

APPENDICES

Appendix 1 Teacher's Interview Guide Theory

Num.	Theories	Items
1.	Merdeka Belajar Curriculum is the program for developing human resources prepared to confront the fourth industrial revolution (industry 4.0). Purwanti (2021) states both learners and teachers will take an essential part in this curriculum since it will serve as a bridge to a future education system that will focus more on communication technologies to acquire. To fulfill learning objectives, both educators and learners must adapt to the fast expansion of information and communication technologies. The educators must understand the Freedom to Learn curricular idea as conceptual freedom for students to consider during the learning process. (Makarim, as cited in Yuhastina et al. 2020)	1, 2
2.	The importance of learning objectives in lesson plan creation must be explained properly. Another goal of learning objectives is to properly communicate both material and performance expectations to students. According to Mckimm (2009), despite this critical function, there has been relatively little debate regarding ways for fostering students' direct contact with goals. Learning objectives define the observable and quantifiable actions that students must demonstrate as a result of their participation in learning. Bloom (1956, as quoted in Mckimm, 2009) describes how cognitive growth goals become more complicated as pupils gain a deeper understanding, begin to apply information, and eventually synthesize and assess what they have learned.	3
3.	According to Caena and Redecka (2019), given 21st century competencies, students should cover a broad variety of competences such as critical thinking, problem solving, creativity, metacognitive strategies, communication, digital and technology literacy, good citizenship, and cultural understanding. As a result, a variety of 21st-	4

	<p>century learning strategies, such as problem-based learning, project-based learning, and discovery-based learning, might assist students in increasing their creativity and critical thinking abilities (Nurtanto, et al. 2020)</p>	
4.	<p>The essential aspects of every instructional activity are learning objectives and assessments. The right connection between learning objectives and assessment will be critical in students' learning. According to Chatterjee and Coral (2017), good learning objectives influence evaluation and instruction by defining and restricting material or activities. So far, there are inadequacies in the connecting and application of learning objectives with evaluation and the teaching learning process in the practical environment (Sewagegn, 2020)</p>	5
5.	<p>As part of the professionalism competency, trainees must be able to provide and accept feedback. According to Doran (1981, as mentioned in Jug et al., 2019), feedback influences every human encounter we have in our professional and personal life. To offer appropriate feedback and optimize learning, the receiver should be included from the start of the learning experience, such as at the start of a rotation, before conducting a process, before signing out, and so on. Learners should be encouraged to propose learning objectives for the learning experience.</p>	6
6.	<p>While assessing students' competency, teachers must gather evidence to establish the extent to which students have met learning objectives. Many approaches for obtaining information may be employed, including official and casual observations of students, thus the ability to choose the optimal strategy for the learning environment is required. (Sudarwan & Retnawati, 2015)</p>	7
7.	<p>Learning evaluation is critical in determining the amount of success or failure of a lesson; otherwise, the assessment data may be utilized to build learning procedures that meet the needs of students. Assessment is described as the process of collecting information</p>	8

	regarding student performance in order to make judgments (Hidayah et al., 2022) .	
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Appendix 2. Interview Guide for Teacher

No.	Kriteria	Keterangan
1.	Apakah sekolah menggunakan kurikulum 2013 atau kurikulum merdeka?	Guru menggunakan kurikulum merdeka untuk kelas 10 dan untuk kelas 11 dan 12 masih menggunakan kurikulum 2013 yang nantinya akan menyesuaikan dengan kurikulum merdeka.
2.	Apakah rancangan pelaksanaan pembelajaran ataupun modul Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?	RPP atau modul pembelajaran yang dirancang telah disesuaikan dengan silabus, kompetensi dasar dan indicator yang digunakan
3.	Apakah rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran?	RPP dan modul pembelajaran telah mampu untuk mengukur tujuan pembelajaran

4.	Apakah rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru menggunakan metode pembelajaran tertentu?	RPP dan metode pembelajaran yang dirancang guru mampu memuat metode pembelajaran abad 21, namun masih banyak guru yang belum mengetahui syntax yang sebenarnya dari metode yang digunakan.
5.	Apakah penilaian yang digunakan dalam rancangan pelaksanaan pembelajaran dan modul Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran?	RPP dan modul mampu untuk mengukur tujuan pembelajaran, dimana guru dapat menyesuaikannya melalui kompetensi dasar dan indicator di dalam silabus
6.	Selama memberikan penilaian dalam pembelajaran, bagaimana cara guru untuk memberikan feedback pada siswa?	Guru memberikan umpan balik pada siswa menggunakan perkataan yang diungkapkan.
7.	Bagaimana cara guru untuk merancang instrumen penilaian? Apa saja elemen yang digunakan?	Guru menggunakan tiga jenis penilaian dimana itu mengukur afektif, kognitif dan psikomotorik dengan acuan indicator.
8.	Apa saja kendala yang dihadapi dalam menggunakan instrumen penilaian autentik?	Kendala yang dihadapi adalah karena jumlah siswa yang banyak, sangat sulit untuk mengaplikasikan asesmen autentik yang membutuhkan beberapa

		perhatian untuk memperhatikan progress seluruh siswa
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Appendix 3. Student's Interview Guide Theory

Num.	Theories	Items
1.	Tambak et al. (2020) reveal discussion aids in the development of pedagogical qualities desired in the teaching profession, such as a critical attitude toward their employment. This technique also enables the teacher to concentrate on tasks while simultaneously developing wider learning strategies. The discussion technique, in particular, leads to enhanced learning activities, learning with high	1,2

	academic content, confidence in producing better presentations, and the development of discussion skills in the development of oral presentation competence.	
2.	The question and answer method enables the educator to provide opportunities for students to ask questions about things they do not yet understand and to observe the students' activeness and response to the learning material that the teacher has delivered or as a warm-up for students to remember the lessons that have been delivered (Suluwetang, 2021)	3,4
3.	According to Levent and Ertok (2020), formative assessment encourages students to focus on what they are doing and on increasing their satisfaction by enhancing their particular personal and academic worlds with the support of the education they get. Focusing on the process will be made simpler with the assistance of meaningful and helpful assignments, which are essential alternatives to examinations and tests and, as such, should be taken seriously and employed more frequently in education. Tasks, as opposed to examinations and tests, demand learners to apply both previous and present knowledge as well as individual abilities to complete them.	5
4.	Authentic assessment, according to Wadji (2017), is any sort of assessment that demands students to establish abilities and competencies that genuinely reflect challenges and circumstances experienced in everyday life. Dakhi et al. (2020) also claim that teachers require a learning technique that assists students in objectively analyzing all learning activities, such as employing problem-based learning to increase critical thinking abilities and project-based assessment to assess students' processes in completing a project.	6
5.	According to Coulson and Harvey (2013), self-reflection is an important ability and approach for students to acquire as students improve higher-order thinking abilities and prepare for professional practice. Reflection, also known as reflective practice, allows	7

	<p>students to gain autonomy and confidence in their learning by setting learning goals and taking responsibility of their learning practices. According to Carey et al. (2017), the higher education setting provides an excellent opportunity for students to learn how to think independently, remark critically, and reflect on their learning while developing the self-monitoring and self-regulation abilities required for lifelong learning.</p>	
6.	<p>Merdeka Belajar and Curriculum 2013 employ genuine assessment to measure students' knowledge, abilities, and attitudes during the learning process, whether in the form of a written or oral test, observation, self-evaluation, attitude measurement, and task, project, and portfolio assessments (Atmarizon et al., 2020; Rizavega, 2018). Continuous assessment is carried out at all phases of the learning process to collect data on students' language comprehension, abilities, tactics, and attitudes (Irdiyansyah & Gusnadi, 2018).</p>	8
7.	<p>According to Hyland (2019), feedback is a fundamental component of students' developing control over writing abilities in genre-oriented methods, where theories of constructivist learning teaching and learning as a social activity are significant. In this case, feedback is critical for giving students with the rhetorical options important to new academic or professional literacy abilities, as well as supporting students in negotiating access to new information and practices.</p>	9, 12, 13
8.	<p>The outcomes must include information about the students' strengths, weaknesses, and mastery of the needed abilities (Hamalik, 2007:13 in Nurhayati, 2016).</p>	10,11

Appendix 4. Students' Interview Guide

Num.	Question
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)* <ul style="list-style-type: none"><li data-bbox="472 1312 847 1346">○ Tes dengan pilihan ganda<li data-bbox="472 1368 1177 1402">○ Memberikan kuis melalui quizziz atau google form<li data-bbox="472 1424 1082 1458">○ Memberi project berkelompok atau seorang<li data-bbox="472 1480 863 1514">○ Memberi pekerjaan rumah<li data-bbox="472 1536 762 1570">○ Memberikan essay
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?
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Questionnaire for students if interview cannot be conducted :

<https://forms.gle/onJqqtkhn6KDBBbZA>

Appendix 5. Blueprint Design

Num.	Content	Competencies	Teaching Method	Activity	Assessment Type
1.	Suggestion and Offers	3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to suggestions and offers, according to the context in which they are used	Problem Based Learning	<p>Students work with their chairmates then make a flowchart based on their systematic steps in implementing their suggestions and offers. Teacher given problem that they must be solved.</p> <p>Problem : Problem: One day the school will hold a major event that requires its students to attend a prom night. This prom night has a vintage hollywood theme, where students will create and give a suggestion of a dress designed from thrift clothes.</p> <p>How to solve it : Make your friend's appearance look elegant with the right expression and systematic steps based on the references given containing giving suggestions and offers.</p>	Performance Assessment and Self Assessment
			Project Based Learning	Students are directed to create an exhibition where they will apply	Project Assessment

				expressions giving suggestions and offers while selling their design of vintage hollywood dress for prom night then the visitors will vote the best design in every groups with comments.	and Self Assessment
			Discover Based Learning	Students make group consisting of 4 students then identify the type of expression given Also, please identify and state your reason. Then, analyze your perceptions by comparing the answer with the list of possible answers given by teachers. In conclusion, you have to conclude whether your perceptions are correct or not.	Performance Assessment and Self Assessment
2.	Giving and Asking Opinion	3.2 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting	Problem Based Learning	Students are working in the group consist of four people in making a survey chart after playing game. Teacher lead the game and given the problem to solved. Problem: Teachers have a game called the “Boardpinions” game, each section of the board	Performance Assessment and Self Assessment

		information related to opinions and thoughts, according to the context in which they are used.		has questions about the sexual assaults that have occurred recently. How to solve it : Please ask other groups about the topics given through random dice rounds, make a survey chart and a description of the opinions obtained.	
			Project Based Learning	Students are directed to make a 1-3 minute TikTok video with the theme save the world from plastic. In this video students work with their group then they should use existing expressions of giving and asking opinions with a appropriate grammar and pronunciation	Project Assessment and Self Assessment
			Discover Based Learning	Students make a group consisting of 3 students then read the clue given and make a conversation n contain giving and asking opinion based your perception. Then, analyze your perceptions by comparing the answer with the list of possible	Performance Assessment and Self Assessment

				answers given by teachers. In conclusion, you have to conclude whether your perceptions are correct or not.	
3.	Formal Letter	3.3 Distinguish the social function, text structure, and linguistic elements of some special texts in the form of official invitations by providing and requesting information related to school / workplace activities according to the context in which they are used	Problem Based Learning	<p>Students work with their chair mates then create a report text based on the errors between two wedding invitations for formal context. Teacher give the problem to solved it.</p> <p>Problem: Maria will get married in a while with her lover. Therefore, they will make invitation cards for the guests. When the invitation has been printed, a problem occurs. Invited guests in her office don't like the invitations given because they don't look formal for the office criteria.</p> <p>How to solve it : Students will help Maria to find faults in her invitation with a report text contain of the errors in the wedding invitation</p>	Performance Assessment and Self Assessment
			Project Based Learning	Students are directed to make a formal invitation	Project Assessment

				letter with a correct structure and grammar based on the mixed theme that already given from teacher	and Self Assessment
			Discover Based Learning	Students make a group consisting of 3 students then identify the structure in the random formal letter. Also, please identify it and state your reason. Then, analyze your perceptions by comparing the answer with the list of possible answers given by teachers. In conclusion, you have to conclude whether your perceptions are correct or not.	Performance Assessment and Self Assessment
4.	Analytical Exposition	3.4 Distinguish the social function, text structure, and linguistic elements of some oral and written analytical exposition texts by providing and requesting information related to actual	Problem Based Learning	Students are working in the group consist of four people in making digital posters consists of the knowledge and the arguments from the text given. Teacher give the problem to solve it. Problem: Students are given a random exposition text about social media, where the arguments of this text can	Performance Assessment and Self Assessment

		issues, according to the context in which they are used		educate others and are easy to understand and useful.	
			Project Based Learning	Students are directed to write an exposition text with a correct structure and grammar based on your perspective from the theme “Global Warming”	Project Assessment and Self Assessment
			Discover Based Learning	Make a group consist of four people then identify the structure and language features in the random analytical and hortatory exposition. Also, please identify it and state your reason. Then, analyze your perceptions by comparing the answer with the list of possible answers given by teachers. In conclusion, you have to conclude whether your perceptions are correct or not.	Performance Assessment and Self Assessment

Note :

This rubric assessment will be provided in English. The rubric will be organized in a model that is appropriate for the learning model and type of assessment, allowing it to be used in combination with the basic competencies, themes, sub-themes, and learning activities displayed in the classroom, as well as the learning syllabus for grade 11 first semester in Buleleng Regency.

Appendix 6. Authentic Assessment Product

PROBLEM BASED LEARNING

Topic : Suggestion and Offers

Theme : Giving suggestions and offers depends on the situation.

Method : Problem-Based Learning

Basic Competencies : 3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to suggestions and offers, according to the context in which they are used

Assessment Type : Performance Assessment and Self-Assessment

Teachers' instruction:

Students are asked to make a process flow chart consisting of design stages to construct a dress with a vintage Hollywood theme.

The flowchart that students will make has the following criteria:

1. The flowchart must be according to the stages of the flow, which is simple and clear
2. The flowchart is drawn from top to bottom and from left to right.
3. Each step of an activity must use a verb.

4. Using elements that are following the process carried out at the stage of providing suggestions and offers for the designs made

So that the guidelines for the elements for making flowcharts and examples are shown as follows.

The Elements of Flowchart can be accessed on QR code or

this link https://docs.google.com/document/d/1PYPL8eXsUsIRtaBZtv3_0pZp5q66hx6wYaM01oa7B_8/edit?usp=sharing



What should students do?

- Students are given a problem.
- Problem: One day the school will hold a major event that requires its students to attend a prom night. This prom night has a vintage Hollywood theme, where students will create and give a suggestion of a dress designed from thrift clothes.
- How to solve it: Make your friend's appearance look elegant with the right expression and systematic steps based on the references given containing giving suggestions and offers.
- Students work with their chair mates

Teachers facilitate the students by:

- Emphasizing the problem given.
- Dividing the students into groups.
- Providing the relevant source in books or the internet.
- Guiding the student's discussion.

- Providing the students time to arrange the steps in solving the problems

Syntax:

Elaborating on the problem:

- Students are given the problem.
- Students are asked to elaborate on the problem with their chair mates.

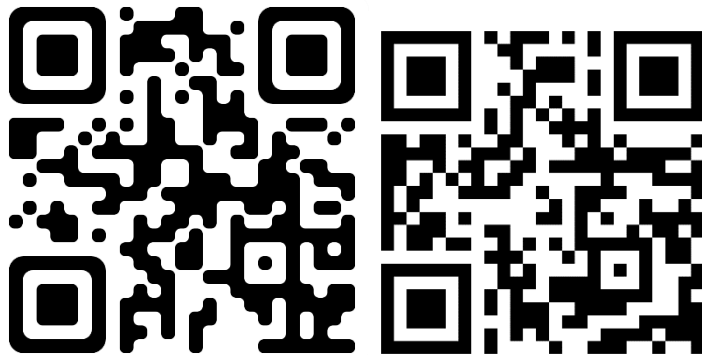
Investigating the problem in collaboration:

- Students are asked to investigate the problem given.
- Students ask their friends to find the idea of the problem based on the question given.

Determining the method to investigate:

- Students are provided with books, modules, or media.
- Students are given the YouTube video to elaborate on the result of the problem or follow this link or scan the QR Code below

<https://www.youtube.com/watch?v=vqQzvXGAYZ> or <https://www.youtube.com/watch?v=OgtPWAGzUfg>



Writing the report

- Students answer the problem with their best suggestions and offers.
- Students make a list of information from the video that is related to the problem given.
- Students design their systematic steps in the flowchart containing suggestions and offer expressions based on the structured steps in solving the problem.
- Students practice presenting their flowchart

Analyzing and evaluating the result:

- Students present the flowchart based on their design in front of the class.
- Teachers assess and evaluate their performance.
- Teachers give them feedback one by one.
- Students do self-assessment

A. Performance Assessment

No.	Grading Criteria	Excellent (3)	Great (2)	Insufficient (1)	Score
1.	Elaborating a Problem				

	Students are given the problem.	The students understand the problem to be solved	The students have fewer solutions to the problem to be solved	The students can not deal with the problem to be solved	
	Students are asked to elaborate on the problem	The students find more ideas to create suggestions and offers based on the problem given	The students have a little idea to create suggestions and offers based on the problem given	The students do not get any idea to create suggestions and offers based on the problem given	
2.	Investigating the problem in collaboration				
	The students are facilitated by the teacher to find the answer based on the expression of giving suggestions and offers	The student can explore the information about the problem given by themselves.	The student can explore the information about the problem after being guided by the teacher	The student has a lack of understanding to explore the information about the problem	
	The students are guided to work in pairs.	Students can communicate the idea and work together to solve problems	Students have less discussion and work together to solve problems	Students do not discuss and work together to solve problems	
3.	Determining the method to investigate				

	Combining other sources in finding the material (book, modules, PPT)	Students gain a lot of information from several sources (books, modules, PPT) to solve the problem.	Students gain a little information from several sources (books, modules, PPT) to solve the problem.	Students do not use a lot of information from several sources (books, modules, PPT) to solve the problem.	
	Finding other sources on internet platforms such as Websites, Youtube, etc to observe the material given	Students provide a lot of sources on the internet (Websites, Youtube, etc) to observe the material given	Students provide several sources on the internet (Website, Youtube, etc) to observe the material given	Students do not provide any sources on the internet (Website, Youtube, etc) to observe the material given	
4.	Writing the report				
	Students answer the problem with their best suggestions and offers	Students can solve the problem creatively using the right expressions of suggestions and offers	Students have less ability to solve the problem using the right expressions of suggestions and offers	Students are not able to solve the problem using the right expressions of suggestions and offers	
	Students make a list of information from the video that is related to the problem given.	Students are capable to write a list of information about the problem given	Students are moderate to write the list of information about the problem given	Students do not have the skill to write the list of information about the problem given	

	Students design their flowcharts to include their systematic steps in giving suggestions and offers based on their ideas	Students are proficient to design their flowcharts including systematic steps in giving suggestions and offers	Students have average skills to design their flowcharts including systematic steps in giving suggestions and offers	Students are not able to design their flowchart including systematic steps in giving suggestions and offers	
	Students do practicing to present their flowcharts before performing in front of the class.	Students are capable to present their ideas in the flowchart without any hesitation	Students are capable of presenting their ideas in the flowchart but still need improvement.	Students are not able and feel anxious about presenting their ideas in the flowchart	
5.	Analysis and evaluate the result				
	The teacher analyze the result of the problem given	Students can elaborate on the problem and do the instruction given correctly.	Students are average to elaborate on the problem and do the instruction given correctly.	Students are not able to elaborate on the problem and do the instruction given correctly.	
	Students present the flowchart based on their design in front of the class.	Students are capable of explaining their ideas and solutions in the flowchart with a clear voice, good pronunciation, and correct grammar.	Students are moderate in explaining their ideas and solutions in the flowchart with a clear voice, good pronunciation, and correct grammar.	Students are not capable of explaining their ideas and solutions in the flowchart with a clear voice, good pronunciation, and correct grammar.	

	Self-assessment	Students feel enthusiastic to do their self-assessment	Students moderate do their self-assessment with the teacher's help	Students are not competent to do self-assessment	
	Total Score				
	Final Score = $\frac{total\ score \times 10}{36}$				
	<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percents: 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>				

Rubric for Assessing Flowchart

Category	Excellent	Great	Average	Insufficient	Score
	4	3	2	1	

Steps in Flowchart	The flowchart is logical and the steps of giving suggestions and offers help the reader to solve their problem in styling.	The flowchart is useful and the steps of giving suggestions and offers can impress the reader to solve their problem in styling.	The flowchart is moderate and the steps of giving suggestions and offers guide the reader to solve their problem in styling.	The flowchart is hard to understand and the steps of giving suggestions and offers have no order to solve their problem in styling.	
Color	The flowchart uses colorful and bright colors.	The flowchart uses several Pantone colors.	The flowchart uses monochrome color	The flowchart has no color	
Design	The design of the flowchart is interactive, able to explain the suggestions, and eye-catching.	The design of the flowchart only explains the suggestions and aesthetic	The design of the flowchart only explains the suggestions with simple drawings.	The design of the flowchart is not suitable as well.	

Content	The content of the flowchart can explain the suggestions and offers of various references	The content of the flowchart gives several explanations the suggestions and offers many references	The content of the flowchart only has one explanation of the suggestions and offers using one reference.	The content of the flowchart does not explain the suggestions and offers and also does not contain any references	
Knowledge	Extensions of the key ideas show a deep understanding of the content	Show extensions of most key ideas	Attempts extension of a few ideas	No extension of ideas evident	
$\text{Score} = \frac{\text{total score} \times 100}{20}$					
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent 84-95</p> <p>C: Average: equivalent to percent 76-82</p>					

D: Passed: barely equivalent to percent 76

E: Failed: below 76

Rubric for Assessing Student's Presentation




Category	Outstanding 3	Adequate 2	Need Improvement 1	Score
Attitude	Students show enthusiasm about their flowchart design to solve the problem given.	Students show a little bit of enthusiasm about their flowchart design to solve the problem given but overall is good	Students were uninterested and confused while presenting their flowchart design to solve the problem given	
Public Speaking	Students have to speak clearly, move thoroughly	Students have to speak forcefully with inconsistent	Students speak loudly or softly, no gestures in explaining, and have	

	in an appropriate way, and have a good posture in presenting their flowchart design to solve the problem.	volume, make awkward pauses, and have a moderate way to posture in presenting their flowchart design to solve the problem.	poor posture in presenting their flowchart design to solve the problem.	
Competency	Students proficient in demonstrating the combination of the knowledge given and their flowchart contained suggestions and offers, also able to answer all the questions	Students competent in presenting the combination of the knowledge given and their flowchart contained suggestion and offers but needs time to answer unexpected questions	Students are not able to show their flowchart presentation and do not know to pay attention to answer questions given	
Language Usage (Grammar and Vocabulary)	Students can use correct grammar and variations of vocabulary while presenting their flowcharts.	Students have average skills in using correct grammar and basic vocabulary, but the presentation can be understood.	Students do not use proper vocabulary and have a lot of grammatical errors in presenting their flowcharts	

Eye Contact	Students consistently made eye contact with the audience and all sections of the room throughout presenting their flowcharts to solve the problem	Students only make eye contact 1-3 times with the audience, but only in the limited section while presenting their flowchart to solve the problem	Students do not make eye contact with the audience while presenting the design of their flowchart to solve the problem	
Score $\frac{\text{total score} \times 15}{100}$				
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent: 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>				

Self-Assessment for Students

Give your checklist (✓) on the table that matches your capability!

Process Criteria	Magnificent  (9-10)	Brilliant  (6-8)	Incomplete  (1-5)	Score
I am able to be a good teammate				

I am able to share any ideas in my thought with my chair mate				
I bring inspiration when discussing with my chair mate.				
I can solve the problem given together.				
I am able to design the flowchart to complete the solution.				
I accept my chair mates' suggestion				
I used all the effort I had to solve the problem.				
I am able to speak using some gestures and eye contact				
I am able to tell my experience				
I should enhance.....				
Total Score				
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent: 84-95</p> <p>C: Average: equivalent to percent 76-82</p>				

D: Passed: barely equivalent to percent 76

E: Failed: below 76

PROJECT-BASED LEARNING

Topic : Suggestion and Offers

Theme : Giving suggestions and offers depends on the situation.

Method : Project-Based Learning

Basic Competencies : 3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to suggestions and offers, according to the context in which they are used

Assessment Type : Product Assessment and Self Assessment

Teachers' instruction:

Students are directed to create an exhibition consisting of the expressions giving suggestions and offers while selling their designs of vintage Hollywood dresses for prom night with several criteria as follows

1. The project should be completed on the schedule made
2. The design of the dress must match the theme and be combined with a unique concept
3. The decoration of the exhibition will be judged by the design, elements used, and neatness

Student's direction

1. Students create a group consisting of 4 - 5 people

2. Students designing vintage Hollywood dress models from thrift outfit
3. Students making an exhibition to sell their design collection for prom night.
4. Students impress the visitors with their best suggestions and offers.

Syntax

Preparation

1. Students receive instruction from the teachers.
2. Students create a group consisting of four or five people
3. Students selected group coordinators by random mix.

Planning

1. Students who become coordinators share and determine the job description of each member
2. Students decide and discuss how to find the material to complete the task given.
3. Students make a schedule to make the project.

Research

1. Students observe several YouTube videos containing some references given by the teachers that can be accessed by the link or QR code
<https://www.youtube.com/watch?v=54IO2KovzGg>
<https://www.youtube.com/watch?v=bb8dRTIzjKI>
<https://youtu.be/oGfXBc1zFeU>



Conclusion

1. Students take note of the information based on the videos given and then write several important information lists about it.
2. Students start to draw a design of a vintage Hollywood dress with a description before preparing an exhibition.
3. Students start to decorate their exhibition and then are ready to sell their dress designs to visitors.

Presentation

1. Students sell their designs of vintage Hollywood dresses using the best suggestions and offer to the visitor.

Evaluation

1. The teachers assess their projects and then give them feedback.
2. Students do self-assessments.

Rubric for the Learning Process

Grading criteria	Excellent 3	Great 2	Insufficient 1	Score
Preparation				
Create a group with their friends	Students can create groups with other students around them	Students can create a group with their friends but need the teacher's help.	Students do not create a group independently based on the instruction.	
Select a group coordinator.	Students are capable of selecting a group coordinator by discussing together.	Students are capable of selecting a group coordinator by themselves without their friend's consent.	Students are not capable of selecting a group coordinator.	
Planning				
Discuss and decide job description	Students are competent to share and decide the job description with their group productively.	Students are moderate to sharing and deciding the job description with their group productively	Students are not able to share and decide on the job description with their group productively	
Planning the Information	Students are capable of taking note of the list in planning the information needed to create a design of vintage Hollywood dress creatively	Students are average at taking note of the list in planning information needed to create a design of vintage Hollywood dress creatively	Students lack the skills to take note of the list in planning information needed to create a design of vintage Hollywood dress creatively	

Make a plan for the schedule	Students are competent to plan the schedule while making the exhibition.	Students are moderate at planning the schedule while making the exhibition, but it can be improved.	Students are not capable of planning the schedule while making the exhibition.	
Research				
Observing the video	Students are capable of analyzing all the videos given. They can find strengths and weaknesses in every video.	Students are moderate in analyzing several videos given. They only take note of the differences in every video.	Students lack skills in analyzing all the videos given.	
Conclusion				
Collect the information	Students are excellent while collecting information on designing vintage Hollywood looks with the group.	Students are average while collecting information on designing vintage Hollywood looks with the group.	Students are not proficient in collecting information about designing vintage Hollywood looks with the group	

Students design vintage Hollywood dress	Students can design their vintage Hollywood dress together using a lot of references from other sources.	Students are moderate to design their vintage Hollywood dress together using two references from other sources.	Students are not capable of designing their vintage Hollywood dress together using a lot of references from other sources.	
Project the exhibition and design of the dress	Students are capable of preparing the exhibition and selling their dress designs with the best suggestions and offer to the visitors.	Students are average at preparing the exhibition and selling their dress designs to visitors.	Students have low skills in preparing the exhibition and selling their dress designs to visitors.	
Presentation				
Project completion time	Students are proficient to finish their exhibition and then sell their designs with the best suggestions and offers appropriate to the schedule.	Students are average to finish their exhibition and then sell their designs with the best suggestions and offers, but it still suits their schedule.	Students are not able to finish their exhibition and then sell their designs with the best suggestions and offers, also it is out of the schedule.	
Evaluation				
Self-assessment	Students feel enthusiastic to do their self-assessment	Students moderate do their self-assessment with the teacher's help	Students are not competent to do self-assessment product	
				Total:

Final score: $\frac{\text{total score} \times 100}{30}$	
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent: 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>	

Rubric for Assessing the Exhibition and Dress Design




Grading Criteria	Outstanding 3	Need Improvement 2	Low Performance 1	Score
Decoration	Students are excellent at decorating the exhibition with relevant elements, and appropriate materials, and have a lot of creativity	Students can decorate the exhibition using fancy elements which is excessive with a teacher's guidance	Students lack skills in decorating the exhibition perfectly.	
Speaking Skills	Students are proficient in ordering their suggestions and offer to the visitors with appropriate	Students are enough in ordering their suggestions and offer to the visitors with several grammar	Students are insufficient in ordering their suggestions and offering the visitors grammar errors, monotonous	

	grammar, the right expression, and the appropriate vocabulary	errors, kinds of expressions, and the right vocabulary.	expressions, and wrong vocabulary choices.	
Team Work	The group members show their high level in all activities of the exhibition	The group members are enough to show their enthusiasm in doing all activities of the exhibition	The group members do not collaborate as well and are selfish in doing all activities of the exhibition	
Design	The designs of the dress are excellent to fit the theme given. It contains pure imagination, excellent color choice, and tidiness.	The designs of the dress are moderate to fit the theme given. It contains several examples of another design with, good color choice, but still needs improvement.	The designs of the dress do not suit the theme given. It contains a lot of plagiarism design, bad color choices, and untidy.	
Use of Key Concept	Students confidently identified their design's key concept related to the key question, lines of inquiry, and central idea	Students can identify their design's key concepts related to the key question, lines of inquiry, and central idea with support from the teacher	Students nervously identified their design's key concept related to the key question, lines of inquiry, and central idea	
Organization	The exhibition is perfectly organized as it showed their skills in offering and giving suggestions about the design's made together	The exhibition is well organized as it showed in offering and giving suggestions about the design's made together, but still need teacher guidance.	The exhibition is not organized as it showed offering and giving suggestions about the design's made together,	

Total:	
Final score : $\frac{total\ score \times 100}{18}$	
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>	

Self-Assessment for Students

Give your checklist (✓) on the table that matches your capability!

Process Criteria	Magnificent  (9-10)	Brilliant  (6-8)	Incomplete  (1-5)	Score
I am able to be a good teammate				
I am able to share any ideas in my thought with my teammate				
I bring inspiration when discussing with my teammate				
I can do the project given together.				
I am able to design the dress to suit the theme				
I accept my team's suggestion				

I used all the effort I had to do the job description.				
I am able to give my suggestion and offers to the visitor using some gestures and eye contact				
I am able to tell my experience				
I should enhance....				
Total Score				
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>				

DISCOVERY-BASED LEARNING

Topic : Suggestions and Offers

Theme : Giving suggestions and offers depends on the situation.

Method : Discovery-Based Learning

Basic Competencies : 3.1 Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to suggestions and offers, according to the context in which they are used

Assessment Type : Performance Assessment and Self Assessment

Teacher's instruction

1. Students are directed to work in groups of 4 students
2. After divided into several groups, students are given a worksheet to identify the expressions contained in the video.

3. Next, students start to state their reasons why they choose these expressions
4. After watching the video, students analyze their perceptions by comparing the answers with the list of possible answers given by the teacher
5. Students discuss the result with their friends in a group
6. Afterwards, students have to conclude whether their perception is correct or not.

Syntax:

Orientation

- Students are given a topic about suggestions and offers
- Students find and make a group of four.
- Students are given a random conversation that can be accessed with QR Code or this link'

<https://www.youtube.com/watch?v=6EtXIv5JXF8>

<https://www.youtube.com/watch?v=xmzLLgoQnAk&t=11s>

<https://youtu.be/jU-DrGck50I>



- Students can watch the video
- Students observe and then identify the type of expression given.

Hypothesis Generation

- Students list the expression in the video with their groups
- Students explain the reasons for selected expressions in the list

Hypothesis Testing

- Students will be given a list of possible answers.
- Students analyze and match the list.

Conclusion

- Students write a conclusion of the result based on the possible answer analysis.
- Students make a reason for the conclusion.

Regulation

1. Students reflect on themselves using self-assessment.

Rubric Assessment on the Process

Grading Criteria	Outstanding 3	Well done 2	Insufficient 1	Score
Orientation				
Create a group with their friends	Students can create groups with other students around them	Students can create a group with their friends but need the teacher's help.	Students do not create a group independently based on the instruction.	

Identify the expression	Students can identify the type of expression given and support it with a logical reason	Students are moderate to identify several types of expression given and support it with two logical reasons	Students are not able to identify the type of expression given and there's no reason for their proof.	
Hypothesis Generation				
Students list the type of expression and the utterance used.	Students are proficient to list all the utterances with the right category of expression	Students can list all the utterances with the right category of expression with teacher guidance	Students are not capable to list all the utterances with the right category of expression	
Students' explanation of the selected utterances	Students can productively explain the reason for chosen types of expression in every utterance.	Students are moderate to explain the reason for chosen types of expression in every utterance.	Students are not capable of explaining the reason for chosen types of expression in every utterance.	
Hypothesis Testing				
Students discuss their findings with their friends in a group	Students are proficient to discussing the results of their findings with their friend	Students are moderate to discussing the results of their findings with their friend	Students have a lack to discussing the results of their findings with their friend	
Conclusion				

Students share their conclusions about their perceptions.	Students are capable of concluding their hypothesis productively.	Students are average in concluding their hypothesis but still need more clues.	Students are not able to conclude their hypothesis productively.	
Students' reason for their conclusion.	Students are proficient to give a lot of supporting reasons for whether their hypothesis is accepted or not productively.	Students can give three supporting reasons for their hypothesis with a teacher's guidance.	Students only give one supporting reason to the conclusion but still need improvement.	
Regulation				
Students' reflection with self-assessment	Students are capable to fill out self-assessments given by the teacher	Students are moderate to filling self-assessments but still need guidance.	Students are not capable to fill out self-assessments given by a teacher	
				Total
Final Score:				
$\frac{total\ score \times 100}{24}$				
<p>*Categories for the score result:</p> <p>A: Excellent: equivalent to percent 96-100</p> <p>B: Great: equivalent to percent 84-95</p> <p>C: Average: equivalent to percent 76-82</p> <p>D: Passed: barely equivalent to percent 76</p> <p>E: Failed: below 76</p>				

Table 1

Please find out the expression giving suggestions and offers then give your perceptions about the utterance found!

Number	Utterances	Types of Expression	Reason
1.			
2.			
3.			

The List of Possible Answer




In this table below, you are directed to put a checklist (✓) in the table by choosing YAY or NAY then do not forget to give the supporting reason of your choice!

No.	Utterances	Types of Expression	YAY	NAY	Reason
1.	“why don’t we go out for me or somewhere?”	Asking Suggestion			
		Offering Help			
2	“Where should we go”	Giving opinion			
		Asking for suggestion			
	“I’ll phone books and ticket”	Offering help			

3		Giving suggestion			
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Self-Assessment of the Learning Process

Answer honestly by giving the checklist sign (√) in the table.

Process	I can do it!  (9-10)	I need to try again!  (6-8)	I can't do anything  (1-5)
I can work with my teammates			
I can identify the kinds of expression in the suggestion and offers			
I can give a list of the utterance that contains an expression in the video			
I can explain the supporting reason without any hesitation			
I can give a conclusion about whether my perception is accepted or not by giving reasonable reasons.			

I should enhance.....
Total Score.....
*Categories for the score result: A: Excellent: equivalent to percent 96-100 B: Great: equivalent to percent 84-95 C: Average: equivalent to percent 76-82 D: Passed: barely equivalent to percent 76 E: Failed: below 76

Appendix 7. Lesson Plan and Assessment Authentic for Assessing 11th Grade First Semester in Buleleng Regency

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	

A. 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 **bekerja 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>	<p>(Think – Pair – Share)</p> <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>	<p>(Jigsaw Strategy)</p> <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 (Pengumpulan data)</i>	<ul style="list-style-type: none"> ● Peserta didik mencari dan mengumpulkan informasi tentang fungsi kegunaan ungkapan menyarankan melakukan atau tidak melakukan sesuatu. ● 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.
<p><i>Verification</i> <i>Pembuktian</i></p>	<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.
<p><i>Generalization</i> <i>(Menarik kesimpulan)</i></p>	<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 sosial 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/11hhzwESxolxL1yX-tQwLMk-rMI3YQA4Hejh97kMZqLs/edit?usp=sharing
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<p>Mengetahui, Kepala SMA Negeri 1 Tejakula</p> <p><u>Nyoman Sukrada, S.Pd.</u> NIP. 19680105 199103 1 020</p>		<p>Tejakula, 11 Januari 2023 Guru Mata Pelajaran,</p> <p><u>Gede Ari Suyasna Putra, S.Pd.</u> NIP. -</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Tejakula	Kelas / Semester : XI / Genap
Mata pelajaran : Bahasa Inggris LM	Pertemuan Ke- : 2
Materi : Fungsi sosial, struktur teks dan unsur kebahasaan terkait tindakan menyarankan	Alokasi Waktu : 45 Menit JP
Sub Topic : Giving Recommendation	

A. INDIKATOR PENCAPAIAN KOMPETENSI

3.1.4.	Membandingkan fungsi sosial terkait ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu.
3.1.5.	Membandingkan 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 **bekerja 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 (Yes or No questions)• Apersepsi materi yang akan disampaikan• Menyampaikan tujuan pembelajaran pertemuan hari ini.
KEGIATAN INTI	
<i>Stimulation</i> (<i>Stimulus</i>)	<ul style="list-style-type: none">• Peserta didik mengamati gambar yang diberikan oleh guru• Peserta didik memberikan contoh sederhana <i>giving recommendation</i> berdasarkan gambar yang ditampilkan via <i>google slide</i>.
<i>Problem statement</i> (<i>Identifikasi masalah</i>)	<ul style="list-style-type: none">• Guru memberikan sebuah permasalahan mengenai perbedaan <i>suggestion and recommendation</i>.• Guru meminta peserta didik untuk mencari structure <i>giving recommendation</i>.
<i>Data Collection</i>	<ul style="list-style-type: none">• Peserta didik mencari perbedaan <i>suggestion and recommendation</i> di beberapa sumber di internet.• Peserta didik mencari <i>structure of giving recommendation</i>.

<i>(Pengumpulan data)</i>	
<i>Data Processing (Pengolahan Data)</i>	<ul style="list-style-type: none"> • Peserta didik menuliskan perbedaan <i>suggestion and recommendation</i> • Peserta didik menuliskan perbedaan <i>structure of suggestion and recommendation</i>
<i>Verification Pembuktian</i>	<ul style="list-style-type: none"> • Peserta didik menjelaskan perbedaan fungsi sosial dan struktur teks dari <i>suggestion and recommendation</i>.
<i>Generalization (Menarik kesimpulan)</i>	<ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari diskusi dengan membandingkan: <ul style="list-style-type: none"> - Fungsi sosial dan - Struktur teks, dari beberapa jenis-jenis ungkapan menyarankan melakukan atau tidak melakukan sesuatu yang telah mereka pelajari. (<i>Suggestion and recommendation</i>) • Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik.
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/11hhzwESxolxL1yX-tQwLMk-rMI3YQA4Hejh97kMZqLs/edit?usp=sharing
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Mengetahui, Kepala SMA Negeri 1 Tejakula <u>Nyoman Sukrada, S.Pd.</u> NIP. 19680105 199103 1 020		Tejakula, 11 Februari 2023 Guru Mata Pelajaran, <u>Gede Ari Suyasna Putra, S.Pd.</u> NIP. -
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Appendix 8. Syllabus of 11th Grade First Semester in Buleleng Regency

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan : SMA Negeri 1 Tejakula

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2** : **Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati 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 a. (Perhatikan	<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> 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisaran 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 	<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 	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 -

<p>unsur kebahasaan (should, can)</p>	<ul style="list-style-type: none"> - 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 	<p>secara tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>terkait saran dan tawaran</p> <ul style="list-style-type: none"> • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran 			
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan</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 		<ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>						
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks 	<p>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</p>	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	

<p>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"> - 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,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran 			
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis,</p>	<ul style="list-style-type: none"> • Topik 		<ul style="list-style-type: none"> • Menyatakan pendapat dan pikirannya yang 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 	<p>sesuai secara tertulis kemudian dibacakan ke kelas</p>			
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<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>	<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. 	<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 	<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 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	
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<p>4.3 Teks undangan resmi</p> <p>4.3.1 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</p> <p>4.3.2 Menyusun teks khusus</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • 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. 	<p>kemudian melengkapinya dengan kata dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> - 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"> • Membuat undangan resmi terkait kegiatan sekolah • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	
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<p>dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>						
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, 	<p>- Membaca dua teks eksposisi analitis</p>	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat 	<p>Tes tertulis (uraian), Penugasan</p>	<p>4 x 45'</p>	

<p>kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<p>mempengaruhi, dengan argumentasi analitis</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> 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> 	<p>tentang isu-isu aktual yang berbeda.</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis 	<p>(Lembar kerja)</p>		
<p>4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi</p>			<ul style="list-style-type: none"> • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar</p>	<ul style="list-style-type: none"> - 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 Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - 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"> • 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 			
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dan sesuai konteks						
3.5	<p>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</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,</i> 	<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 	<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 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>

<p>menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan passive voice)</p>	<p><i>those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<p>berbentuk pasif, dengan grammar dan ejaan yang benar</p> <ul style="list-style-type: none"> - 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 	<p>pelakunya dalam teks ilmiah</p>			
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>			<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 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>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>			<p>produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</p> <ul style="list-style-type: none"> • Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar • Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan 			
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			<p>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>			
3.6	<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup 	<p>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</p>	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>

<p>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"> - 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, 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi • Menganalisis unsur-unsur eksposisi surat pribadi 			
<p>4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial,</p>			<ul style="list-style-type: none"> • Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan</p>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>pribadi yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar 	<ul style="list-style-type: none"> • Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya • Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya 			
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<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>						
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> 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"> - 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 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	

<p>informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)</p>	<ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., 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 	<p>pernyataan yang dimaksud</p> <ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan penerapan 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, 	<p>pernyataan yang dimaksud</p> <ul style="list-style-type: none"> • 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>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan</p>	<ul style="list-style-type: none"> • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya 		<ul style="list-style-type: none"> • Menulis teks pendek yang melibatkan penerapan sebab akibat dan 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

<p>tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>memelihara dan memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 	<p>kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> • Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya 			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX 	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	

<p>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</p>	<p>alasan terjadinya suatu fenomena</p> <ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> - 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 	<p>dan unsur kebahasaan teks explanation</p> <ul style="list-style-type: none"> • 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 			
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	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>tercakup dalam mata pelajaran lain di kelas XI</p> <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 			
4.8	<p>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</p>			<p>Produk, Praktik (Penilaian Praktik)</p>	4 x 45'	

<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • 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 Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - 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 	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK • Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>4 x 45'</p>	
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait</p>	<ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu 	<ul style="list-style-type: none"> • Menirukan lirik lagu secara lisan • Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu • Menangkap makna terkait fungsi sosial 	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>4 x 45'</p>	

kehidupan remaja SMA/MA/SMK/MAK		- Melakukan refleksi tentang proses dan hasil belajarnya	dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK			
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..... 2021

Mengetahui

Kepala SMA Negeri 1 Tejakula

Nyoman Sukrada, S.Pd

NIP. 19680105 199103 1 020

198703 1 020

Tejakula,

Guru Mata Pelajaran

Gde Sutarsa, S.Pd

NIP. 19650315

Appendix 9. Evaluation Sheet from 1st Expert Judgement

Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 1st Semester of 11 Grade Senior High School Students

Target : Senior High School Students Research

Title : Developing Authentic Assessment Rubric for Assessing 11th Grade First Semester in Buleleng Regency

Researcher : Ni Putu Ari Sukmayanti

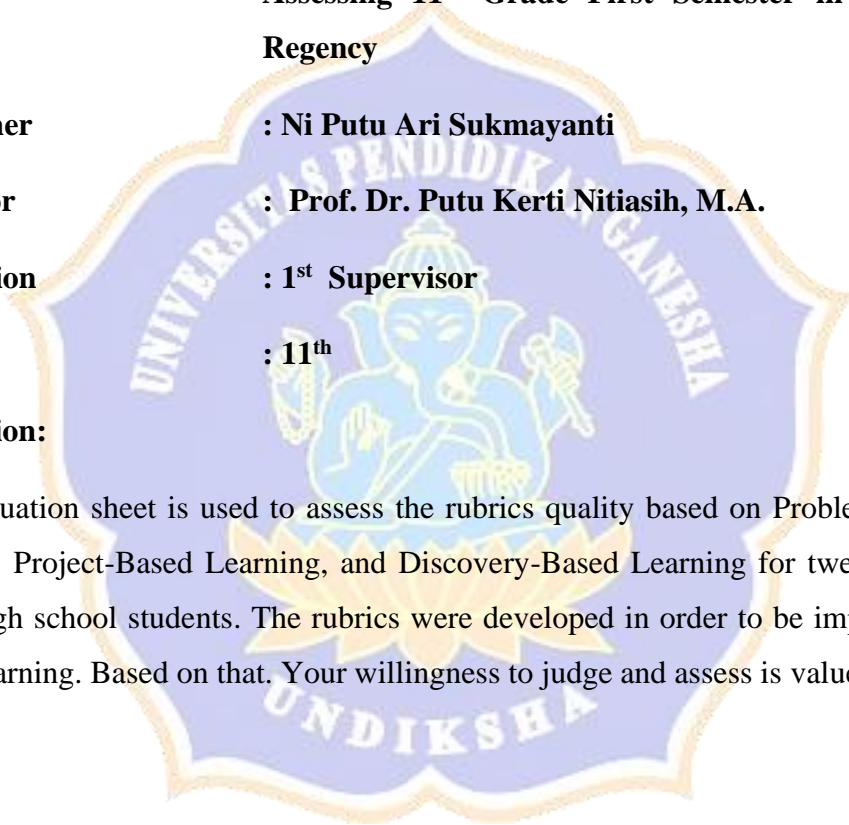
Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.

Occupation : 1st Supervisor

Grade : 11th

Description:

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



Instructions:

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

		Score					
		5	4	3	2	1	
		Very good	Good	Acceptable	Poor	Very poor	
Number	Descriptor	Scales					Notes
		5	4	3	2	1	
a. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	✓					The product already helps the student with the rubrics for assessing students' progress
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 students' daily life.	√				The activities in rubric is already developed from games and issues around them
7.	The learning activities are suitable for the students' needs.	√				There are various learning activities used in the rubrics.
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.		√				Several activities should consider their times in giving project
13.	The rubrics are easy to understand and used for the teachers.	√					The rubric using appropriate language so that teacher easily used it.
14.	The activities in the rubrics are delivered briefly and straight to the point.	√					
d. Presentation attributes (<i>space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout</i>).							
15.	The learning activities are designed in an interesting way.	√					
16.	The instructions are presented by using various pictures.		√				Several pictures not inserted in the rubrics

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.			√			There are a lot of unmarked parts in the rubrics
e. Subject matter attributes (value of content, content accuracy, comprehensiveness, integration, objective presentation)							
24.	The contents of the rubrics are appropriate	√					

25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objectives and unbiased.		√				
27.	The rubrics are new and innovative.		√				There are several latest innovation used in the rubric
TOTAL							

Singaraja, 23 January 2023

Have been acknowledged by,


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

NIP. 196206261986032002



Appendix 10. Evaluation Sheet from 2nd Expert Judgement

Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 1st Semester of 11 Grade Senior High School Students

Target : Senior High School Students Research

Title : Developing Authentic Assessment Rubric for Assessing 11th Grade First Semester in Buleleng Regency

Researcher : Ni Putu Ari Sukmayanti

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

Occupation : 2nd Supervisor

Grade : 11th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem- Based Learning, Project-Based Learning, and Discovery-Based Learning for twelfth grade senior high school 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	✓					The product already helps the student with the rubrics for assessing students' progress
2.	The rubrics help teachers to vary the method of learning process.	✓					The product using various method in assessing the students' progress
3.	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)							
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.	√					The activities in rubric is already developed from games and issues around them
7.	The learning activities are suitable for the students' needs.	√					There are various learning activities used in the rubrics.
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.	√					

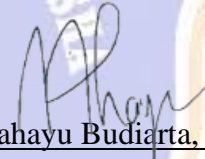
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.	√					
12.	The activities in the rubrics are elaborated by using the clear language.	√					
13.	The rubrics are easy to understand and used for the teachers.	√					The rubric using appropriate language so that teacher easily used it.
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.		√				Several pictures not inserted in the rubrics

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.			√			There are a lot of unmarked parts in the rubrics
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.		√				There are several latest innovation used in the rubric
TOTAL							

Singaraja, 23 January 2023

Have been acknowledged by,



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

NIP. 199309192018032001



Appendix 11. Evaluation Sheet from 3rd Expert Judgement

Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, and Discovery-Based Learning for 1st Semester of 11 Grade Senior High School Students

Target : Senior High School Students Research

Title : Developing Authentic Assessment Rubric for Assessing 11th Grade First Semester in Buleleng Regency

Researcher : Ni Putu Ari Sukmayanti

Evaluator : Ni Luh Aprilia Purnama Sari S.Pd

Occupation : 3rd

Grade : 11th

Description:

This evaluation sheet is used to assess the rubrics quality based on Problem- Based Learning, Project-Based Learning, and Discovery-Based Learning for twelfth grade senior high school 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:

- i. This evaluation sheet is filled out by educational experts.
- j. In the response range, there are five (5) levels.
- k. Put a check mark (✓) in the column according to your opinion to the actual situation.
- l. 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	
k. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process	√					The product already helps the student with the rubrics for assessing students' progress
2.	The rubrics help teachers to vary the method of learning process.	√					The product using various method in assessing the students' progress
3.	The rubrics help teachers to vary the learning activity process	√					
l. 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 students' daily life.	√					The activities in rubric is already developed from games and issues around them
7.	The learning activities are suitable for the students' needs.	√					There are various learning activities used in the rubrics.
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.	√					
m. 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.	√					The rubric using appropriate language so that teacher easily used it.
14.	The activities in the rubrics are delivered briefly and straight to the point.	√					
n. 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.		√				Several pictures not inserted in the rubrics
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.	√					The rubric is completely assess several skills of the students 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.			√			There are a lot of unmarked parts in the rubrics
o. 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.	√					The rubric used an innovative learning design also provide

							QR code to scan the material
TOTAL							

Singaraja, 23 January 2023

Have been acknowledged by,



Ni Luh Aprilia Purnama Sari S.Pd



Appendix 12. Research Permit



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3048/UN48.7.1/DT/2022

24 Oktober 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Tejakula
di Tejakula, Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Putu Ari Sukmayanti
NIM	: 1912021076
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 13. Documentations of Teacher Interviews



Appendix 13. Curriculum Vitae

CURRICULUM VITAE



Ni Putu Ari Sukmayanti was born in Denpasar, May 24 2001. Currently 21 years old. She started her first education in 2006 where at the kindergarten stage, the school was TK Kumara Candra Asri. She continued his studies in elementary school in 2007 at SDN 17 Kesiman. She graduated in 2013 and then continued to SMP Cipta Dharma Denpasar. She graduated from junior high school in 2016. She joined the vocational high school in 2016 to 2019. She graduated from SMK Saraswati 2 Denpasar, where from class majoring in multimedia. In 2019 she decided to enter the Ganesha University of Education as one of the best universities in Bali. She is in the Department of English Education. She is in A class otherwise known as Avengers Class. She completed her bachelor's program in 2023 with the thesis title "Developing Authentic Assessment Rubric for Assessing 11th Grade First Semester in Buleleng Regency."