

APPENDICES

Appendix 1 Teacher's Interview Guide Theory

Num	Theory	Items
1	A curriculum is a set of guidelines for the execution of learning activities with a specific purpose in mind. It includes plans and regulations about objectives, topics, and learning resources. Institution with National Education Standards (Darsih, 2014)	1
2	Before the learning process begins, lesson planning is the first step. It aids educators in planning their educational process to prevent stumbling blocks. (Emiliasari et al, 209)	2
3	It is impossible to separate the process of assessment from that of learning. Assessment is done before, during, or following teaching and learning activities. One of the persons who evaluates students' performance is their teacher. (Natalia et al, 2018), Rubrics are scoring tools that break down a task into its component elements and explain particular expectations for an assignment. (Diab, 2011)	3,5,7
4	Learning through collaboration is a teaching and learning strategy used in the 21st century that involves groups of students cooperating to solve problems, finish tasks, or produce products. When they listen to many viewpoints and are obliged to express and defend their views, learners in the collaborative learning (CL) setting face social and emotional challenges. (Laal et al, 2012)	4
5	A key component of ESL writing programs all across the globe is giving students feedback. This can come in the form of oral or written comments, editing, conferences between teachers and students, or peer discussions. (Zaman, 2012)	6
6	Yet creating rubrics that accurately evaluate learning based on oral and visual presentations, group work and discussions, final projects, written reports, and other consolidated student work is quite difficult. (Thaler, 2009)	8

Appendix 2 Teacher's Interview Guide

No.	Kriteria	Keterangan
1.	Apakah sekolah menggunakan kurikulum 2013 atau kurikulum merdeka?	
2.	Apakah rancangan pelaksanaan pembelajaran ataupun modul Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?	
3.	Apakah rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran?	
4.	Apakah rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru menggunakan metode pembelajaran tertentu?	
5.	Apakah penilaian yang digunakan dalam rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran?	
6.	Selama memberikan penilaian dalam pembelajaran, bagaimana cara guru untuk memberikan feedback pada siswa?	
7.	Bagaimana cara guru untuk merancang instrumen penilaian? Apa saja elemen yang digunakan?	
8.	Apa saja kendala yang dihadapi dalam menggunakan instrumen penilaian autentik?	

Appendix 3 Quisioner Guide Theory

Num.	Theories	Items
1.	Tambak et al. (2022) claimed that discussion fosters pedagogical qualities, such a critical mindset toward their job, that are highly appreciated in the teaching industry. It boosts lecturers' commitment to their careers and instruction.	1,2
2.	Question and Response Relational strategy is described as a method for elucidating how students frame their reading strategies by comprehending the many sorts of comprehension questions. (Thuy et al, 2018)	3,4
3.	Levent and Ertok (2020) claim that formative evaluation motivates students to pay attention to their current work and increase their level of satisfaction by improving their unique personal and academic worlds with the help of the education they get. Meaningful and beneficial tasks, which are crucial replacements for exams and tests and, as such, should be considered seriously and used more frequently in education, will make it easier to concentrate on the process. Unlike exams and tests, tasks require students to use both prior and current knowledge as well as their unique skills to complete them.	5
4.	It is impossible to separate the process of assessment from that of learning. Assessment is done before, during, or following teaching and learning activities. One of the persons who evaluates students' performance is their teacher. (Natalia et al, 2018), Rubrics are scoring tools that break down a task into its component elements and explain particular expectations for an assignment. (Diab, 2011)	6
5.	Coulson and Harvey (2013) assert that as students develop higher-order thinking skills and are ready for professional practice, they should focus on developing their capacity for self-reflection. By establishing learning objectives and accepting accountability for their instructional methods, reflection, often referred to as reflective practice, enables students to develop autonomy and confidence in their academic performance. According to Carey et al. (2017), the higher education environment offers good opportunities for students to acquire the self-monitoring and self-regulation skills necessary for lifelong learning while learning how to think independently, comment critically, and reflect on their learning.	7
6.	A curriculum is a set of guidelines for the execution of learning activities with a specific purpose in mind. It includes plans and regulations about objectives, topics, and learning resources. Institution with National Education Standards (Darsih, 2014)	8
7.	A key component of ESL writing programs all across the globe is giving students feedback. This can come in the form of oral or written comments, editing, conferences between teachers and students, or peer discussions. (Zaman, 2012)	9, 12, 13
8.	As for learning outcime in authentic work performance, knowledge may often be drawn from a range of domains, yet may be applied only within a single domain to produce successful performance. (Ashford-Rowe et al., 2014).	10,11

Appendix 4 Quisioner Guide

Num	Questions
1	Selama pembelajaran online maupun tatap muka, apakah guru kalian pernah meminta untuk bekerja secara kelompok untuk menunjang kolaborasi siswa?
2	Seberapa sering kalian diajak untuk bekerja secara kelompok untuk mendiskusikan suatu hal?
3	Apakah guru kalian mengadakan sesi tanya jawab Bahasa Inggris untuk menunjang keaktifan siswa?
4	Seberapa sering guru kalian mengadakan sesi tanya jawab Bahasa Inggris?
5	Seberapa sering memberikan tugas rumah baik tatap muka maupun daring?
6	Apakah guru kalian menggunakan metode ajar seperti Problem Based Learning atau Project based learning?
7	Seberapa sering kalian pernah melakukan introspeksi terhadap umpan balik yang diberikan?
8	Bagaimana cara guru memberikan penilaian pada siswa? (Siswa dapat memilih lebih dari satu jawaban)
9	Secara keseluruhan, seberapa puas dengan cara penilaian guru dan umpan balik yang diberikan?
10	Apakah guru mengembalikan hasil kerja kalian?
11	Apakah hasil kerja yang dinilai ke kalian berisi kritik, saran, komentar?
12	Seberapa sering guru memberikan umpan balik kepada siswa secara langsung?
13	Seberapa sering guru memberikan umpan balik kepada siswa secara tertulis?

Appendix 5 Syllabus

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan : SMA Negeri 1 Tejakula

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2** : **Menghormati dan mengamalkan ajaran** agama yang dianutnya. **Menghormati dan mengamalkan perilaku jujur, disiplin, santun, peduli** (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

+

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
4.1 Menyusun teks			<ul style="list-style-type: none"> • Menyusun saran dan 	Produk, Praktik	4 x 45'	

<p>interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 		<p>tawaran lalu menyampaikannya ke teman kelas</p> <ul style="list-style-type: none"> • Menanggapi saran dan tawaran yang diajukan kepadanya 	<p>(Penilaian Praktik)</p>		
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang 	<ul style="list-style-type: none"> - Menyaksikan/menymak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.</p>	<ul style="list-style-type: none"> • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang 	<ul style="list-style-type: none"> - Menyaksikan/menymak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan 	<ul style="list-style-type: none"> • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI	memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar			
3.3	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar • Memahami struktur teks undangan resmi • Memahami unsur kebahasaan dari undangan resmi • Membuat undangan resmi terkait kegiatan sekolah • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'
4.3 4.3.1 4.3.2	Teks undangan resmi Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja				Produk, Praktik (Penilaian Praktik)	4 x 45'

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks					
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'
4.4	Teks eksposisi analitis					
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual					
4.4.2	Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks					
				<ul style="list-style-type: none"> • Menemukan dan menyusun kembali teks eksposisi analitis dari kalimat yang tersusun secara acak • Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar • Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya 	Produk Praktik (Penilaian Praktik)	4 x 45'

<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Memahami struktur teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah 	<p>Tes tertulis (uraian). Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 		<ul style="list-style-type: none"> • Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar • Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar • Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan 	<p>Produk. Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

			<p>yang benar</p> <ul style="list-style-type: none"> • Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 				
3.6	<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal-hal yang terkait dengan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi • Menganalisis unsur-unsur eksposisi surat pribadi 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	4 x 45'	
4.6	<p>Teks surat pribadi</p>			<ul style="list-style-type: none"> • Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar • Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya • Membuat surat pribadi 	<p>Produk, Praktik (Penilaian Praktik)</p>	4 x 45'	
4.6.1	<p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p>						
4.6.2	<p>Menyusun teks</p>						

<p>khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya lisan dan tulis. dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>membalasnya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 	<p>untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</p>		
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat dengan memperhatikan fungsi sosial, struktur teks,</p>			<ul style="list-style-type: none"> • Menulis teks pendek yang melibatkan pemuataan sebab akibat dan kemudian dibacakan ke kelas • Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>

	dan unsur kebahasaan yang benar dan sesuai konteks	yang termuat di KI.		memperbaikinya		
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI 	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45'
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	<ul style="list-style-type: none"> • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> • Membuat teks-teks tentang fenomena alam pendek dan sederhana • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca 	Produk, Praktik (Penilaian Praktik)	4 x 45'
3.9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca 	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja 	Tes tertulis (uraian), Penugasan	4 x 45'

<p>terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>yang positif</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>SMA/MA/SMK/MAK</p> <ul style="list-style-type: none"> • Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK • Menirukan lirik lagu secara lisan • Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu • Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<p>(Lembar kerja)</p>		
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>				<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

Tejakula, 2021

Mengetahui
Kepala SMA Negeri 1 Tejakula

Guru Mata Pelajaran

Nvoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Gde Sutarsa, S.Pd
NIP. 19650315 198703 1 020

Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Tejakula	Kelas / Semester : XI / Genap
Mata pelajaran : Bahasa Inggris LM	Pertemuan Ke- : 1
Materi : Fungsi sosial, struktur teks dan unsur kebahasaan terkait tindakan menyarankan	Alokasi Waktu : 45 Menit JP
Sub Topic : Giving Suggestions	

INDIKATOR PENCAPAIAN KOMPETENSI

- 3.1.1. Menjelaskan informasi fungsi sosial terkait ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu.
- 3.1.2. Menganalisis fungsi sosial terkait ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu.
- 3.1.3. Menganalisis struktur teks terkait ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu.

B. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning*, peserta didik dapat **menerapkan** fungsi sosial, struktur teks serta unsur kebahasaan beberapa teks interaksi interpersonal terkait tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dan **terampil** dalam **menyusun** teks interaksi interpersonal terkait tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dengan penuh rasa ingin tahu, **disiplin**, **percaya diri** selama proses pembelajaran serta mampu **berkomunikasi** dan **berkerja sama** dengan baik dalam kelompok.

Fokus Penguatan Karakter: Religius, disiplin, percaya diri, kerjasama

C. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN	
	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa. • Mengecek kehadiran peserta didik • Ice breaking (Human Bingo) • Apersepsi materi yang akan disampaikan • Menyampaikan tujuan pembelajaran pertemuan hari ini.
KEGIATAN INTI	
<i>Stimulation (Stimulus)</i>	(Think – Pair – Share) <ul style="list-style-type: none"> • Guru memberikan beberapa video pendek terkait ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu kepada peserta didik. • Guru meminta peserta didik untuk mencari partner, kemudian peserta didik bersama pasangannya menjelaskan informasi fungsi sosial dari dialogue tersebut.
<i>Problem statement (Identifikasi masalah)</i>	(Jigsaw Strategy) <ul style="list-style-type: none"> • Guru meminta peserta didik untuk berkerja didalam kelompok. • Guru memberikan <i>1 set number (1-5)</i> kepada tiap-tiap kelompok aslinya. • Guru meminta peserta didik bagi yang mempunyai nomer yang sama dengan kelompok lainnya untuk bergabung. • Guru memberikan sebuah dialogues yang berbeda kepada tiap-tiap kelompok • Peserta didik membaca dan memahami isi dari dialogue tersebut. • Peserta didik bersama-sama dalam kelompok menganalisis fungsi dan struktur teks terkait dialogues ungkapan menyarankan melakukan atau tidak melakukan sesuatu. • Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok.
<i>Data Collection</i>	<ul style="list-style-type: none"> • Peserta didik mencari dan mengumpulkan informasi tentang fungsi kegunaan ungkapan menyarankan melakukan atau tidak melakukan sesuatu.

<i>(Pengumpulan data)</i>	<ul style="list-style-type: none"> • Peserta didik mencari dan mengumpulkan beberapa contoh kalimat ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang sesuai dengan struktur teks terkait dialogue tersebut.
<i>Data Processing (Pengolahan Data)</i>	<p>Peserta didik bersama-sama dalam kelompok dengan bimbingan guru mengolah informasi hasil menganalisis tentang fungsi sosial dan struktur teks terkait ungkapan menyarankan melakukan sesuatu atau tidak melakukan sesuatu sebagai bahan presentasi dengan cara:</p> <ul style="list-style-type: none"> • Menuliskan fungsi kegunaan ungkapan menyarankan melakukan atau tidak melakukan sesuatu. • Menuliskan beberapa contoh kalimat ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang sesuai dengan struktur teks terkait dialogue tersebut. • Peserta didik berlatih untuk menjelaskan fungsi kegunaan dan berlatih memberikan contoh kalimat ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang terkait dengan struktur teks sebelum kembali ke kelompok asalnya.
<i>Verification Pembuktian</i>	<ul style="list-style-type: none"> • Peserta didik kembali ke kelompok asalnya setelah melakukan diskusi dan mencatat informasi penting terkait fungsi dan struktur teks ungkapan menyarankan yang mereka dapatkan sebelumnya. • Tiap-tiap peserta didik didalam kelompok aslinya menjelaskan fungsi kegunaan dan memberikan contoh jenis-jenis kalimat ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang terkait dengan struktur teks. • Peserta didik didalam kelompok aslinya mencatat dan bertanya terkait informasi penting yang disampaikan oleh rekan sejawatnya.
<i>Generalisation (Menarik kesimpulan)</i>	<ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari diskusi kelompok aslinya tentang: <ul style="list-style-type: none"> - Fungsi <u>sosial</u> dan - Struktur teks, dari beberapa jenis-jenis ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang telah mereka pelajari. • Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik. • Peserta didik menjawab beberapa pertanyaan terkait fungsi sosial dan struktur teks dari ungkapan menyarankan melakukan atau tidak melakukan sesuatu dari lembar soal yang disediakan oleh guru.
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran didalam kelas. • Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. • Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	

D. PENILAIAN PEMBELAJARAN (ASSESSMENT)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja	- Pengamatan unjuk kerja	- Pada saat berdialog.

LINK

<i>Google Slide</i>	: https://docs.google.com/presentation/d/1hhzwESxolxLlyX-tQwLMk-rMI3YQA4Hejh97kMZqLs/edit?usp=sharing
---------------------	---

Mengetahui, Kepala SMA Negeri 1 Tejakula <u>Nvoman Sukrada, S.Pd.</u> NIP. 19680105 199103 1 020		Tejakula, 11 Januari 2023 Guru Mata Pelajaran, <u>Gede Ari Suvasna Putra, S.Pd.</u> NIP. -
--	--	--

Appendix 7 Blueprint of Authentic Assessment Rubric

No.	Content	Theme	Competencies	Teaching Method	Activity	Assessment Type
1.	Passive Voice	Explain something without mentioning the subject	Use Respon Understand Identification Deliver	Problem based learning	<p>Students are given a problem that they have to solve.</p> <p>Problem: Have you ever read or hear somebody saying a sentence without the subject included? If that happen to be so, what kind of language feature is that ? Find what it actually is! After that, find out the general structure, characteristics, and elements of it. Then, make an example of it in form of a text or a dialogue !</p>	Portfolio Assessment Performance Assessment
				Discovery Learning	Find some videos in English except	Performance assessment

					a video about passive voice, and find out and analyse the passive voice included in video, based on the knowledge that you got create an example of passive voice either in text or dialogue.	
				Project Based Learning	Make a simple video using passive voice as its based, either a conversation or a text. Then they need to present it in front of the class, where the other students will give a commentary about the video	Project assessment Self-assessment
2	Personal letter	Letter Writing	Use Respon	Problem Based Learning	Students are given a problem that they have to solve.	Performance assessment Portfolio

			<p>Understand</p> <p>Identification</p> <p>Deliver</p>	<p>Problem: There is a text card that contain a problem that “your friend just got a gold medal what will you do?”. Then, the students are ask to analyse the problem in order to understand the task that are given to them. While the teacher try to directing them to create a personal letter, based on the theme given, then each of the students will start to make the letter based on the theme given, then read it in front of the class, and finally collect the letter to the teacher. After finish they have to evaluate</p>	<p>assessment</p> <p>Self-assessment</p>
--	--	--	--	--	--

					themselves for the present meeting.	
				Discovery Learning	<p>Each of the students are needed to bring a personal letter to school, and every letter need to be different. Then they need to collect it in front of the table, then each students need to pick one of the collected letter, then they are required to read and analyse the personal letter that they get, to gain information such as, structure, characteristics, and elements of it. Then the students are required to create their own personal letter and send it to the</p>	<p>Performance assessment</p> <p>Self assessment</p>

					person that bring the personal letter they analyse, the person that receive the letter need to evaluate their friend letter.	
				Project based learning	Make a personal letter in group, with the intention to send to the other group. Make it as creative as possible. Then create the answer to the letter that they receive	Portfolio assessment Project assessment
3	Cause And Effect	Cause And Effect	Read Respond Evaluate Identify Inference	Discovery Learning	The teacher will told the students to bring a text that explain something then in the beginning of the class the teacher will give a brief explanation about cause and effect, then the students have to find out and analyse the cause and effect that being used in	Performance Assessment

					<p>the text that they bring, then they have to list all the cause and effect that are being used, in order to know which one is the cause and effect the students are welcomed to use every source that they possessed at the moment.</p>	
				<p>Problem Based Learning</p>	<p>Students are given a problem that they have to solve. Problem: students are given a text that utilize cause and effect. Then, the students are ask to analyse the text to find the cause and effect sentences. After that the teacher tell the student about the problem “what would u do</p>	<p>Performance Assessment</p> <p>Portofolio Assessment</p> <p>Self Assessment</p>

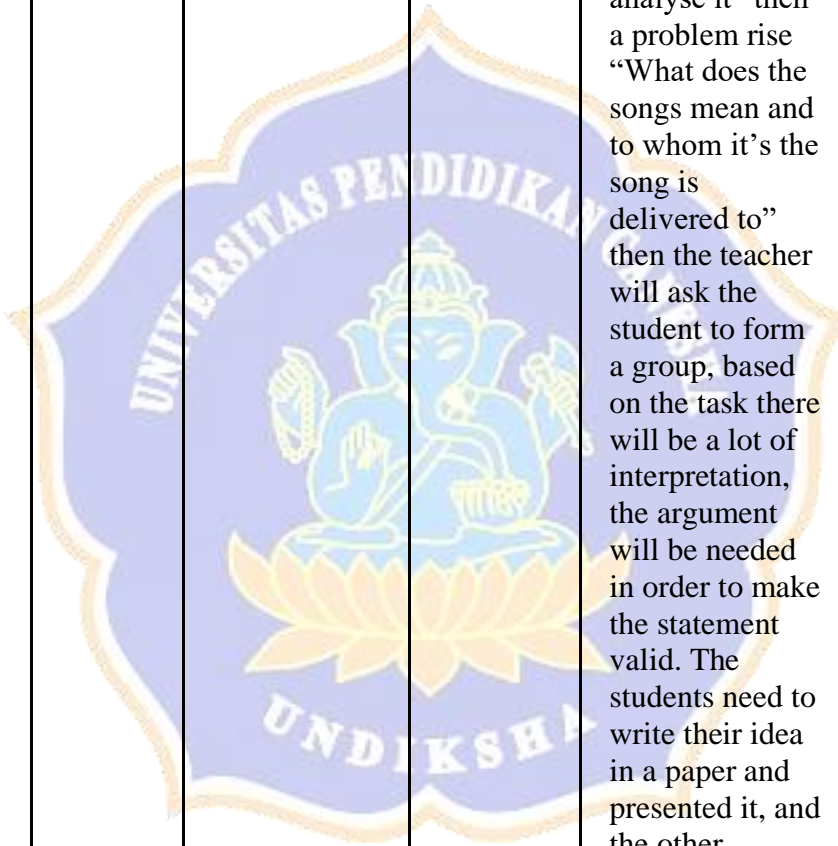
					<p>in order to create an explanation about a disaster or natural phenomenon” in order to understand the task that are given to them. While the teacher try to directing them to create a text that utilize the cause and effect the most, based on the theme given, after they figure out the task they need to create a simple text which included cause and effect based on the theme given then finally the students have to collect the letter to the teacher. Then when they finish they have to evaluate</p>	
--	--	--	--	--	--	--

					themselves for the present meeting.	
				Project Based Learning	<p>Make a Video that include dialogue that use cause and effect within a group of four group, with the intention to explain a situation. They need to create the video as creative as possible, its not limited on how they will deliver the video and how it will made. In the progress when the students make the project, they have to make a report about the progress they are in. After the project is finished the students will have to present it in</p>	<p>Project Assessment</p> <p>Performance assessment</p> <p>Self Assessment</p>

					front of the class, or in online situation they have to post it on the class social media then on the meeting they have to give a commentary about the video.	
4	Explanation Text	Explain This	Read Respond Evaluate Identify Inference	Discovery Learning	The teacher will briefly talk about the explanation text, then the teacher will give show them an explanation text, and students are needed to analyse the text, and expected to understand the what the text is about also the general structure of the text. Then the teacher will ask the students to find another text with the same type. And analyse its general structure, characteristics, and elements of it. Then they will have to present what they found and discuss with	Performance Assesmnet Self assessment

					each other.	
				Problem Based Learning	<p>Students are given a problem that they have to solve.</p> <p>Problem: The teacher will ask students first about current topic “do you every hear somebody explain about an event, or how something happened? Do you ever figure out what kind of text it is?” then according to their answer the teacher directing their answer to say about the right text, then the teacher will ask them to find the text that are needed and analyse its element and list those element, either it is their general structure or language feature, after the students understand then the teacher will also ask them to differentiate</p>	<p>Performance Assessment</p> <p>Portofolio Assessment</p>

					between explanation text and description text. Then those analyses will be collected by the end of class	
				Project Based Learning	The Student will be asked to create a simple mind map that talk about the explanation text on a group, on the other hand they also need to put an example of an explanation text, the students will be used as a final project, that need to be collected by the end of this subject and every progress of the project need to be reported, by the time it is collected the other group need to analyse the each of the mind maps and give comment about that.	Performance Assessment Self Assessment Project Assessment Portofolio Assessment
5	Songs	Meaning Through Music	Use Respon Understand Identification Deliver	Problem based learning	Students are given a problem that they have to solve. Problem: The teacher will play a song	Performance Assessment Self Assessment Portofolion Assessment



before the class started then the teacher will ask the students whether they know the song or not, then ask the students “what song is that? Now find the lyrics and analyse it” then a problem rise “What does the songs mean and to whom it’s the song is delivered to” then the teacher will ask the student to form a group, based on the task there will be a lot of interpretation, the argument will be needed in order to make the statement valid. The students need to write their idea in a paper and presented it, and the other students will be able to give commentary or asking question about why they choose its idea. Then in the end of the class they will be asked to conclude todays discussion and

					collect their answer.	
				Discovery Learning	The students will be asked to find similar type of song based on the song that they already analyse. Then they need to work in group, they need to analyse the general structure of the songs and its element inside it, like language feature, and theme, also the purpose of the song. Which will be created in a piece of paper and find the similar point to the previous songs that they analyses. After they finished it will be collected	Performance Assessment Portofolio Assessment
				Project Based Learning	Students are needed to understand a general structure of a song, then in a group they are required to recreate a song	Project Assessment Self Assessment Performance assessment

					<p>base on already existed beat, the song will be talk about a motivational and a meaningfull songs. Then they are asked to present it in front of the class, and let the other students identify the meaning of the songs. Each students have to have their jobdesc in the song, like the one who write the lyrics, of some part, the one who find the beat, the one who find the theme of the song and make sure the lyrics to go exactly like the theme. So each of the individual can be assess</p>	
--	--	--	--	--	---	--



Appendix 8 Draft of Authentic Assessment Rubric

Topic : Passive Voice

Class/Semester : 11/2

Time : 3 meeting (3 x 45 minute)

Theme : Explain something without mentioning the subject

Method : Problem-Based Learning

Basic Competencies : 3.5 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding circumstances/actions/activities/events without the need to mention the culprit in scientific texts, according to the context of its use. (Pay attention to the linguistic elements of the passive voice)

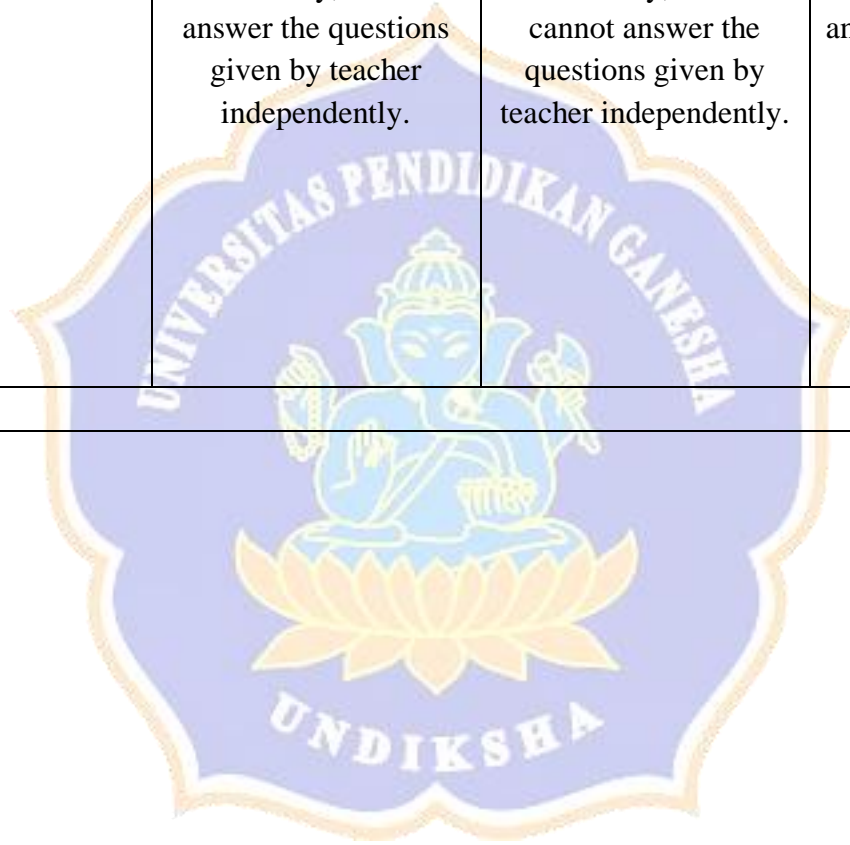
Syntax : (1) Elaborate, (2) Investigate, (3) Determine, (4) Write report, (5) Analyze and evaluate

Assessment Type : Performance assessment

No.	Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
1	Elaborating a problem				
	<ul style="list-style-type: none"> 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				
	<ul style="list-style-type: none"> The students are given the example in the form of a media either it's a video or a card 	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	

	<ul style="list-style-type: none"> The students are guided to work in a group. 	Students can share ideas and able to communicate with their teamwork.	The students can share ideas but not all the members are able to communicate well.	The students cannot share their ideas.	
3	Determining the method to do the investigation				
	<ul style="list-style-type: none"> Finding the information from the other sources, such books, videos, and modules. 	Students get a lot of relevant information from the other sources (book, video, or module) to solve the problem given.	Students get several relevant information from the other sources (book, video, or module) to solve the problem given.	Students do not get relevant information from the other sources (book, video, or module) to solve the problem given.	
4	Writing the report				
	<ul style="list-style-type: none"> Write down all information in the form of simple report 	Students are able to write down the answer in a group while discussing.	Students are able to write down the answer in a group while discussing, not all the member participated.	Students are not able to write down the answer in a group while discussing.	
5	Analyzing and evaluating the result				
	<ul style="list-style-type: none"> Teacher checks and analyze the result. 	Students are able to cope the problem and instruction given in a correct way.	Students are not totally able to cope the problem and instruction given in a correct way.	Students are not able to cope the problem and the instruction given in a correct way.	

	<ul style="list-style-type: none"> Students perform the result. 	<p>Students are able to perform the dialogue in a good pronunciation, confidently, and can answer the questions given by teacher independently.</p>	<p>Students are able to perform the dialogue in a good pronunciation, confidently, and but cannot answer the questions given by teacher independently.</p>	<p>Students are not able to perform the dialogue in a good pronunciation, confidently, and answer the questions given by teacher independently.</p>	
Total Score					



Topic : Passive Voice
Class/Semester : 11/2
Time : 4 meeting (4 x 45 minute)
Theme : Explain something without mentioning the subject
Method : Project-Based Learning
Basic Competencies : 3.5 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding circumstances/actions/activities/events without the need to mention the culprit in scientific texts, according to the context of its use. (Pay attention to the linguistic elements of the passive voice)
Syntax : (1) preparation, (2) planning, (3) doing research, (4) conclusion, (5) presentation, (6) evaluation
Assessment Type : Project assessment and self-assessment

Grading criteria	Good (3)	Average (2)	Poor (1)	Score
Preparation				
<ul style="list-style-type: none"> Finding friends to form a group. 	Students are able to form a group independently and decide the leader efficiently.	Students are able to form a group with the teacher's help, and have quite a while to decide leader.	Students cannot form a group based on the instruction, and having a hard time decide the leader.	
a. Planning				
<ul style="list-style-type: none"> Deciding job description 	Students are able to decide the job description with their group independently.	Students are able to decide the job description with the teacher's help.	Students having a hard time decide the job description even with teachers help.	
<ul style="list-style-type: none"> Schedule planning 	Students are able to plan the schedule to make the project independently.	Students are able to plan the schedule with the teacher's help.	Students having a hard time plan the schedule to finish the project, even with the help of the teacher.	
Research				

<ul style="list-style-type: none"> • Video observation 	Students are able to observe all the videos given independently. And understand the videos.	Students are able to observe 2 videos. And understand the videos with teacher guidance.	Students are only able to observe 1 video. And having a hard time to understand even with teacher guidance.	
<ul style="list-style-type: none"> • Format observation 	Students are able to observe the format independently.	Students are able to observe the format with teacher guidance's.	Students are having a hard time to observe the format of drama.	
Conclusion				
<ul style="list-style-type: none"> • Collecting information 	Students are able to collect the information about drama's element and passive voice independently with the group.	Students are able to collect the information about drama's element and passive voice with the teacher's guidance.	Students having a hard time collect the information from the video given. Even with teacher help	
<ul style="list-style-type: none"> • Project design and developed script 	Students are able to design and finish the drama completely and independently with the group.	Students are able to make only the drama completely with a vaguely project.	Students cannot make the project.	
Presentation				
<ul style="list-style-type: none"> • Project completion time 	Students are able to finish and present the drama in front of the class according to the schedule.	The process of making the project is a little behind schedule but can be completed on time.	Students cannot finish and present the drama on time.	
Evaluation				
<ul style="list-style-type: none"> • Self-assessment 	Students can fill out the self-assessment independently.	Students fill the self-assessment with the teacher's help.	Students cannot answer the self-assessment.	
				Total:

Appendix 9 Authentic Assessment Rubric

PROBLEM-BASED LEARNING

Topic : Passive Voice

Class/Semester : 11/2

Time : 3 meeting (3 x 45 minute)

Theme : Explain something without mentioning the subject

Method : Problem-Based Learning

Basic Competencies : 3.5 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding circumstances/actions/activities/events without the need to mention the culprit in scientific texts, according to the context of its use. (Pay attention to the linguistic elements of the passive voice)

Assessment Type : Performance assessment

Teachers' instruction:

Create a simple dialogue with your classmate about an incident or event that happened, but the perpetrator is unknown. Make sure to show the use of passive voice

What should students do?

- a. Students are given a problem: how to talk about an incident or event when you don't know who caused it. Your task is to have a conversation with a friend about this problem.
- b. Students are divided into pairs.

Teachers can facilitate by:

1. Explain the topic and the use of passive voice.
2. Emphasize the problem.
3. Divide the students into pairs.
4. Provide relevant sources.
5. Guide the discussion.
6. Give them time to rearrange and practice their paragraphs.

Syntax:

Elaborating the problem:

1. The teacher explains the topic and use of passive voice
2. The teacher also give example of conversation.
3. As an exercise, the student has to mention the passive voice in the given dialogue.
4. Students are given problem to define and discuss the problem in pairs.

Investigating the problem in collaboration:

1. The students work in pairs to investigate the problem.

2. They discuss the grammar structure and function of the passive voice in the context of the previous conversation, using it as a reference for how to use the passive voice to address the problem they were given.
3. They also brainstorm ideas for how to approach the conversation.

Determining the method to investigate:

1. Students are provided with some sources
2. Students are given the YouTube video:



Or you can access from these [links](https://bit.ly/40xDq4z) :
<https://bit.ly/40xDq4z>

Writing the report:

1. The students develop a solution to the problem by creating a dialogue with their partner.
2. They incorporate the grammar structure of the passive voice into their conversations.
3. The teacher may provide additional guidance and feedback as needed.
4. Students practice the dialogue with their friends.

Analysis and evaluate the result:

1. The students perform their dialogues in front of the class.
2. The class discusses the different approaches taken and identifies strengths and weaknesses in each conversation.
3. Teachers assess and evaluate their performance.
4. Teachers give them feedback one by one.

PRINT THESE PROBLEM, THEN ROLL THEM UP!

1. Problem: Someone Broke Into Your Friend's House
You're chatting with your friend when they mention that they had to cut your conversation short because their neighbor called them to let them know that someone broke into their house. Your friend seems quite upset about the situation.
2. Problem: There Will be an International Basketball Cup
You and your friend are both basketball fans, and you're both excited about the upcoming international basketball cup that's going to be held in your city. You start discussing which teams are going to be competing and who you think might win.
3. Problem: Somebody Broke the Glass
You and your friend are hanging out in your apartment when you hear a loud crash. You go to investigate and find that someone has broken one of your windows. You're both puzzled and frustrated about who might have done it and why.
4. Problem: The School Will Be Renovated
You and your friend are both students at your local high school. Your friend mentions that they heard a rumor that the school is going to be renovated over the summer break. You start discussing what kinds of changes you hope to see and what you think the school could do better.

A. Performance Assessment

No.	Grading Criteria	Good (3)	Average (2)	Poor (1)	Score
1	Elaborating a problem				
	<ul style="list-style-type: none"> The students are given the problem 	The students <u>are understand</u> about what is meant by the problem <u>that</u> they should find the solution.	The students are less <u>understand</u> about what is meant by the problem given but still know how to find the solution.	The students do not <u>understand</u> about what <u>it is meant</u> by the problem given and they cannot find the solution.	
	<ul style="list-style-type: none"> The students are asked to elaborate <u>the</u> problem given 	The students <u>are find good</u> <u>idea</u> about the problem given.	The students have less idea about the problem given but still <u>do the effort</u> about how to find out the solution.	The students have no idea about the problem given and do not know what to do.	
2	Investigating a problem				
	<ul style="list-style-type: none"> The students are facilitated by the teacher to find out the answer based on the text structure and social 	The students can find the information about the problem given <u>independently</u> .	The students only can find the information about the problem given after being facilitated by the teachers.	The students cannot find the information about the problem given even already facilitated by relevant sources	

Rubric for Assessing Students' Speaking Performance

Criteria	4	3	2	1
Fluency	Students can speak smooth also fluid speech, few to no hesitations, no attempts to search for words. Volume is excellent	Students can <u>speak relatively</u> smooth, some hesitation and <u>unevenness</u> caused by rephrasing and searching for words. Volume wavers	<u>Students</u> speech is frequently hesitant with some sentences left uncompleted. Volume soft	<u>Students</u> speech is slow, hesitant and strained except for short memorized phrases, difficult to perceive continuity in speech, inaudible
<u>Pronunciation and Accent</u>	<u>Students</u> pronunciation is excellent, and good effort at the accent.	<u>Students</u> pronunciation is good, and <u>some</u> effort at the accent, but is definitely non-native	<u>Students</u> pronunciation is okay, and no effort towards native <u>accent</u> .	Students pronunciation is lacking and hard to understand, no effort towards a native <u>accent</u> .
Vocabulary and details	<u>Excellent</u> level of description and wide range of well-chosen vocabulary.	Good level of description and relatively well-chosen vocabulary	Relatively well level of description and lack of vocabulary range.	Description is so lacking that the listener cannot understand and some words clearly lacking.
Eye Contact	Students are able to maintain a proper eye contact with their partner or even to their friend	Students are having a bit problem to maintain a proper eye contact with their partner or even to their friend	Students are having a trouble when they are trying to maintain the eye contact	Student cannot do any sign of <u>eyecontact</u>
Score:				Total x 100 : 16

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



https://drive.google.com/drive/folders/1yjeE2vygy4-DgNjTxFOGcVY76nSoViFf?usp=share_link

Appendix 10 Expert judgement Theory guide

Num	Theory	Items
1	A curriculum is a set of guidelines for the execution of learning activities with a specific purpose in mind. It includes plans and regulations about objectives, topics, and learning resources. Institution with National Education Standards (Darsih, 2014)	1,2,3
2	Before the learning process begins, lesson planning is the first step. It aids educators in planning their educational process to prevent stumbling blocks. (Emiliasari et al, 209)	4,5,6,7,8,9
3	It is impossible to separate the process of assessment from that of learning. Assessment is done before, during, or following teaching and learning activities. One of the persons who evaluates students' performance is their teacher. (Natalia et al, 2018), Rubrics are scoring tools that break down a task into its component elements and explain particular expectations for an assignment. (Diab, 2011)	10,11,12,13,14,21,22,23
4	Learning through collaboration is a teaching and learning strategy used in the 21st century that involves groups of students cooperating to solve problems, finish tasks, or produce products. When they listen to many viewpoints and are obliged to express and defend their views, learners in the collaborative learning (CL) setting face social and emotional challenges. (Laal et al, 2012)	15,16,17,18,19,20
5	A key component of ESL writing programs all across the globe is giving students feedback. This can come in the form of oral or written comments, editing, conferences between teachers and students, or peer discussions. (Zaman, 2012)	24,25,26,27

Appendix 11 Expert judgement

Expert Judgments I

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 11 Grade Senior High School Students by Teachers”

Target : Senior High School
Title : Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher : Pande Kadek Dika Saputra
Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation/Position : 1st Supervisor
Grade : 11

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 Poor	Poor	Acceptable	Good	Very Good
1	2	3	4	5

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

Num.	Descriptors	Scales					Notes
		1	2	3	4	5	
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, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)						
15.	The learning activities are designed in an interesting way.				√	
16.	The instructions are presented by using various pictures.				√	
17.	The learning activities in the rubrics are suitable for the topics.				√	
18.	The learning activities in the rubrics are suitable for the students' level.				√	
19.	The assessment of the 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		116					

Singaraja, January 23, 2022
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 11 Grade Senior High School Students by Teachers”

Target : Senior High School
Title : Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher : Pande Kadek Dika Saputra
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position : 2nd Supervisor
Grade : 11

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 Poor	Poor	Acceptable	Good	Very Good
1	2	3	4	5

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

Num.	Descriptors	Scales					Notes
		1	2	3	4	5	
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, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)							
15.	The learning activities are designed in an interesting way.					√	
16.	The instructions are presented by using various pictures.					√	
17.	The learning activities in the rubrics are suitable for the topics.					√	
18.	The learning activities in the rubrics are suitable for the students' level.					√	
19.	The assessment of the 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 2022
 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 11th Grade Elementary School Students by Teachers

Target	: Secondary School Students Research
Title	: Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher	: Pande Kadek Dika Saputra
Evaluator	: Gede Ari Suyasna Putra, S.Pd
Occupation	: English Teacher
Grade	: 11

Description:

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

Instructions:

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

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

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

e. Subject matter attributes (<i>value of content, content accuracy, comprehensiveness, integration, objective presentation</i>)							
24.	The contents of the rubrics are appropriate		✓				
25.	The elements of the rubrics are integrated suitably.	✓					
26.	The rubrics are objectives and unbiased.		✓				
27.	The rubrics are new and innovative.		✓				
TOTAL	121						

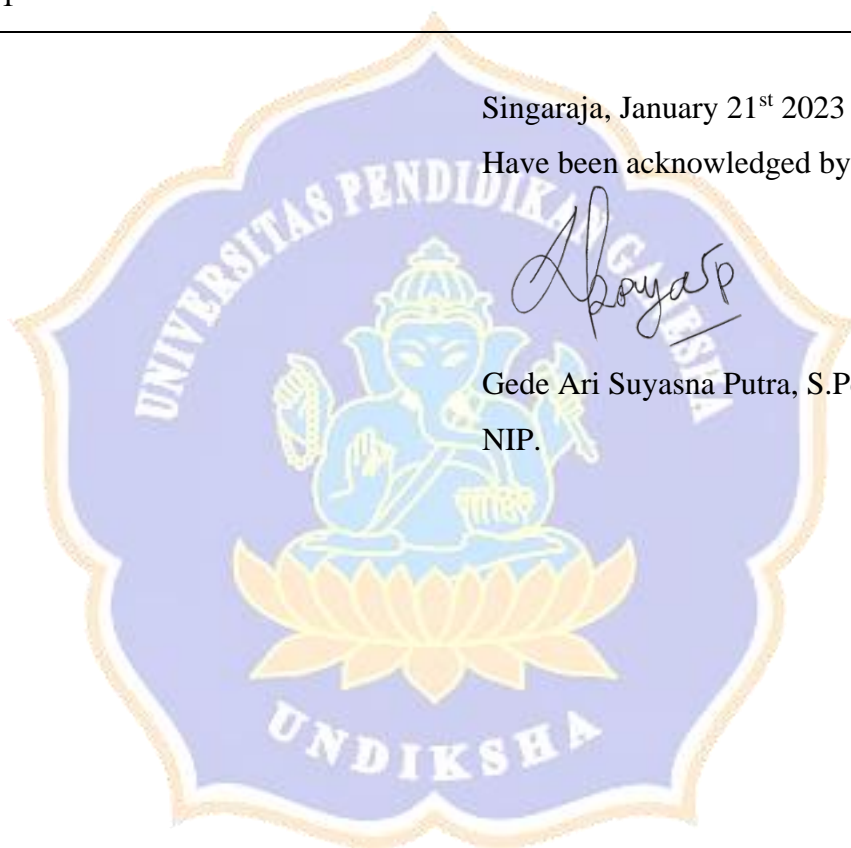
Singaraja, January 21st 2023

Have been acknowledged by,



Gede Ari Suyasna Putra, S.Pd

NIP.



Expert Judgments I

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 11 Grade Senior High School Students by Teachers”

Target : Senior High School
Title : Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher : Pande Kadek Dika Saputra
Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation/Position : 1st Supervisor
Grade : 11

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:

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

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

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

Num.	Descriptors	Scales					Notes
		1	2	3	4	5	
F. 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.					√	
G. 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				√		

H. 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.					√
I. Presentation attributes (space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)						
15.	The learning activities are designed in an interesting way.					√
16.	The instructions are presented by using various pictures.					√
17.	The learning activities in the rubrics are suitable for the topics.					√
18.	The learning activities in the rubrics are suitable for the students' level.					√
19.	The assessment of the 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.				√		
J. 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 23, 2022
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 11 Grade Senior High School Students by Teachers”

Target : Senior High School
Title : Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher : Pande Kadek Dika Saputra
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position : 2nd Supervisor
Grade : 11

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:

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

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

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

Num.	Descriptors	Scales					Notes
		1	2	3	4	5	
F. 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.					√	
G. 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					√	
H. 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.					√	
I. Presentation attributes (space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)							
15.	The learning activities are designed in an interesting way.					√	
16.	The instructions are presented by using various pictures.					√	
17.	The learning activities in the rubrics are suitable for the topics.					√	
18.	The learning activities in the rubrics are suitable for the students' level.					√	
19.	The assessment of the 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.				√		
J. 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 2022
 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 11th Grade Elementary School Students by Teachers

Target : Secondary School Students Research
Title : Developing Authentic Assessment Rubric for Assessing XI Grade Second Semester at Buleleng Regency
Researcher : Pande Kadek Dika Saputra
Evaluator : Gede Ari Suyasna Putra, S.Pd
Occupation : English Teacher
Grade : 11

Description:

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

Instructions:

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

Score				
5	4	3	2	1

Very good		Good		Acceptable		Poor		Very poor	
Number	Descriptor	Scales					Notes		
		5	4	3	2	1			
f. 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	✓							
g. Instructional Design Attributes (<i>justification of need, target audience, entry level prerequisites, and organization or structure of content</i>)									
4.	The scope of rubrics are made in accordance with the curriculum.	✓							
5.	The rubrics are suitable for the students' needs.	✓							
6.	The activities are relevant to the students' daily life.	✓							
7.	The learning activities are suitable for the students' needs.	✓							
8.	The learning methods used in the rubrics are suitable for the students to learn English.	✓							
9.	The steps are presented systematically to make teachers easier to understand.		✓						
h. Language Attributes (complexity of vocabulary and sentence structures)									
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.	✓							
11.	The rubrics use the proper	✓							

	phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.						
12.	The activities in the rubrics are elaborated by using the clear language.	✓					
13.	The rubrics are easy to understand and used for the teachers.	✓					
14.	The activities in the rubrics are delivered briefly and straight to the point.	✓					
i. Presentation attributes (space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout).							
15.	The learning activities are designed in an interesting way.	✓					
16.	The instructions are presented by using various pictures.	✓					
17.	The learning activities in the rubrics are suitable for the topics.		✓				
18.	The learning activities in the rubrics are suitable for the students' level.	✓					
19.	The assessment of the process is well-designed to assess students' process.	✓					
20.	The assessment of the product or performance is well-designed to assess the students product or performance.	✓					
21.	The instructions are easy to understand.	✓					
22.	The font used and size is appropriate.		✓				
23.	The important parts are marked by bolded words.		✓				
j. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							

24.	The contents of the rubrics are appropriate	✓					
25.	The elements of the rubrics are integrated suitably.	✓					
26.	The rubrics are objectives and unbiased.	✓					
27.	The rubrics are new and innovative.		✓				
TOTAL	130						

Singaraja, January 21st 2023

Have been acknowledged by,



Gede Ari Suyasna Putra, S.Pd
NIP.

Appendix 12 Activities Documentation







Surat Pernyataan

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "DEVELOPING AUTHENTIC ASSESSMENT RUBRIC BASED ON 21st CENTURY LEARNING METHODS FOR ASSESSING SECOND SEMESTER OF 11th GRADE SENIOR HIGH SCHOOL" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan tidak sesuai etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 22 Mei 2023

yang membuat pernyataan,



Pande Kadek Dika Saputra