Pancasila		√
		6. The teacher analyses results by using scoring rubric and give feedback to the students		√





		<ul style="list-style-type: none"> <li>- Making criteria of assessment</li> <li>- Making scoring rubric</li> </ul>	√	
		18. Conditioning students to be ready to start the assessment process.	√	
		19. Criteria and assessment instruction explanation	√	
		20. Time allocation to perceive the instruction	√	
		<b>Core-stages</b> 21. crying summative assessment	√	
		22. Verifying instruction comprehension	√	
		<b>Post-stages</b> 23. Scoring the test	√	
		24. Analyzing the result of assessment		√
		25. Giving feedback		√

3	<b>Principle of assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	26. Assessment is integrated part of learning process	√	
		27. Assessment designed and done accordingly the assessment function	√	
4	<b>Principle assessment of English language (Brown &amp; Abeywickrama, 2018)</b>	28. Assessment is designed fair, proportional, valid, and trustworthy (reliable)	√	
		29. The results of the assessment are used by students, and educators, as material for reflection to improve the quality of learning.	√	
5		<b>Authenticity</b> 30. Authenticity is a task that based	√	

		on situations in the real world.		
	Principle assessment of English language (Brown & Abeywickrama, 2018)	31. <b>Reliability</b> The reliability in the test must be consistent, provide clear instructions for assessment, and have a rubric for evaluation.	√	
		32. <b>Validity</b> The assessment technique is accordance with the curriculum, teaching materials and also when the results are accurate.	√	
		33. <b>Backwash</b> The effect of language testing on teaching and learning.	√	

**APPENDIX 14 THE RESULT OF DOCUMENT ANALYSIS (TEACHER A)**

**Document Analysis Checklist**

**Participant: TEACHER A**

**Date & time: Observation I (formative Assessment)**

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of formative assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	
1	The teacher implements formative assessment in her instructional design (module ajar).	√
2	The teacher selects and employs appropriate forms of formative assessment for assessing the student's progress in acquiring the English language.	√
3	The teacher appropriately formulates the assessment intruments.	√
4	The assessment instruments employed were related to achieving the learning objective.	√
5	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile.	√
7	Teacher makes an assessment rubric on the instructional design	√

## Document Analysis Checklist

**Participant: TEACHER A**

**Date & time: Observation II (Formative assessment)**

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of formative assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	
1	The teacher implements formative assessment in her instructional design (module ajar).	√
2	The teacher selects and employs appropriate forms of formative assessment for assessing the student's progress in acquiring the English language.	√
3	The teacher appropriately formulates the assessment instruments.	√
4	The assessment instruments employed were related to achieving the learning objective.	√
5	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile.	√
7	Teacher makes an assessment rubric on the instructional design	√

## Document Analysis Checklist

Participant: TEACHER A

Date & time: Observation III (Summative assessment)

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of summative assessment in curriculum Merdeka based on the guidebook from the Kemendikbud (2022).</b>	
8	The teacher implements summative assessment in her instructional design (module ajar).	√
9	The teacher selects and employs appropriate forms of summative assessment for assessing the student's progress in acquiring the English language.	√
10	The teacher appropriately formulates the assessment instruments.	√
11	The assessment instruments employed were related to achieving the learning objective.	√
12	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
13	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile	√
14	Teacher makes an assessment rubric on the instructional design	√

**APPENDIX 15 THE RESULT OF DOCUMENT ANALYSIS (TEACHER B)**

**Document Analysis Checklist**

**Participant: TEACHER B**

**Date & time: Observation I (formative assessment)**

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of formative assessment in curriculum Merdeka guidebook from Kemendikbud (2022).</b>	
1	The teacher implements formative assessment in her instructional design (module ajar).	√
2	The teacher selects and employs appropriate forms of formative assessment for assessing the student's progress in acquiring the English language.	√
3	The teacher appropriately formulates the assessment intruments.	√
4	The assessment instruments employed were related to achieving the learning objective.	√
5	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
6	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile.	√
7	Teacher makes an assessment rubric on the instructional design	√



## Document Analysis Checklist

**Participant: TEACHER B**

**Date & time: Observation II (Summative assessment)**

NO	INDICATORS	Tick (v) if the teacher does
	<b>The implementation of summative assessment in curriculum Merdeka based on the guidebook from the Kemendikbud (2022).</b>	
8	The teacher implements summative assessment in her instructional design (module ajar).	√
9	The teacher selects and employs appropriate forms of summative assessment for assessing the student's progress in acquiring the English language.	√
10	The teacher appropriately formulates the assessment instruments.	√
11	The assessment instruments employed were related to achieving the learning objective.	√
12	Formative assessment activities are implemented in a flexible manner, employing appropriate strategies, forms, and techniques.	√
13	The teacher implements a formative assessment that is integrated with the enhancement of students' Pancasila profile	√
14	Teacher makes an assessment rubric on the instructional design	√

## APPENDIX 16 THE RESULT OF INTERVIEW

1. Bagaimana pendapat anda tentang pelaksanaan penilaian dalam kurikulum Merdeka?

**TA:** Menurut saya, pelaksanaan penilaian pada kurikulum Merdeka, saya pribadi sebagai guru belum memiliki kesiapan, karena baru pertama kali dilaksanakan sehingga saya tidak memiliki banyak pengalaman tentang cara pelaksanaan penilaian, tetapi dari yang saya pahami dan saya dapat di workshop kemarin jadi ada sedikit gambaran bagaimana cara mengerjakannya, tapi secara keseluruhan saya sendiri merasa belum siap dengan instrumen penilaian yang harus saya berikan kepada siswa kelas 10. Oleh karena itu membutuhkan banyak waktu untuk merancang penilaian.

**TB:** Menurut saya pelaksanaan penilaian kurikulum Merdeka sudah cukup baik, namun saya belum memiliki kesiapan untuk melaksanakannya dan juga belum memiliki pengalaman dalam kurikulum ini, sehingga saya masih memerlukan waktu untuk merancang penilaian agar sesuai dengan kriteria penilaian kurikulum Merdeka.

2. Apa pendapat Anda tentang konsep penilaian pada kurikulum Merdeka?

**TA:** Konsep penilaian dalam kurikulum Merdeka menurut saya sebenarnya jauh lebih mudah dan fleksibel dibandingkan dengan kurikulum 2013. Namun saya selaku guru masih kurang berpengalaman

**TB:** Konsep penilaian pada kurikulum Merdeka menurut saya sudah cukup baik, karena berdasarkan yang saya pelajari, ada dua konsep penilaian yaitu formatif dan sumatif. Penilaian ini sangat baik untuk diterapkan, karena dengan melakukan penilaian ini kita dapat mengetahui sejauh mana kemampuan siswa. Karena formatif dilakukan

3. Apakah menurut Anda kurikulum Merdeka tepat diterapkan untuk meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris? Mengapa Anda berpikir begitu?

**TA:** Menurut saya untuk kurikulum Merdeka ini cukup tepat untuk diterapkan terutama untuk meningkatkan keterlibatan siswa untuk berperan aktif dan juga berpartisipasi dalam proses pembelajaran, karena dalam kurikulum ini pembelajaran intergrasikan dengan karakteristik dari profil pancasila.

**TB:** Menurut saya sangat tepat untuk meningkat keterlibatan siswa dalam belajar bahasa inggris, karena kita dituntut lebih efisien dimana siswa tidak hanya mempelajari secara general tetapi juga mempelajari materi secara specific, yang mana maksudnya siswa diberikan kebebasan untuk

mengexplor kemampuan mereka dan menuangkan kreaktifitas mereka dalam pembelajaran

4. Apakah Anda melakukan penilaian formatif dan sumatif?

**TA:** Iya saya sudah melakukan penilaian formative dan summative

**TB:** ya, saya melakukannya

5. What skills do you asses in the formative and summative assessments?

**TA:** Untuk penilaian formative keterampilan yang saya nilai dapat dikatakan intergreted skill, jadi menggunakan dua sampai tiga keterampilan sekaligus untuk melkaukan penilaian

Untuk penilaian summative, saya menerapkan hal yang sama untuk menilai keterampilan yang terhubungan, yang intergrasi sehingga lebih efisien juga dalam pembelajarannya

**TB:** Untuk keterampilan yang saya nilai di formative itu ada beberapa sesuai dengan topic materi yang sedangkan ajarkan, seperti materi yang saya ajarkan sekarang yaitu asking and giving expression saya menilai keterampilan berbicara, menulis, dan juga keterampilan lainnya seperti kolaborasi, berpikir kritis dan lain sebagainya, sedangkan untuk summative saya jarang menilai keterampilan (speaking, listening, reading, dan speaking)

6. Asesmen formatif seperti apa yang telah Anda terapkan dalam kurikulum Merdeka dalam menilai kemampuan bahasa Inggris siswa? Mengapa Anda menggunakannya dan bagaimana Anda melakukannya?

**TA:** Untuk assessment formativenya saya menggunakan kinerja, test tulis, observasi, tp untuk topic yang sekarang saya menggunakan diskusi and kinerja. Karena jika saya menggunakan jenis penilaian pilih ganda saya lebih memilih untuk melakukan penilaian dalam bentuk otentik yang lebih realistic sesuai dengan kebutuhan siswa, sehingga mereka bisa meningkatkan keterampilan 4C mereka jadi mereka bisa berpikir kritis, meningkatkan kreatifitas, belajar bekerja sama dan juga bisa mengkomunikasikan baik lisan dan tertulis.

**TB:** Untuk jenis penilain formative yang saya lakukan yaitu mereka berdiskusi tentang percakapan yang saya berikan, kemudian mereka membuat percakapan tentang topic yang saya berikan, dan setelah mereka melakukan role play didepan kelas

7. Berapa kali Anda menerapkan penilaian formatif? Dalam kondisi apa Anda menerapkannya? Tolong, jelaskan alasan Anda

**TA:** Setiap pertemuan saya melakukan penilaian formative

**TB:** Biasanya setiap pertemuan

8. Penilaian sumatif apa yang telah Anda terapkan dalam kurikulum Merdeka dalam menilai kemampuan bahasa Inggris siswa? Mengapa Anda menggunakannya dan bagaimana Anda melakukannya?

**TA:** Untuk penilain summative, saya gunakan adalah test tertulis, jadi saya berikan mereka beberapa pertanyaan untuk menguji pengetahuan mereka sedangkan untuk menguji keterampilan mereka dalam summative menggunakan test lisan. Karena waktu memang kita diberikan waktu belajarr yang flexsible, tetapi minimal kita bisa mendapatkan banyak hal pada saat pembelajaran jadi waktunya tidak terbuang habis untuk penilaian saja

**TB:** Untuk jenis summative saya menerapkan multiple choice

9. Berapa kali Anda melaksanakan penilaian sumatif? Dalam kondisi apa Anda menerapkannya?

**TA:** Untuk penilain summative saya lakukan setiap akhir dari beberapa tujuan pembelajaran, untuk mengecek pemahaman mereka. jika untuk formative saya lakukan setiap pertemuan dipembelejaran

**TB:** Berbadasarkan pemahaman yang saya dibuku panduan kurikulum Merdeka penilaian summative saya lakukan setiap akhir dari beberapa tujuan pembelajaran, untuk mengecek pemahaman mereka.

10. Apakah Anda memberikan umpan balik setelah melakukan penilaian? Dan bagaimana Anda memimpin?

**TA:** Saya selalu memberikan feedback setelah melakukan penilaian baik itu secara tertulis atau lisan, tergantung dengan jenis penilaian yang saya gunakan, jika penilaian tersebut berbentuk presentasi atau pofermoance maka saya memberikan feedback secara lisan, biasa nya saya lakukan satu persatu ke individu siswa. Untuk penilain secara tertulis saya memberikan umpan balik secara tertulis yang berupa hasil dari pekerjaan mereka bisa dalam bentuk perbaikan apa yang harus dilakukan, dan juga memberikan pujian jika dilakukan dengan baik. Selain itu saya juga melakukan feedback secara keseluruhan terhadap kegiatan yang dilakukan pada hari itu

**TB:** Saya memberikan feedback dengan cara menyimpulkan penilaian contohnya ketika presentasi atau berdialog kedepan biasanya saya langsung memberikan yang namanya feedback satu persatu kepada siswa yang telah melakukan presentasi tersebut

11. Apakah penilaian Anda mengandung penguatan profil Pancasila?

**TA:** Untuk bentuk penilain yang saya lakukan sudah mengandung nilai-nilai dari penguatan profile pancasila, salah satu nya itu bergotong royong dan bekerjasama disini siswa pada saat melakukan penilaian secara kelompok saya memberikan penekan bahwa mereka harus bekerjasama atau berkolaborasi untuk menyelesaikan tugas-tugas yang dilakukan, selaian itu saya juga selalu memberikan kreatifitas mereka untuk menuangkan ide-ide mereka disetiap penilaian contoh dalam penialian

atau penugasan yang saya berikan lebih kepada individual jadi mereka bisa mengeskplor lagi ide-ide yang dimiliki terkait topic yang diberikan jadi tidak moononton.

**TB:** Untuk bentuk penilain yang saya lakukan sudah mengandung nilai-nilai dari penguatan profile pancasila, salah satu nya itu adalah berkolaborasi dimana siswa diberikan tugas kelompok mereka mengerjakan dengan berkolaborasi, dan juga mereka berpikir kritis, bergotong royong dalam pengerjakan tugas yang diberikan

12. Apakah penilaian yang Anda terapkan sudah sesuai dengan prosedur yang telah Anda rencanakan dalam RPP/Modul Kurikulum Merdeka?

**TA:** secara umum saya sudah menerapkan semuanya, mungkin ada beberapa yang saya tambahkan ada yang tidak lakukan sesuai kondisi siswa dilapangan

**TB:** Saya sudah lakukan sesuai dengan prosedur yang ada dimodul ajar, walaupun baru selama 6 bulan menerapkannya tapi kita masih perlu belajar banyak walaupun sudah mengikuti beberapa workshop dan pementamping

13. Apakah Anda memiliki tantangan selama penilaian implementasi dalam pengajaran bahasa Inggris di kurikulum Merdeka? Jika ya, tolong jelaskan tantangan Anda

**TA:** Tentu banyak tantangannya, yaitu infrastruktur sekolah yang kurang mendukung seperti tidak ada LCD proyektor, sehingga ketika saya ingin melakukan performance appraisal melalui presentasi dengan menampilkan slide show saya tidak bisa karena tidak ada LCD proyektor, selain itu bahwa kesiapan guru dalam merancang penilaian itu sendiri membutuhkan waktu.

**TB:** Ada beberapa tantangan, salah satunya sarana dan prasarana di kelas seperti belum adanya LCD proyektor untuk menunjang pembelajaran, dan pengalaman saya dalam mengimplementasikan kurikulum Merdeka. Selain itu, desain penilaiannya sendiri harus disesuaikan dengan kurikulum Merdeka dan itu sangat membutuhkan waktu. Selain itu saya sebenarnya kurang waktu dalam melakukan pembelajaran dikelas. Dikarenakan siswa banyak memiliki kegiatan seni diluar kelas, sehingga jam pembelajaran sering digunakan untuk latihan kegiatan seni.

## APPENDIX 17 THE RESULT OF QUESTIONNAIRE

Name of Participant	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	TOTAL
TEACHER A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
TEACHER B	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
R HITUNG	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
T TABEL	4.303	4.303	4.303	4.303	4.303	4.3027	4.303	4.303	4.303	4.303	4.303	4.303	4.3027	4.303	
R TABEL	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	0.974	
Keterangan	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

### Validity and Reliability

No Butir	R Hitung	R Tabel	Keterangan
1	1	0,974	Valid
2	1	0,974	Valid
3	1	0,974	Valid
4	1	0,974	Valid
5	1	0,974	Valid
6	1	0,974	Valid
7	1	0,974	Valid
8	1	0,974	Valid
9	1	0,974	Valid
10	1	0,974	Valid
11	1	0,974	Valid
12	1	0,974	Valid
13	1	0,974	Valid
14	1	0,974	Valid

From the calculation results, all items have an R calculated = 1 value of more than R table = 0,974, so it can be concluded that all items are valid.

### Reliability Statistics

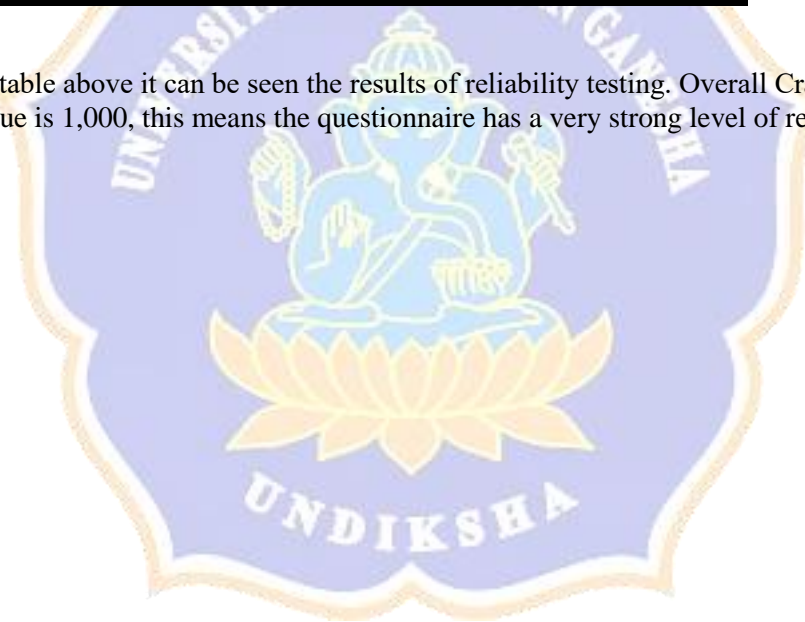
Cronbach's Alpha	N of Items
1.000	14

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	58.5000	84.500	1.000	1.000

X2	58.5000	84.500	1.000	1.000
X3	58.5000	84.500	1.000	1.000
X4	58.5000	84.500	1.000	1.000
X5	58.5000	84.500	1.000	1.000
X6	58.5000	84.500	1.000	1.000
X7	58.5000	84.500	1.000	1.000
X8	58.5000	84.500	1.000	1.000
X9	58.5000	84.500	1.000	1.000
X10	58.5000	84.500	1.000	1.000
X11	58.5000	84.500	1.000	1.000
X12	58.5000	84.500	1.000	1.000
X13	58.5000	84.500	1.000	1.000
X14	58.5000	84.500	1.000	1.000

From the table above it can be seen the results of reliability testing. Overall Cronach's Alpha value is 1,000, this means the questionnaire has a very strong level of reliability.



## APPENDIX 18 LESSON PLAN AND ASSESSMENT INSTRUMENT

### TEACHER A:



## MODUL AJAR

PROGRAM KEAHLIAN	: JASA BOGA
MATA PELAJARAN	: BAHASA INGGRIS
FASE	: E
ELEMEN	: MENYIMAK-BERBICARA
TOPIK	: ASKING AND GIVING OPINION
NAMA PENYUSUN	: Ni Putu Purnama Dewi, S.Pd.
INSTANSI	: SMK NEGERI 3 SUKAWATI
MODA	: BLENDED LEARNING

### 1. TUJUAN PEMBELAJARAN

Menyimak dan mengkomunikasikan gagasan terkait teks interaksi transaksional/interpersonal lisan pendek dan sederhana yang melibatkan tindakan memperkenalkan diri dan orang lain, hobi dan interest dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. (Asking and giving opinion)

### 2. KRITERIA KETERCAPAIAN TUJUAN PEMBELAJARAN

- Mendengarkan teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat.
- Memahami makna dan informasi rinci teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat.
- Menyusun teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat sesuai konteks

- Mengkomunikasikan teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat sesuai konteks secara langsung atau menggunakan audio/video.



### 3. INITIAL ASSESMENT



Look at the picture!

1. What is that?
2. What do you think about that picture?
3. How do you say about your opinion?
4. How do you can express your opinion to other people?

### 4. LEARNING MATERIAL



#### **Material about Asking and Giving Opinion**

In everyday conversation, you may have given or asked other people for advice. Giving and asking for suggestions aims to express ideas, arguments, or opinions about something. Learning how to give and ask for advice is important for improving English language skills. Not only can we get new vocabulary, we can also give or ask advice about situations where we need to speak English.

Before forming interrogative sentences, you need to understand commonly used phrases first. Namely :

1. **Meminta saran (Asking Opinion)**  
*What do you suggest...? (Apa pendapatmu...?)*  
*What do you think about...? (Bagaimana menurutmu tentang...?)*  
*How about...? (Bagaimana kalau...?)*  
*Do you have any idea? (Ada saran?)*
2. **Memberi saran (Giving Opinion)**  
*I am not sure, but... (Aku tidak yakin, tapi...)*  
*I tend to think that... (Aku merasa bahwa...)*  
*In my opinion... (Menurut saya)*  
*My comment is... (Komentar saya adalah)*
3. **Menyapa dengan pendapat (Agreeing with an opinion)**  
*I agree with your opinion*  
*This is absolutely right*  
*I could't agree more*
4. **Tidak setuju dengan pendapat (Disagreeing with an opinion)**  
*I don't agree with you (saya tidak setuju dengan anda)*  
*I disagree with you (saya tidak setuju dengan anda)*  
*I think you are wrong (saya pikir kamu salah)*

## 5. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

### KEGIATAN 1 (4 x 45 Menit)

LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
PENDAHULUAN	• Peserta didik menjawab salam yang diberikan oleh guru	15

### KEGIATAN 3 (4 x 45 Menit)

LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
PENDAHULUAN	<ul style="list-style-type: none"> <li>• Peserta didik menjawab salam yang diberikan oleh guru</li> <li>• Peserta didik melakukan doa yang dipimpin oleh salah satu siswa</li> <li>• Guru melakukan absensi kepada siswa</li> <li>• Peserta didik merespon apersepsi, elemen, tujuan pembelajaran dan topik yang disampaikan oleh guru</li> <li>• Peserta didik melakukan brainstorming dengan games sebelum memulai pembelajaran.</li> </ul>	15
KEGIATAN INTI	<ul style="list-style-type: none"> <li>• Peserta didik melanjutkan kegiatan mempresentasikan dialog dengan rekan sebangkunya (Gotong royong, Communicative)</li> <li>• Peserta didik lain memberikan feedback terhadap hasil presentasi temannya (Communicative)</li> </ul>	150
PENUTUP	<ul style="list-style-type: none"> <li>• Peserta didik membuat simpulan pembelajaran (mandiri, kreatif)</li> <li>• Peserta didik melakukan refleksi dengan mengisi self-assessment (mandiri, kreatif)</li> <li>• Peserta didik berdoa sebelum mengakhiri pelajaran dan mengucapkan salam</li> </ul>	15

#### KEGIATAN 4 (4 x 45 Menit)

LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Peserta didik menjawab salam yang diberikan oleh guru</li> <li>• Peserta didik melakukan doa yang dipimpin oleh salah satu siswa</li> <li>• Guru melakukan absensi kepada siswa</li> <li>• Peserta didik merespon apersepsi, elemen, tujuan pembelajaran dan topik yang disampaikan oleh guru</li> <li>• Peserta didik melakukan brainstorming dengan games sebelum memulai pembelajaran.</li> </ul>	15
<b>KEGIATAN INTI</b>	<p>Summative assessment</p> <ul style="list-style-type: none"> <li>• Peserta didik melakukan penilaian sumatif dengan menonton video percakapan menggunakan ungkapan Asking and Giving opinion (Bernalar kritis dan kreatif) (Listening and reading skill)</li> <li>• Peserta didik menjawab pertanyaan yang diberikan guru berdasarkan video yang ditonton. (Writing skill)</li> <li>• Peserta didik mengumpulkan hasil pekerjaannya kepada guru.</li> <li>• Peserta didik mendengarkan pembahasan soal oleh guru.</li> </ul>	150
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Peserta didik membuat simpulan pembelajaran (mandiri, kreatif)</li> <li>• Peserta didik melakukan refleksi dengan mengisi self-assessment (mandiri, kreatif)</li> <li>• Peserta didik berdoa sebelum mengakhiri pelajaran dan mengucapkan salam</li> </ul>	15



#### KEGIATAN 1

1. Do the direction below for Formative assessment.
  - a. Make a group consist of 5-6 persons
  - b. Find out the information about the expression of asking and giving opinion (in the formal and informal context)
  - c. Write the information that you get and discuss it with your group.
  - d. Present your work in front of the class

#### KEGIATAN 2

2. Do the direction below for Formative assessment.
  - a. Work In pair
  - b. Write a short dialog by using the expression of asking and giving opinion with the topic "Working at cruise line or restaurant"
  - c. Collect the conversation, and perform the dialog in front of the class

## 7. SUMATIVE ASSESSMENT

### TASK 1

#### Listening & Writing Section!

#### Direction:

Watch the video about "asking and giving opinion" at

<https://www.youtube.com/watch?v=KEPKnDexByc>

then answer the question below!

1. DIALOG 1
  - a. What are they talking about?
  - b. Please mention the expressions of asking for opinion at that conversation!
  - c. Does the girl agree with her friend opinion? Then, what does she say?
2. DIALOG 2
  - a. What are they talking about?
  - b. Please mention the expressions of asking for opinion at that conversation!
3. DIALOG 3
  - a. What are they talking about?
  - b. Please mention the expressions of agreeing for opinion at that conversation!
4. DIALOG 4
  - a. What are they talking about?
  - b. Please mention the expressions of asking for opinion at that conversation!
  - c. Please mention the expressions of giving for opinion at that conversation!

### TASK 2

Do the direction below for summative assessment.

1. Dio : Can you give me an opinion about my sculpture?

Jon : Sure thing! I think you should have had fixed the hand.

Dio : Thanks, Jon.

Jon : No problem!

From the dialogue above, Dio is...

- A. asking for help
- B. giving help
- C. giving opinion

**D. asking for an opinion**

- E. asking for help

**C. asking for an opinion**

D. giving help

E. giving attention

3. Adi : ...

Ina : I think it's great.

A. Have you read this book?

**B. What do you think of this book?**

C. What is it?

D. Do you know this?

E. How do you do?

4. Sista: ..... about the math test?

Marda: It's too hard to do. I couldn't answer number 3.

A. In your opinion

B. Would you agree that .....

C. **What do you think**

D. I believe

E. asking for help

2. Jul : Ria, what do you think of the cake I bake?

Ria : It's really delicious, Jul. I love it!

Jul: yes!

- A. asking for help  
B. giving an opinion

D. I believe

E. When do you attend

5. Arbi:.....

Sita: I love it

A. Where do you go?

B. Do you think so?

C. **How do you like the movie?**

D. Are you sure?

E. I am fine

6. Doni: What do you think of my drawing?

John: It's really good, but maybe adding some

Doni

Doni: No problem

From the dialog above, we know that

Doni is .....

A. Asking for help

B. **Asking opinion**

C. Giving opinion

D. Disagree

E. Expressing grateful

7. Ina: I like the new playground near our school. What about you?

Jun: I like it too, there is a lot of space, interesting games and a nice place to play.

We can conclude that Jun is expressing:

- A. Asking opinion  
B. Expressing Doubt  
C. Disagreement  
D. Intention  
E. **Giving opinion**

8. The expressions for asking opinions are....

A. **1). What is your opinion about...?, 2). Do you have any idea about...?, 3). Have you got any thoughts on..?**

B. 1). In my mind, the best solution for this problem is...., 2).I believe that., 3).From my point of view, it is....

C. 1). That's the point. 2). I see what you mean. 3). You've got a point there.

D. 1). It is not justified to say so. 2). I am not convinced that. 3). I can't say I agree with this, and here's why...

E. 1). I am not sure but I am leaning towards..., 2).I tend to think..., 3).I totally disagree.

9. Expression for giving opinion is.....

- A. Would you like to share your life experience?  
B. Would you mind giving me win-win solution?  
C. I believe that the tragedy will be end soon.  
D. I couldn't agree more.

E. **I agree with what you are saying.**

10. The expression that stated asking opinion is.....

- A. Have you ever watched.  
B. What is your point of view  
C. In my point of view  
D. What is your opinion about...  
E. **B and D is correct.**

## 8. ASSESMENT RUBRIC

### A. Initial Assesment

Jenis Test : Unjuk Kerja

Keterampilan : Berbicara

Rubrik Checklist

NO	KONSEP	YA	TIDAK
1	Memahami pengertian ungkapan asking and giving opinion		
2	Mengetahui berbagai ungkapan asking and giving opinion		
3	Mengetahui cara menyebutkan ungkapan asking and giving opinion		
4	Mengetahui respon untuk ungkapan asking and giving opinion		

### B. Self Assesment

Instrumen : Google form

LINK : <https://forms.gle/fmWScGFwMoMkKsA8>

### C. Rubrik Presentasi Kelompok

Oral Presentation Rubric				
Name: _____				
Category	Excellent (4)	Great (3)	Good (2)	OK (1)
<b>Time Limit</b>	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than 1 minutes OR more than 5 minutes long
<b>Content</b>	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals	Student is somewhat prepared but it is clear that rehearsal is lacking	Student does not seem at all prepared to present
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try generate enthusiasm about the topic	Very little use of facial expression or body language. Did not generate much interest in the topic being presented
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-85%) the time and mispronounces no words	Speaks clearly and distinctly all (100-85%) the time but mispronounces a few words	Speaks clearly and distinctly most (74-85%) the time and mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than a few words
<b>Creativity</b>	Student referred to 1 or more props that show considerable work/creativity and which make the presentation better	Student had 1 prop that show considerable work/creativity and which make the presentation better	Student had 1 prop which makes the presentation better	Student had no props
Score:	Notes: _____			

### D. Rubrik Penulisan Dialog

Assessment Rubric: Dialogue writing				
Learner:	Date:			
Criteria	4	3	2	1
<b>Writing process</b>	Evidence of outstanding planning. Learner well prepared.	Evidence of good planning. Learner is prepared.	Evidence of some planning but not sufficient for the task.	No evidence of planning. Learner is not prepared.
<b>Adherence to topic</b>	Excellent Purpose clear at all times.	Good Purpose clear majority of the time.	Fair. Tends to wander.	More focus on purpose needed.
<b>Correctness format and length</b>	Correct format and length.	Only one or two mistakes made.	Multiple mistakes made. Incorrect length.	Very many mistakes made.
<b>Grammar, spell, punctuation, vocab, language use.</b>	No spelling mistakes. Excellent use of vocabulary. Punctuation used correctly throughout. Outstanding use of language.	Only a few spelling mistakes have been made. Good use of vocabulary. Punctuation mostly correct. Good use of language.	Multiple spelling mistakes have been made. Use of vocabulary could be better. Punctuation mistakes evident. Use of language Average.	Many spelling mistakes made. Vocabulary used is below what is expected at this grade level. Punctuation has hardly been used or used incorrectly. Use of language requires a lot of work. Not prepared at all.
<b>Conversation reactivity</b>	Topic has been approached in a creative way. Outstanding characterisation. Entertaining to read.	Some creativity has been shown. Good characterisation. Shows some entertainment value.	More creativity needed. Little characterisation evident. Holds very little entertainment value.	Not creative or entertaining at all. No characterisation evident.
Total:				/20

Role Play Rubric

Student: \_\_\_\_\_

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation. <input type="checkbox"/>	Usually willing and focused during group work and presentation. <input type="checkbox"/>	Sometimes willing and focused during group work and presentation. <input type="checkbox"/>	Rarely willing and focused during group work and presentation. <input type="checkbox"/>
Presentation of Character	Convincing communication of characters feelings, situation and motives. <input type="checkbox"/>	Competent communication of characters feelings, situation and motives. <input type="checkbox"/>	Adequate communication of characters feelings, situation and motives. <input type="checkbox"/>	Limited communication of characters feelings, situation and motives. <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained. <input type="checkbox"/>	Purpose is clearly established and generally sustained. <input type="checkbox"/>	Purpose is established but may not be sustained. <input type="checkbox"/>	Purpose is vaguely established and may not be sustained. <input type="checkbox"/>
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way. <input type="checkbox"/>	Good variety of non-verbal cues are used in a competent way. <input type="checkbox"/>	Satisfactory variety of non-verbal cues used in an acceptable way. <input type="checkbox"/>	Limited variety of non-verbal cues are used in a developing way. <input type="checkbox"/>
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play. <input type="checkbox"/>	Choices demonstrate thoughtfulness and completely enhance role play. <input type="checkbox"/>	Choices demonstrate awareness and developing acceptably enhance role play. <input type="checkbox"/>	Choices demonstrate little awareness and do little to enhance role play. <input type="checkbox"/>

Assignment/Activity:  
Specific Criteria:

E. Sumative Assesment

Task 1

Jenis Soal : Tertulis

Bentuk Soal : Essay

Jumlah Soal : 10

Skor Maksimal : 100

NO	DESKRIPSI	SKOR
1	Menjawab dengan Lengkap dan Benar	10
2	Menjawab Kurang Lengkap	5
2	Jawaban Salah/Tidak Menjawab	0

Task 2

Jenis Soal : Tertulis

Bentuk Soal : Pilihan ganda

Jumlah Soal : 10

Skor Maksimal : 100

NO	DESKRIPSI	SKOR
1	Jawaban Benar	10
2	Jawaban Salah	0

## APPENDIX 19 : LESSON PLAN AND ASSESSMENT INSTRUMENT

### TEACHER B:



## MODUL AJAR

PROGRAM KEAHLIAN	: TARI dan PEDALANGAN
MATA PELAJARAN	: BAHASA INGGRIS
FASE	: E
ELEMEN	: MENYIMAK-BERBICARA
TOPIK	: ASKING AND GIVING OPINION
NAMA PENYUSUN	:
INSTANSI	: SMK NEGERI 3 SUKAWATI
MODA	: BLENDED LEARNING

### 1. TUJUAN PEMBELAJARAN

Menyimak dan mengkomunikasikan gagasan terkait teks interaksi transaksional/interpersonal lisan pendek dan sederhana yang melibatkan tindakan memperkenalkan diri dan orang lain, hobi dan interest dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. (Asking and giving opinion)

### 2. KRITERIA KETERCAPAIAN TUJUAN PEMBELAJARAN

- Mendengarkan teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat.
- Memahami makna dan informasi rinci teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat.
- Menyusun teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat sesuai konteks

- Mengkomunikasikan teks monolog/dialog tentang tindakan memberikan dan menanyakan pendapat sesuai konteks secara langsung atau menggunakan audio/video.



### 3. INITIAL ASSESMENT



Look a picture

1. What is that?
2. What is your opinion this phone?
3. How do you say about your opinion?
4. How do you can express your opinion to other people?

### 4. LEARNING MATERIAL



#### Material about Asking and Giving Opinion

In everyday conversation, you may have given or asked other people for advice. Giving and asking for suggestions aims to express ideas, arguments, or opinions about something. Learning how to give and ask for advice is important for improving English language skills. Not only can we get new vocabulary, we can also give or ask advice about situations where we need to speak English.

Before forming interrogative sentences, you need to understand commonly used phrases first. Namely :

#### 1. Meminta saran (Asking Opinion)

*What do you suggest...? (Apa pendapatmu...?)*

*What do you think about...? (Bagaimana menurutmu tentang...?)*

*How about...? (Bagaimana kalau...?)*

*Do you have any idea? (Ada saran?)*

#### 2. Memberi saran (Giving Opinion)

*I am not sure, but... (Aku tidak yakin, tapi...)*

*I tend to think that... (Aku merasa bahwa...)*

*In my opinion... (Menurut saya)*

*My comment is... (Komentar saya adalah)*

#### 3. Menyapa dengan pendapat (Agreeing with an opinion)

*I dgree with your opinion*

*This is absolutely right*

*I could't agree more*

#### 4. Tidak setuju dengan pendapat (Disagreeing with an opinion)

*I don't agree with you (saya tidak setuju dengan anda)*

*I disagree with you (saya tidak setuju dengan anda)*

*I think you are wrong (saya pikir kamu salah)*

## 5. SPEAKING EXERCISE

Sasha: Hi, Micha, what beautiful shoes.  
Micha: Hi. Really? Do you think it's beautiful?

Sasha: Yes, I think it's so beautiful, with that lace and dove color. It matches your dress as well.  
Where did you buy it?

Micha: Actually, I didn't buy it. It's a birthday gift from my mom.

Sasha: Oh, that's so wonderful. I think your mom has a good taste.

Micha: Yeah, I think so.

Source : <https://www.kompas.com/skola/read/2022/08/29/130000469/contoh-asking-and-giving-opinion-dalam-bentuk-dialog?page=all>.

### TASK 1. PLEASE FIND EXPRESSION ASKING AND GIVING OPINION, BELOW

A

Anton : *Hey, Bagas! Have you watched the Game of Thrones series?*

Bagas : *Of course I have!*

Anton : *What is your point of view, then?*

Bagas : *I honestly think that the actors have unbelievable acting skills.*

Anton : *Good point. And what is your opinion about the plot?*

Bagas : *There is no doubt in mind that the plot is mind-blowing! By the way, how about we watch another Netflix series together?*

Anton : *I strongly believe that is a great idea. We can watch Stranger Things, perhaps?*

Bagas : *That is great. Let's go!*



## 6. FORMATIVE ASSESMENT

# Assessment

### 1. Do the direction below for Formative assessment.

- Do with your partner consist of 2-3 person
- Do role play with your partner about asking and giving opinion
- Do in front of class

### 2. Fill in the blanks using the opinion expressions given in the box below.

- I ... with you bullying should be banned.
- It is all right if you don't agree with me but I have every right to my...
- As far as I ... , I will not support bullying in my school.
- I ... that medical care should be free for everyone.
- Some people ... eating fish and yogurt at the same time causes a severe skin disease.

totally agree, opinion, am concerned, strongly believe, believe that

## TASK 1

Based on the conversation before please make your own conversation about asking and giving opinion. Working with a friend or classmate, write a simple conversation.

## TASK 2

Do a role play. Practice your conversation with a friend of classmate in front of the class.

**B. SUMMATIVE ASSESSMENT**

Do the direction below for summative assessment.

1. Dika: Can you give me an opinion about my sculpture?  
Jon: Sure thing! I think you should have had fixed the hand.  
Dika: Thanks, Jon.  
Jon: No problem!  
From the dialogue above, Dika is ...  
A. asking for help  
B. giving help  
C. giving opinion  
D. asking for an opinion  
E. asking for help

2. Jul: Ria, what do you think of the cake I bake?  
Ria: It's really delicious, Jul. I love it!  
Jul: yes!  
A. asking for help  
B. giving an opinion

3. Adi: ...  
Ida: I think it's great.  
A. How you read this book?  
B. What do you think of this book?  
C. What is it?  
D. Do you know this?  
E. How do you do?

4. Siti: ... about the math test?  
Marta: It's too hard to do. I couldn't solve number 1.  
A. In your opinion  
B. Would you agree that ...  
C. What do you think  
D. I believe  
E. What do you aimed

5. Adi: ...  
Siti: I love it!  
A. When do you go?  
B. Do you think so?  
C. How do you like the movie?  
D. Are you sure?  
E. I am fine

6. Dani: What do you think of my drawing?  
John: It's really good, but maybe adding some Dani.  
Dani: No problem.  
From the dialog above we know that Dani is ...  
A. Asking for help  
B. Asking opinion  
C. Giving opinion  
D. Disagree  
E. Expressing grateful

7. Jon: I like the new playground near our school. What about you?  
Jun: I like it too, there is a lot of open, interesting games and nice place to play.  
We can conclude that Jon is expressing ...  
A. Asking opinion  
B. Expressing Doubt  
C. Disagreement  
D. Dismissal  
E. Giving opinion

8. The expressions for asking opinions are ...  
A. 1) What is your opinion about ... 2) Do you have any idea about ... 3) Have you got any thoughts on ...  
B. 1) In my mind, the best solution for this problem is ... 2) I believe that ...  
C. 1) That's the point. 2) I see what you mean. 3) You've got a point there.  
D. 1) It's not possible to say so. 2) I am not convinced that ... 3) I can't say I agree with this, and here's why.  
E. 1) I am not sure but I am leaning towards ... 2) I tend to think ... 3) I really disagree.

9. Expression for giving opinion is ...  
A. Would you like to share your life experience?  
B. Would you mind giving me your opinion?  
C. I believe that the report will be well made.  
D. I couldn't agree more.  
E. Agree with what you are saying.

10. The expressions that asked asking opinion is ...  
A. Have you ever read that?  
B. What is your point of view?  
C. In any point of view?  
D. What is your opinion about ...  
E. How did it occur?

## 8. RUBRIC OF ASSESMENT

### A. Initial Assesment

Jenis Test : Unjuk Kerja  
Keterampilan : Berbicara

RUBRIC OF WRITING		
ASPEK	SKOR	KETERANGAN
Lafal (Pronunciation)	4	Sangat jelas sehingga mudah dipahami
	3	Mudah dipahami meskipun pengucapan bahasa itu dapat dideteksi
	2	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh
Tata Bahasa (Grammar)	4	Tidak ada atau sedikit kesalahan tata bahasa
	3	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna
	2	Sering membuat kesalahan sehingga makna sulit dipahami
Kosakata (Vocabulary)	4	Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami
	3	Menggunakan kosakata dan ungkapan yang tepat
	2	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi
Keterampilan (Fluency)	4	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi
	3	Sangat lancar
	2	Sering menggunakan kosakata yang tidak tepat
	1	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi
	1	

**KEGIATAN 2 (4 x 45 Menit)**

LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Peserta didik menjawab salam yang diberikan oleh guru</li> <li>• Peserta didik melakukan doa yang dipimpin oleh salah satu siswa</li> <li>• Guru melakukan absensi kepada siswa</li> <li>• Peserta didik merespon apersepsi, elemen, tujuan pembelajaran dan topik yang disampaikan oleh guru</li> </ul>	15
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>• Peserta didik melakukan literasi materi pembelajaran Asking and giving opinion (Mandiri)</li> <li>• Peserta didik menyusun teks monolog/dialog tentang Asking and giving secara berkelompok (kreatif, gotong royong)</li> <li>• Peserta didik mempelajari teks monolog/dialog tentang asking and giving opinion (Mandiri, Bernalar kritis)</li> <li>• Peserta didik melakukan monolog/dialog tentang asking and giving opinion di depan kelas (Berkelompok, Speaking)</li> </ul>	150

<ul style="list-style-type: none"> <li>• Peserta didik mengamati teman yang sedang berdialog ( Gotong royong, Berkebhinnekaan global)</li> <li>• Peserta didik diberikan assessment mengenai asking and giving opinion (Mandiri, bernalar kritis)</li> </ul>	
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LANGKAH PEMBELAJARAN	DESKRIPSI	ALOKASI WAKTU
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Peserta didik menjawab salam yang diberikan oleh guru</li> <li>• Peserta didik melakukan doa yang dipimpin oleh salah satu siswa</li> <li>• Guru melakukan absensi kepada siswa</li> <li>• Peserta didik merespon apersepsi, elemen, tujuan pembelajaran dan topik yang disampaikan oleh guru</li> <li>• Peserta didik menjawab asesmen awal</li> </ul>	15
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>• Peserta didik melakukan literasi materi pembelajaran Asking and Giving Opinion (Mandiri)</li> <li>• Peserta didik Melakukan diskusi mengenai Asking and Giving Opinion (collaboration)</li> <li>• Peserta didik menganalisis percakapan yang telah dibaca (Mandiri, Bernalar Kritis)</li> <li>• Peserta didik menyusun text monolog/dialog expression asking and giving opinion dengan temannya kemudian dikumpulkan (Berkelompok, Writing)</li> <li>• Peserta didik melakukan role play kedepan kelas berpasangan (kreatif)</li> </ul>	150
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Peserta didik membuat simpulan pembelajaran (mandiri, kreatif)</li> <li>• Peserta didik melakukan refleksi (mandiri, kreatif)</li> <li>• Peserta didik merespon feedback yang disampaikan oleh guru</li> <li>• Peserta didik berdoa sebelum mengakhiri pelajaran</li> </ul>	15

