

# APPENDIX





PEMERINTAH PROVINSI BALI  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLARAHAGA  
SMA NEGERI BALI MANDARA

Jl. Ananda, Di Subutambahan, Kec. Subutambahan, Kab. Jembrana 81172  
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Appendix 01. Surat Keterangan Penelitian  
Nomor: 422.6/354/SMANSARA

Yang berlandaskan di bawah ini :


Nama : Drs. I Nyoman Darto, M.Pd.  
NIP : 19620520 198803 1 016  
Pangkat/Golongan : Pembina Utama Muda/IV c  
Jabatan : Kepala Sekolah

menerangkan bahwa yang tersebut di bawah ini :

Nama : Ida Ayu Putu Anugrah Widiantari  
NIM : 1612021057  
Jurusan/Fakultas : Pendidikan Bahasa Inggris/Bahasa dan Seni.

memang benar yang bersangkutan adalah mahasiswa Universitas Pendidikan Ganestha yang telah melakukan penelitian dengan judul "Analysis of Implementation of Character Education by Senior High School Teacher di SMA Negeri Bali Mandara" yang dilaksanakan pada hari Selasa, 11 Februari s.d. Selasa, 10 Maret 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pat 14 Maret 2020  
Kepala Sekolah,  
  
Drs. I Nyoman Darto, M.Pd.  
Pembina Utama Muda  
NIP. 19620520 198803 1 016

## Appendix 02. The Result of Interview

### Interview 1

R = Researcher

T = Teacher

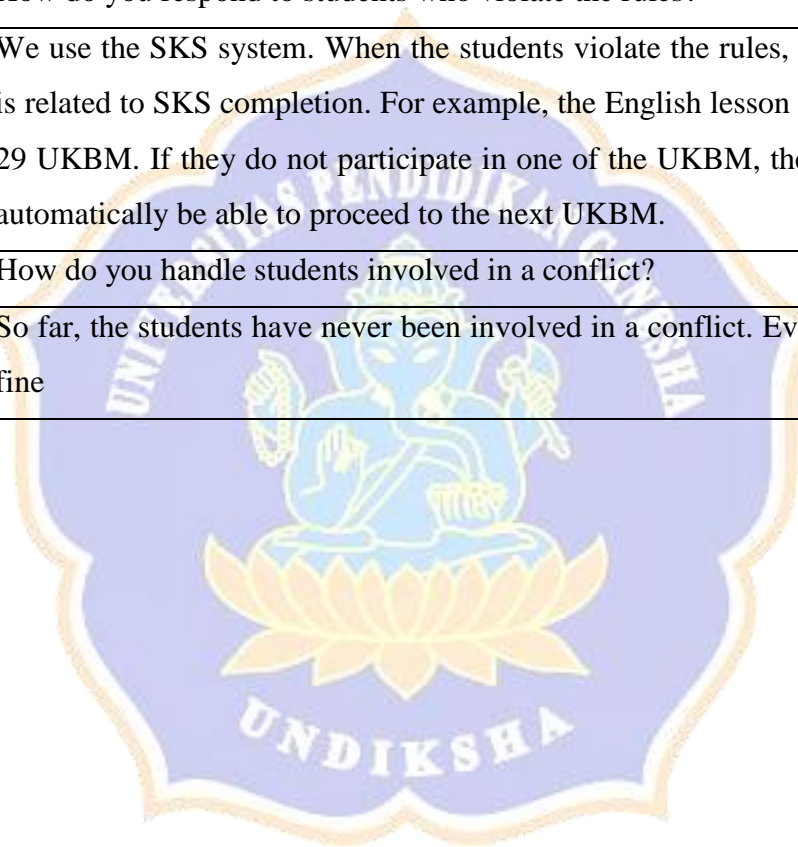
R	:	How do you create or design a lesson plan by integrating character education?
T	:	<i>Penguatan Pendidikan Karakter</i> (PPK), well known as Strengthening Characters Education, contains 18 characters then focused on 4 main characters, one of them is mutual cooperation. In designing the lesson plan automatically, those characters must be selected and focusing on integrating one character for one learning activity. As an example, the character that wants to be integrated or developed is mutual cooperation. Then the activity design is in the form of group work. For example, a project to make a video, of course, there are values of mutual cooperation in it. So, in each meeting, there is a particular character value that is integrated.
R	:	How do you evaluate the character values that have shown by the students?
T	:	We do observations during the learning process. After observing the students, self-assessment is conducted. Students will fill out the checklist that has been given. In the checklist, they were given a number of questions, for example, whether they could work collaboratively.
R	:	What type of assignments do you provide to develop students' character?
T	:	Most of the learning process uses a project-based learning model. We always ask students to do certain projects. For example, making short films, theater/performance, or making graphic info then displayed it.
R	:	Do you give certain criteria for students' assignments?
T	:	We use the rubric as the instrument to assess students' assignments included the time needed to complete the project. From this indicator, we can see students' punctuality and participation in the group.
R	:	How do you give feedback on students' work?

T	:	After collecting students' work, we have an online display board. Students' projects in the form of video, the link will be put there. Students' work in the form of graphic info will be uploaded there. So, we can watch or read then directly give feedback on things that need to be improved.
R	:	Do you discuss moral issues at each meeting?
T	:	We usually look for interesting texts or reading material about the environment or morals that are in accordance with the topic of learning. After that, we identify the language features that we can learn from the text. In addition in making students' projects students usually raise the contexts of school life, especially those in SMAN Bali Mandara.
R	:	How do you show respect for students?
T	:	There are many ways to show respect for students. In everyday life context, we usually greet and chat. In the context of completing tasks, we provide time whenever and wherever, both personally and classically, for the students. So that is part of our respect for them. In the context of providing feedback in assessing their work, we motivate by giving compliments such as extraordinary, good, very impressive, and so forth. In the class meetings, we mention the names of students and approach them one by one, and it is also part of our respect for students.
R	:	How is your role as a model for your students?
T	:	Becoming a role model, of course, we must start by showing a disciplined attitude. Come on time to class, provide the best possible material, and motivate students. We show discipline attitude through way to dress up, discipline to attend classes, our attitude towards students, keep promises, and so forth. Of course, those things can be a positive example for students.
R	:	What is your role as a mentor for students?
T	:	We provide learning resources. We use the UKBM web where students can access learning material. Quizzes also a place to upload their assignments and self-assessment. Moreover, we serve students who want to ask questions about lessons anytime and anywhere.

R	:	How do you develop a sense of togetherness in class and make students appreciate differences?
T	:	Arising from a good attitude as a role model will create a positive atmosphere for us. Second, we create a condition or atmosphere that can make students interested in participating. So, the questions now are, “what are the students in this era like the most?” and “what are students’ needs in the future?”. By integrating students’ desires and needs in the future, the enthusiasm for learning will increase. For example, in designing a poster, students will learn about English and also technology.
R	:	In the learning process, you invited the students to sing. What is the purpose of that, Sir?
T	:	They are singing at the beginning or the end of the lesson. It is not only singing but also game. Students are interested in many things. For example, they are playing games which can certainly make students relax while studying and make them close to us.
R	:	What are your considerations in giving individual or group assignments?
T	:	First of them is the difficulty level. The second is what we want to emphasize in the learning process. If we want to emphasize the mutual cooperation, of course, we give assignments that give them the opportunity to learn collaboratively. But if we want to emphasize on other characters like independence, students do not have to work in groups.
R	:	How do you divide students into small groups?
T	:	I usually divide them randomly. Why randomly? So we must pay attention to the level of student ability and heterogeneity. If allowed to choose groups independently, of course, there will be homogeny groups. The meaning of homogeny is, smart students will select smart students as their group, active and active, and vice versa. It is not suitable for students’ development. If groups are divided randomly, students’ abilities within the team will vary.
R	:	Do you explain the purpose of working in groups?

T	:	Oh, of course, at the beginning of the meeting, we determine the learning objectives, how to assess, the way to do the task, and characters or values that want to be emphasized. We usually explain from the standard competency, the purpose, the assessment of tasks, and how to do the task.
R	:	Do you have any rules for working in groups?
T	:	First, we make the assessment rubric. Second, we create self-assessment for students. So, they already know what they have to do based on the instruments provided. It is used as a guideline/rules that they must work on
R	:	How do you make a self-assessment?
T	:	We need to consider the point that we want to emphasize the learning process as a guide to make a self-assessment. The self-assessment can be accessed through the UKMB website and filled in online. We adapt the self-assessment given by lecturers in Undiksha, especially for English language lessons.
R	:	How do you know that each group member works together?
T	:	First, if the work is done in the class, we automatically can observe the students. If the work has not been completed, they continue outside the classroom as take it for home assignment. Of course, the assessment that we conducted is an individual assessment. They report the results personally, and we ask how far their involvement in the task compliment. If they are active in groups, they will be able to explain in detail. The assessment remains individual even though the tasks given as group work.
R	:	How do you involve students in making decisions in class?
T	:	In making decisions, we usually give them options. For example, in designing a project, we also give an alternative project. The project will be selected by the students.
R	:	Do you involve the students in creating rules in your class? Furthermore, how do you involve the students?
T	:	In the beginning, we usually determine what must be done or the

		objective. We create a learning culture agreement. It would be hard if the students do not agree with the rules. So, if you want to complete a standard competency in my class, at least it consisted of several learning activities. Those learning activities can be accessed from the UKBM website. To pass certain standard competencies, students need to meet the specified criteria. We develop the learning culture from the beginning they become SMAN Bali Mandara's students and citizens and also in the classroom.
R	:	How do you respond to students who violate the rules?
T	:	We use the SKS system. When the students violate the rules, the impact is related to SKS completion. For example, the English lesson consists of 29 UKBM. If they do not participate in one of the UKBM, they will not automatically be able to proceed to the next UKBM.
R	:	How do you handle students involved in a conflict?
T	:	So far, the students have never been involved in a conflict. Everything is fine



### **Appendix 03. Field Note**

#### **Field Note 1**

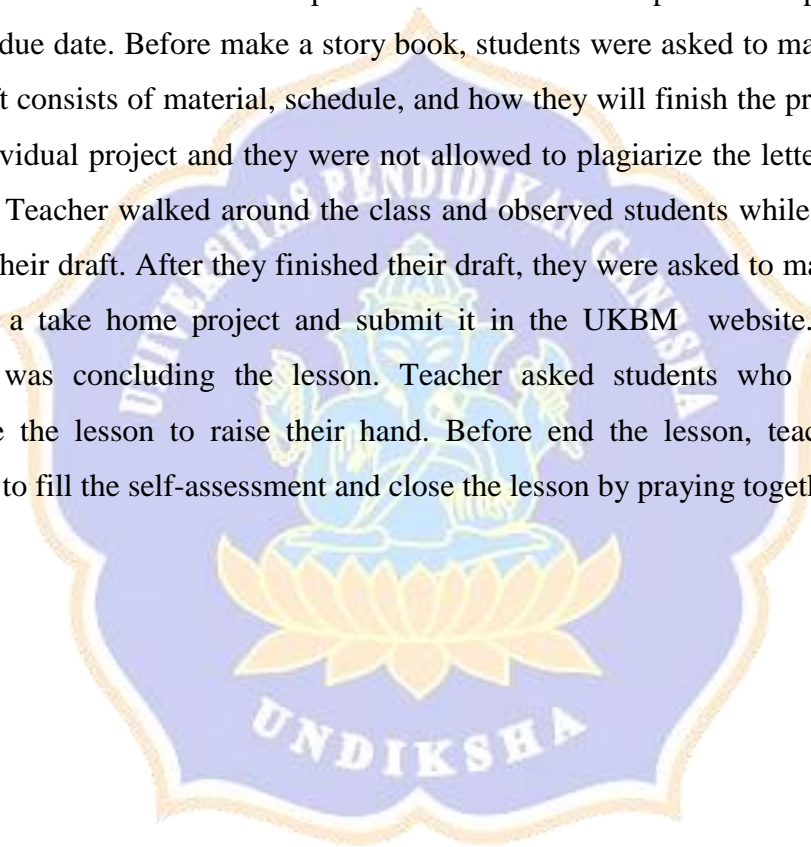
Date : Tuesday, February 11<sup>th</sup> 2020

Place : XI IPS 2

Tuesday, February 11<sup>th</sup> 2020 was the first time for researcher to conduct observation in XI IPS 2. The learning process took place at language laboratory. Learning process began at 10:45 am until 12:15 pm. Researcher met the teacher at office room. The teacher was preparing learning material when researcher arrived in the office. He was preparing the song that want to be sung in the class and power point as well as check whether there were difficult words or grammar mistakes in the text or in the quiz. Afterwards, teacher entered the class around 10 minutes before the class began. Before entering the room, teacher and researcher took off the shoes and place the shoes in the shoes rack. After he arrived in the class, he prepared all things that he need to support the learning process, such as turning on the AC, Laptop, LCD, Speaker, and checking up the computer. Few minutes letter, students came to the class. All students attended the class on time and no one was coming late. Before they entered the room, they took off their shoes and placed them in the shoes rack that was available outside the class. Teacher greets them friendly as they entered the room. Before they started the lesson, they prayed together and continued by checking students' attendance. There were 26 students in the class. After that, teacher asked students to sing a song together. Teacher showed the lyric in the slide, thus they could read the song lyric. The researcher could feel positive and joy full vibes in the class. Students looked very enjoy as they can sing a song together. After that, teacher divided the students in to five groups. Before they worked with their group, teacher explained to them the topic and what they were going to do in this meeting as well as learning objective. Then, teacher asked students to access <https://sites.google.com/view/englishdoremi/courses-1-bhs-inggris>. It was a website that had been made by teacher. That website provides learning material, quizzes, and self-assessment for students. Then, teacher asked them to answer the quizzes together with their group. Teacher gave those 15 minutes to answer the quizzes. As time was up, teacher involved them to discuss the answer. Teacher



pointed out a member of one group to give the answer and he asked the other group responses whether they agreed or not about the answer. Teacher also asked them about the difficult words. Afterwards, teacher showed some example of letter on the slide. He asked students to read it and find the differences among those letters. After they finish reading the text, teacher chosen students randomly to explained the differences among those text. Teacher also explained about the structure and language features used in the personal letter. Afterwards, the activity continued by explaining about students' project. Teacher asked students to make story book consists of their own personal letter. Teacher explained the project and also the due date. Before make a story book, students were asked to make a draft. The draft consists of material, schedule, and how they will finish the project. This was individual project and they were not allowed to plagiarize the letter from the internet. Teacher walked around the class and observed students while they were writing their draft. After they finished their draft, they were asked to make a story book as a take home project and submit it in the UKBM website. The next activity was concluding the lesson. Teacher asked students who wanted to conclude the lesson to raise their hand. Before end the lesson, teacher asked students to fill the self-assessment and close the lesson by praying together.



## Field Note 2

Date : Tuesday, March 10<sup>th</sup>, 2020

Place : XI IPS 2

Tuesday, March 10<sup>th</sup> 2020 was the second time for researcher to conduct observation in XI IPS 2. There were 26 students in the class. The learning process took place at language laboratory. Learning process began at 10:45 am until 12:15 pm. Teacher entered the class 15 minutes before the class began. Before entering the room, teacher and researcher took off the shoes and place the shoes in the shoes rack. After he arrived in the class, he prepared all things that he need to support the learning process, such as turning on the AC, Laptop, LCD, Speaker, and checking up the computer. Few minutes letter, students came to the class. They attended the class on time and no one was coming late. Before they entered the room, they took off their shoes and placed them in the shoes rack that was available outside the class. Before they started the lesson, they prayed together and continued by checking students' attendance. After that, teacher asked students to sing a song entitled "Closer". Teacher showed the lyric in the slide, thus they could read the lyric and sing together. Afterwards, teacher explained what they were going to learn and purpose of the learning. Teacher explained that they were going to learn about "cause and effect". Then, teacher asked students to access <https://sites.google.com/view/englishdoremi/courses-1-bhs-inggris>. It was a blog that had been made by teacher. That blog was as a platform to upload students' project, material, and quizzes. After they accessed the blog, they were asked to watch the video about global warming and wrote specific information. Next, students are asked to explain about the cause of global warming using their own words. Teacher also asked about the difficult words found by students. After this activity, teacher asked students to answer the quizzes related to cause and effect. Then, they discussed the answer together. Next, teacher explained about the students' project. Teacher asked students to make a poster about cause and effect. But firstly, teacher explained the criteria of poster. The teacher emphasized the creativity and originality of the poster. Therefore, students were not allowed to imitate or "copy paste" poster from the internet. Further, teacher also remained the students to submit the poster on time. Before creating a poster, students were

asked to make a draft individually. Afterward, teacher approached his students randomly and asked about their draft. After they finished their draft, they were asked to make a poster as a take home project and submit it in the blog. The next activity was concluding the lesson. Teacher asked students who wanted to conclude the lesson to raise their hand. Surprisingly, almost all students raised their hand. Therefore, teacher pointed out the some students randomly to conclude the lesson. Before end the lesson, teacher asked students to fill the self-assessment and close the lesson by praying together.



## Appendix 04. Observation Checklist

### Observation checklist 1

Date : February 11<sup>th</sup>, 2020

Comprehensive approach by Lickona (2012)

No	Techniques in Teaching Vocabulary	Appear	Disappear	Evidence
1	Teacher acts as mentor and role model			
	1. Teacher facilitate students to involve in the learning activity	√	-	Teacher conducted a role as a mentor by providing the learning sources and involving them to the discussion. Additionally, when students working on their task, teacher observed them by walking around the class as well as asked about their difficulties and then gave suggestion. Teacher also helped students if they found the difficult words or they do not understand yet about the topic.
	2. Teacher provides good example/demonstrates appropriate attitude	√	-	Role model was exemplified by giving good example such using appropriate uniform, attending the class in time, and preparing the learning material, saying “thank you” after

				receiving something from someone.
2	Teacher creates moral community in the classroom			
	1. Helping students to get to know each other	√	-	Teacher asked students to work in group and playing game together
	2. Creating habit or tradition in the class (singing or playing game)	√	-	Singing a song to starting the lesson becomes a habit in his class. Before he came to the class, he selected a popular song that wanted to sang with the students.
3	Teacher develops moral discipline			
	1. Utilizing the rules in the classroom	√	-	During teaching and learning process, teacher applied some rules in his classroom such as don't come to class late, be polite, submit the task on time, and use English during to communicate he learning process.

	2. Utilizing the consequences	√	-	If students did not follow the rules, they will receive a warning from the teacher.
4	Teacher creates democratic classroom			
	1. Involving students to the class discussion	√	-	Teacher asked students to work in group and answer the quizzes. Teacher gave several minutes to work in their own group. Then, when time is up, the representative of group give their answer and discuss it with other groups. Teacher give students chance to deliver their opinion.
	2. Involving students to formulate the rules	-	√	Teacher did not involve students in formulating the rules. However, teacher gave students information about the do and the don'ts in the class.
	3. Involving students to the decisions making	-	√	It does not appear during the observation in the classroom.
5	Teacher teaches values through curriculum			

	1. Inserting the values in the learning instruction/learning material/students' project	√	-	Teacher inserted the character values in the lesson plan and learning material.
6	Teacher uses cooperative learning			
	1. Asking students to work collaboratively in group or in pair	√	-	Teacher divided students into 5 small groups. He create heterogeneous group.
	2. Giving small group assignment	√	-	Teacher asked students to work in group to answer the quizzes provided in UKBM web site.
7	Teacher develops students' conscience			
	1. Setting the goals that should be achieved by students	√	-	Teacher explained about the topic that were going to learn, learning objective, and the activity that were going to do in one meeting. Teacher explained those things before starting the learning process. Moreover, in the beginning of the semester, teacher gave course contract for students. It consists of topic of learning, learning objectives, and students' task for one semester. Teacher also created criteria for students' task and

				assessment rubric.
	2. Giving meaningful homework	√	-	Teacher gave students to make story book which is beneficial for students. Teachers expect students will know how to use technology properly.
	3. Giving feedback	√	-	Feedback was given by teacher by using compliment such as “good”, “amazing”, or “extraordinary”. Feedback can also in the form of score or motivation.
8	Teacher encourages ethical reflection			
	1. Discussing the value as the main discussion	-	√	Teacher did not explicitly teach character education. Teacher taught character values trough implicitly elaborate them in the learning activity.
	2. Inviting keynote speaker to talk about moral value to the class	-	√	Teacher did not invite keynote speaker to the class and discuss about particular values.
9	Teacher teach conflict resolution			
	1. Involving students to find solution	√	-	This school practice discipline positive. In this school students



	to the problem			are involved in deciding consequence for their misbehaviors.
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**Observation checklist 2****Date** : Tuesday, March 10<sup>th</sup> 2020

Comprehensive approach by Lickona (2012)

No	Techniques in Teaching Vocabulary	Appear	Disappear	Evidence
1	Teacher acts as mentor and role model			
	1. Teacher facilitate students to involve in the learning activity	√	-	Teacher conducted a role as a mentor by facilitating students to involve in learning process. It was exemplified by giving students chance to involve in discussion and did not interrupt while students delivering their opinion. Further, teacher also appreciated students' works by giving feedback or compliment. During the learning process, teacher always asks students about the difficult words and he will help if there is any.
	2. Teacher provides good example/demonstrates appropriate attitude	√	-	Role model was exemplified by giving good example in fulfilling his duties as teacher such as preparing learning material and coming to the class in time. Teacher also communicated using polite language.
2	Teacher creates moral community in the			

	classroom			
	1. Helping students to get to know each other	√	-	Teacher asked students to work in group to complete the quizzes.
	2. Creating habit or tradition in the class (singing or playing game)	√	-	As previous meeting, teacher asked students to sing a song together. Teacher also invited students to play a game through <i>Quizzes</i> . This platform allows teacher to create interactive quiz.
3	Teacher develops moral discipline			
	1. Utilizing the rules in the classroom	√	-	During teaching and learning process, teacher applied some rules in his classroom such as don't come to class late, be polite, submit the task on time, and use English during to communicate he learning process.
	2. Utilizing the consequences	√	-	If students did not follow the rules, they will receive a warning from the teacher.
4	Teacher creates democratic classroom			

	1. Involving students to the class discussion	√	-	Teacher gave students chance to answer the question or giving their opinion as long as they use polite language.
	2. Involving students to formulate the rules	-	√	Teacher did not involve students in formulating the rules. However, teacher gave students information about the do and the don'ts in the class.
	3. Involving students to the decisions making	-	√	It does not appear during the observation in the classroom.
5	Teacher teaches values through curriculum			
	1. Inserting the values in the learning instruction/learning material/students' project	√	-	Teacher developed character based lesson plant. Teacher integrated the values in the learning instruction. It could be seen in the learning objective and learning step.
6	Teacher uses cooperative learning			
	1. Asking students to work collaboratively in group or in pair	√	-	Teacher asked students to work in group to answering some questions in the <i>Quizzes</i> . Teacher divided the students randomly thus, the groups become heterogeneous group. It

				contest of different gender and different level of ability.
	2. Giving small group assignment	√	-	Teacher asked students to work in group to answer the quizzes provided in UKBM web site.
7	Teacher develops students' conscience			
	1. Setting the goals that should be achieved by students	√	-	Teacher explained the learning objectives as well as the activities were going to do.
	2. Giving meaningful homework	√	-	For this meeting, students were asked to create poster about cause and effect. Through this project, students not only learn about the topic but also the know how to use technology properly.
	3. Giving feedback	√	-	Students should submit their project in the UKBM web site. Therefore teacher can give comment or feedback for their work. Feedback was given by teacher by using compliment such as "good", "amazing", or "extraordinary". Feedback can also in the form of score or motivation.

8	Teacher encourages ethical reflection			
	1. Discussing the value as the main discussion	-	√	Teacher did not explicitly teach character education. He taught character values through implicitly elaborate them in the learning activity.
	2. Inviting keynote speaker to talk about moral value to the class	-	√	Teacher did not invite keynote speaker to the class and discuss about particular values.
9	Teacher teach conflict resolution			
	1. Involving students to find solution to the problem	√	-	This school practice discipline positive. In this school students are involved in deciding consequence if they did not follow the rules.

## Appendix 05. RPP Personal Letter

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri Bali Mandara  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/Genap  
 Materi Pokok : Surat Pribadi  
 Alokasi Waktu : 2 x45 menit (1 pertemuan)

#### A. Kompetensi Inti

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
- KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	3.5.1 Mengemukakan informasi khusus yang terdapat dalam surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya.
4.5 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan	4.5.1.1 Siswa mampu membuat teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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### C. Tujuan Pembelajaran

1. Melalui kegiatan berdiskusi secara berkelompok peserta didik dapat mengemukakan informasi khusus yang terdapat dalam surat pribadi terkait kegiatan diri sendiri dan orang di sekitarnya sesuai dengan konteks penggunaannya dengan mengembangkan kemampuan komunikatif dan rasa ingin tahu.
2. Melalui kegiatan latihan individu peserta didik dapat membuat story book yang berisi surat pribadi dengan mengembangkan sikap bertanggung jawab.

### D. Materi Pembelajaran

#### a. Fungsi sosial

Menjalin kedekatan hubungan anatar pribadi

#### b. Unsur kebahasaan

- Ungkapan keakraban yang lazim digunakan dalam surat pribadi
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### c. Struktur teks dapat mencangkup

- The sender's Address
- Date
- Salutation
- Opening Paragraph (purpose of the letter)
- Body paragraph (detail information)
- Closing Paragraph (expectation)
- Complimentary Close
- Signature/ Initial of written

#### d. Topik

Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI



**Example**

Untung Surapati Street  
Amlapura  
May 21<sup>st</sup>, 2019

To my beloved friend, Aurora.

Hello Aurora, how are you today? Hopefully you are fine. It's been a while since you left me here alone, huhuhu so sad. My family and I here are missing you a lot. How is Paris? I guess it's very beautiful. Winter is coming soon right? Ah, I really want to know how the winter is, but most importantly, please wear warm outfits and don't get sick. Anyway, how about your college life? Is it run smoothly as you expected? I guess you will be the best in the class because you are the smartest one haha. Oh, By the way, I will be starting my study in January. I'm very excited about it, because it is the first college class. I take English Education as my majority.

Okay, I think that's all for now. I want to hear everything about your new life in Paris. Please don't forget to reply my letter! See you and good luck~

With Love,  
Miya

**E. Metode Pembelajaran**

- Pendekatan : Saintifik (scientific approach)
- Model : Project Based Learning
- Metode : Tanya-jawab

**F. Media Pembelajaran**

- Media : Papan tulis, Teks, *Quizze* dan *Power point*
- Alat/Bahan : Laptop/computer dan LCD

**G. Sumber Belajar**

<https://sites.google.com/view/english123doremi/learn-about-it>

**H. Langkah-langkah Pembelajaran**

2x45 menit ( 1 Pertemuan)	Nilai karakter	Waktu
<b>A. Kegiatan Pendahuluan</b>		<b>10 Menit</b>
<b>Orientasi</b> Peserta didik dan guru saling mengucapkan salam	Religious, kesopanan,	

<p>Peserta didik berdoa yang dipimpin oleh seorang siswa diawal pembelajaran Guru mengecek kehadiran siswa Peserta didik dan guru melakukan “ice breaking”.</p> <p><b>Apersepsi</b> Peserta didik menyiapkan diri mengikuti pembelajaran Peserta didik mendengarkan tujuan pembelajaran yang disampaikan oleh guru</p> <p><b>Motivasi</b> Peserta didik mendengarkan gambaran tentang manfaat dari mempelajari materi pembelajaran.</p>		dan disiplin	
<b>Kegiatan Inti</b>		<b>Nilai karakter</b>	<b>Waktu</b>
			<b>70 menit</b>
Mengamati	<ul style="list-style-type: none"> <li>• Peserta didik dibagi menjadi 5 kelompok kecil</li> <li>• Peserta diminta untuk menjawab beberapa soal yang tersedia dalam quizizz</li> <li>• Peserta didik dan guru membahas jawaban dari soal yang diberikan</li> </ul>	Kerjasama dan menghormati orang lain	
Menanya	<ul style="list-style-type: none"> <li>• Peserta didik diberi kesempatan untuk bertanya mengenai isi maupun kosa kata yang kurang dipahami dalam soal yang telah diberikan sebelumnya.</li> <li>• Peserta didik dan guru mendiskusikan bersama pertanyaan yang diajukan oleh peserta didik.</li> </ul>	Rasa ingin tahu, menghormati orang lain	
Mengeksplorasi	<ul style="list-style-type: none"> <li>• Siswa diminta bekerja secara berkelompok.</li> <li>• Siswa diberikan dua teks surat pribadi dan diminta untuk mencari perbedaan dari kedua surat tersebut dan mencari bagian yang hilang dari surat.</li> <li>• Guru dan siswa membahas mengenai struktur surat beserta unsur kebahasaan yang digunakan.</li> </ul>	Rasa ingin tahu, bertanggung jawab	
Mengasosiasi	<ul style="list-style-type: none"> <li>• Guru menjelaskan proyek yang akan dibuat olehh siswa.</li> <li>• Guru meminta siswa untuk membuat kerangka proyek.</li> </ul>	Bertanggung jawab	
Mengomunikasikan	<ul style="list-style-type: none"> <li>• Siswa diminta untuk mengemukakan kendala-kendala yang dihadapi selama proses pembuatan kerangka proyek.</li> </ul>	Jujur, menghormati orang lain, dan percaya diri	
<b>B. Kegiatan Penutup</b>		<b>Nilai karakter</b>	<b>Waktu</b>
			<b>10 menit</b>
<ul style="list-style-type: none"> <li>- Peserta didik dan guru secara bersama sama membahas hal-hal yang mungkin belum jelas dipahami.</li> <li>- Peserta didik diminta untuk membuat story book yang</li> </ul>		Desiplin, religious, dan	

berisi surat pribadi berdasarkan draft yang telah dibuat dan mengunggah projek yang telah selesai pada papn pajang online. - Peserta didik dan guru berdoa sebelum mengakhiri proses pembelajaran.	menghormati orng lain	
---	-----------------------	--

### I. Penilaian

1. Teknik Penilaian	a. Penilaian sikap : observasi b. Penilaian Pengetahuan : Tes tertulis c. Penilaian Keterampilan : Unjuk Kerja
2. Bentuk Penilaian	a. Observasi : lembar pengamatan aktivitas peserta didik (terlampir) b. Tes tertulis : tes isian (terlampir) c. Unjuk Kerja : Lembar penilaian proyek (terlampir)

Mengetahui,  
Kepala SMA Negeri Bali Mandara,

Singaraja,  
Guru Bahasa Inggris

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**Lampiran 1.****1. Penilaian Sikap****a. Teknik Penilaian**

<b>1. Sikap</b>				
<b>No.</b>	<b>Teknik</b>	<b>Bentuk Instrumen</b>	<b>Waktu Pelaksanaan</b>	<b>Keterangan</b>
1.	Observasi	Observation checklist	Saat pembelajaran berlangsung	Penilaian dilakukan terhadap nilai sikap yang termuat dalam kompetensi inti.

**b. Rubrik Penilaian Sikap**

<b>No</b>	<b>Nama Peserta Didik</b>	<b>Kelas</b>	<b>Sikap</b>
			(Note: jumlah aspek yang telah dilakukan oleh siswa)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Keterangan aspek pengamatan

1. Menghormati orang lain yang lebih tua, teman sejawat
2. Mengucapkan terimakasih saat menerima bantuan orang lain
3. Tersenyum, menyapa, memberi salam kepada orang sekitar
4. Dapat menggunakan bahasa yang sopan dalam menyampaikan pendapat
5. Tepat waktu menghadiri kelas, mengumpulkan tugas, dan lain-lain
6. Membuat tugas dengan penuh keiatan

**Lampiran 2.**

### 1. Penilaian Pengetahuan

No	Indikator	Teknik Penilaian	Bentuk Penilaian	Waktu Pelaksanaan
1.	3.5.1 Mengemukakan informasi khusus yang terdapat dalam surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya.	Tes tertulis	Objective	Saat pembelajaran

#### Rubrik Penilaian

#### Tes objective

#### Soal (terlampir)

Jumlah Soal	Bobot
15	1 jawaban benar = 1 1 jawaban salah = 0

$$\text{Nilai} = \frac{\text{skor yang didapatkan} \times 100}{\text{skor maksimal}} = \dots$$

### Lampiran 3.

### 3. Penilaian Keterampilan

No	Indikator	Teknik Penilaian	Bentuk Penilaian	Waktu Pelaksanaan
1.	4.5.1 Membuat surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Unjuk Kerja	Penilaian proyek	Saat pembelajaran berlangsung

#### Rubrik penilaian proyek

1. Tahap persiapan proyek	
Kriteria penilaian	Skor

Proyek yang dirancang relevan dengan topic yang dibahas, menulis langkah kerja yang sistematis, menuliskan tujuan proyek dengan, membuat perencanaan waktu.	4
Terdapat tiga kriteria yang terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria yang terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria tidak terpenuhi.	1
Semua kriteria tidak terpenuhi.	0
<b>2. Tahap pelaksanaan proyek</b>	
<b>Kriteria penilaian</b>	Skor
Membuat proyek dibuat sesuai dengan tujuan, mempersiapkan alat dan bahan, mengutamakan K3, proyek diselesaikan tepat waktu	4
Terdapat tiga kriteria terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria lainnya tidak terpenuhi.	1
Semua kriteria tidak terpenuhi.	0
<b>3. Hasil proyek</b>	
<b>Kriteria penilaian</b>	Skor
Orisinil, pesan mudah dipahami pembaca, ukuran elemen penyusun proposional, disertai dengan gambar/grafik/diagram yang relevan	4
Terdapat tiga kriteria terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria lainnya tidak terpenuhi.	1

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor maksimum}} \times 100$$

**Lampiran 4.**

## 1. Dear mariana

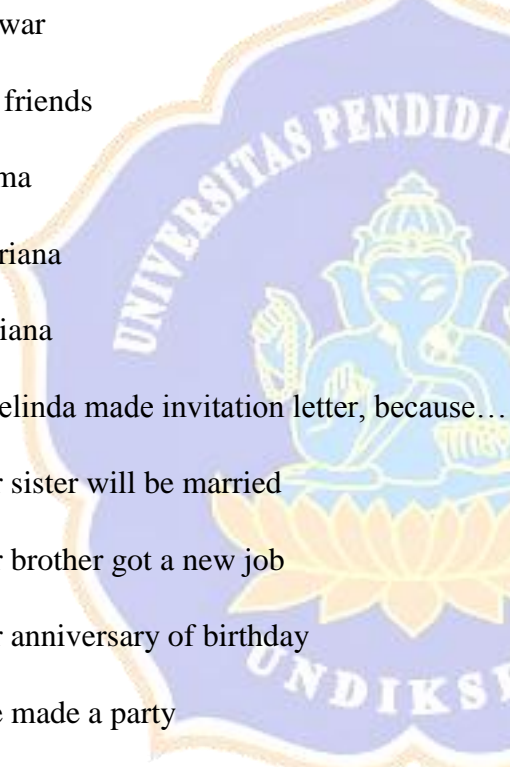
Hello my best friend, I will have a party to celebrate my graduation. It will be begin on Friday, October 26<sup>th</sup> 2018 at 8 PM. It will be held in Primarasa restaurant at Jalan Wijaya Kusuma 12 Surabaya. I do hope that you can come together with the other friends praying for my graduation. See you!


If you have any questions, call me at 08123471490

Your beautiful friend

Belinda

Who is invited to the party?

- 
- a. Mawar
  - b. All friends
  - c. Prima
  - d. Mariana
  - e. Beliana
2. Why Belinda made invitation letter, because...
- a. Her sister will be married
  - b. Her brother got a new job
  - c. Her anniversary of birthday
  - d. She made a party
  - e. She celebrate her graduation
3. Who send the invitation?
- a. Bellinda
  - b. All friends
  - c. My best friend
  - d. Rahmat
  - e. A friend of me

4. When will be the party?
    - a. October, 26<sup>th</sup> 2018
    - b. October, 26<sup>th</sup> 2015
    - c. 8 PM
    - d. October, 26<sup>th</sup> 2016
    - e. May, 12<sup>th</sup> 2012
  5. When will be the party?
    - a. Marlinas's home
    - b. Pimarasa restaurant
    - c. Belinda's home
    - d. Primavera
    - e. Your house
  6. You might write...related with lost property, friend, or a peace
    - a. Letters for "giving information"
    - b. Letter "requesting information"
    - c. Letter for "giving the instruction"
    - d. Letter "describing"
    - e. Letter "complaining"
  7. You might write...related with how to get to your house, how to operate a machine, how to open an account
    - a. Letter "giving information"
    - b. Letter "requesting information"
    - c. Letter for "giving the instruction"
    - d. Letter "relating an event"
    - e. Letter "complaining"
- 



8. Gorge: how about going to Zangrandy to celebrate your first salary?
- Maria: ... (Declining invitation)
- Sure, what time I meet you there
  - That's a great idea
  - That's sound beautiful
  - That's interesting. Let's go
  - I'm really sorry, I can't as I must go home now
9. Poor service in a restaurant, loud noise in your district, a problem with faulty goods you might write...
- Letter for "giving information"
  - Letter "requesting information"
  - Letter for "giving an instruction"
  - Letter "relating an event"
  - Letter "complaining"
10. You might write...related to travel plans, arrival details, what to see and do on holiday
- Letter for "giving information"
  - Letter "requesting information"
  - Letter for "giving an instruction"
  - Letter "relating an event"
  - Letter "complaining"
11. You might write...related with course information, library hours, and timetable information
- Letter for "giving information"
  - Letter "requesting information"

- c. Letter for “giving an instruction”
- d. Letter “relating an event”
- e. Letter “complaining”

12. Dona: Hello Tom. Are you free next week? How about going fishing?

Tom: ... (Accepting information)

- a. Sure, it's been a long time we haven't gone fishing
- b. Bo, I will be busy
- c. I am afraid. I can't
- d. No, thanks
- e. I am sorry, I can't

13. Pram: we will have a long weekend next month. What would you like to do?

You: really? That's great. How about making trip to Lawu Mountain?

Pram: ... we don't have much time for hiking (Declining invitation)

- a. Sounds good but I think better not
- b. That is interesting idea. Let's do it
- c. What a great idea
- d. I haven't been there. Let's do it then
- e. I think it's wonderful

14. Nancy: Glen, would you like to see circus show with my family next Saturday?

Glen: ... as I have to company my grandmother (Declining invitation)

- a. Sure, that would be great
- b. Of course, I'd love to
- c. Yes, what time?
- d. That is interesting but I can't
- e. Wow, that's every kind of you

15. Aya: Deny, would you like to come to my school party?

Deny: ... but I'm afraid I can't. Because, my friend Herman has asked me to join her for hiking trip to Merapi Mountain too. (Declining invitation)

- a. You, like it
- b. No, I can't come
- c. I would really love to
- d. Of course I like too
- e. Sure, why not

Answer key

- 1. D
- 2. E
- 3. A
- 4. A
- 5. B
- 6. D
- 7. E
- 8. E
- 9. E
- 10. A
- 11. B
- 12. A
- 13. A
- 14. D
- 15. B



## Appendix 06. RPP Cause and Effect

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri Bali Mandara  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/Genap  
 Materi Pokok : Sebab akibat  
 Alokasi Waktu : 2 x45 menit (1 pertemuan)

#### A. Kompetensi Inti

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
- KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	3.6.1 Menerapkan teks interaksi transaksional yang terkait hubungan sebab akibat

<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan 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>4.6.1 Membuat teks interaksi transaksional lisan dan tulis terkait hubungan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
--	--

### C. Tujuan Pembelajaran

1. Melalui kegiatan menjawab soal peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat dengan mengembangkan kemampuan komunikatif dan kolaborasi serta mencerminkan sikap rasa ingin tahu, toleransi, dan mandiri.
2. Melalui kegiatan membuat poster secara individu peserta didik dapat membuat teks interaksi transaksional lisan dan tulis terkait hubungan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan mengembangkan kemampuan komunikatif, mencerminkan sikap rasa ingin tahu, mandiri, dan bertanggung jawab.

### D. Materi Pembelajaran

#### d. Fungsi sosial

Menjelaskan, memberikan alasan, mensyukuri, dsb.

#### e. Unsur kebahasaan

- Kata yang menyatakan hubungan sebab akibat: *because of ...*, *due to ...*, *thanks to ...*
- Nomina singular dan plural dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### f. Struktur teks dapat mencakup

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

#### e. Topik

Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.

### Example

**Global Warming**

Global warming is the result of billions of decisions. It's caused by decisions made by individuals-like driving big cars rather than small cars. And it's caused by decisions made by corporations and nations, like dumping waste into the atmosphere.

Nature is already responding to global warming. There have been changes in global weather patterns.

### E. Metode Pembelajaran

- Pendekatan : Saintifik (scientific approach)
- Model : Project Based Learning
- Metode : Tanya-jawab

### F. Media Pembelajaran

- Media : Papan tulis, Teks, *Quizze* dan *Power point*
- Alat/Bahan : Laptop/computer dan LCD

### G. Sumber Belajar

<https://sites.google.com/view/english123doremi/learn-about-it>

### H. Langkah-langkah Pembelajaran

2x45 menit (1 Pertemuan)	Nilai karakter	Waktu
A. Kegiatan Pendahuluan		10 Menit
<p><b>Orientasi</b> Peserta didik dan guru saling mengucapkan salam Peserta didik berdoa yang dipimpin oleh seorang siswa diawal pembelajaran Guru mengecek kehadiran siswa Peserta didik dan guru melakukan “<i>ice breaking</i>”.</p> <p><b>Apersepsi</b> Peserta didik menyiapkan diri mengikuti pembelajaran Peserta didik mendengarkan tujuan pembelajaran yang disampaikan oleh guru</p> <p><b>Motivasi</b> Peserta didik mendengarkan gambaran tentang manfaat dari mempelajari materi pembelajaran.</p>	Religious dan disiplin	
C. Kegiatan Inti	Nilai karakter	Waktu
		70 menit

Mengamati	<ul style="list-style-type: none"> <li>• Peserta didik diminta untuk menonton video tentang global warming dan mencatat hal-hal penting yang terdapat dalam video.</li> </ul>	Rasa ingin tahu	
Menanya	<ul style="list-style-type: none"> <li>• Peserta didik diberi kesempatan untuk bertanya mengenai isi maupun kosa kata yang kurang dipahami dalam video yang telah ditonton.</li> <li>• Peserta didik dan guru mendiskusikan bersama pertanyaan yang diajukan oleh peserta didik.</li> <li>• Peserta diminta untuk menjawab beberapa soal mengenai sebab akibat yang terdapat dalam aplikasi Quizziz .</li> <li>• Peserta didik dan guru membahas jawaban dari soal yang diberikan</li> </ul>	Kesopanan, bertanggung jawab, dan menghormati orang lain	
Mengeksplorasi	<ul style="list-style-type: none"> <li>• Guru memberikan tugas berupa pembuatan poster yang memuat sebab akibat terjadinya suatu fenomena alam.</li> <li>• Guru menjelaskan kerangka proyek harus dibuat oleh siswa.</li> <li>• Guru menentukan waktu pengumpulan tugas dan menjelaskan konsekuensi jika siswa terlambat mengumpulkan tugas atau tidak membuat tugas.</li> <li>• Siswa diminta untuk mencari sumber-sumber yang relevan mengenai project yang akan dibuat.</li> </ul>	Bertanggung jawab dan mandiri	
Mengasosiasi	<ul style="list-style-type: none"> <li>• Siswa membuat kerangka proyek dan untuk menentukan langkah-langkah yang akan diambil untuk menyelesaikan tugas.</li> </ul>	Bertanggung jawab dan mandiri	
Mengomunikasikan	<ul style="list-style-type: none"> <li>• Siswa diminta untuk mengemukakan kendala-kendala yang dihadapi selama proses pembuatan kerangka proyek.</li> </ul>	Kesopanan dan menghormati orang lain	
<b>D. Kegiatan Penutup</b>		<b>Nilai karakter</b>	<b>Waktu</b>
<ul style="list-style-type: none"> <li>- Peserta didik dan guru secara bersama sama membahas hal-hal yang mungkin belum jelas dipahami</li> <li>- Peserta didik diminta untuk membuat poster berdasarkan draft yang telah dibuat dan meminta siswa untuk mengunggah soft copy dari poster yang telah dibuat pada papan pajang online yang tersedia pada UKBM web</li> <li>- Peserta didik dan guru berdoa sebelum mengakhiri proses pembelajaran.</li> </ul>		Disiplin dan religius	<b>10 menit</b>

## B. Penilaian

1. Teknik Penilaian	a. Penilaian sikap : observasi
---------------------	--------------------------------

	b. Penilaian Pengetahuan : Tes tertulis c. Penilaian Keterampilan : Unjuk Kerja
2. Bentuk Penilaian	a. Observasi : lembar pengamatan aktivitas peserta didik (terlampir) b. Tes tertulis : pilihan ganda (terlampir) c. Unjuk Kerja : Lembar penilaian tertulis (terlampir)

Mengetahui,  
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NIP. 198406162015031004





## Lampiran 1.

### 1. Penilaian Sikap

#### a. Teknik Penilaian

1. Sikap				
No.	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Observation checklist	Saat pembelajaran berlangsung	Penilaian dilakukan terhadap nilai sikap yang termuat dalam kompetensi inti.

#### b. Rubrik Penilaian Sikap

No	Nama Peserta Didik	Kelas	Sikap
			(Note: jumlah aspek yang telah dilakukan oleh siswa)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Keterangan aspek pengamatan

1. Menghormati orang lain yang lebih tua, teman sejawat
2. Mengucapkan terimakasih saat menerima bantuan orang lain
3. Tersenyum, menyapa, memberi salam kepada orang sekitar
4. Dapat menggunakan bahasa yang sopan dalam menyampaikan pendapat
5. Tepat waktu menghadiri kelas, mengumpulkan tugas, dan lain-lain
6. Membuat tugas dengan penuh keiatan

## Lampiran 2.

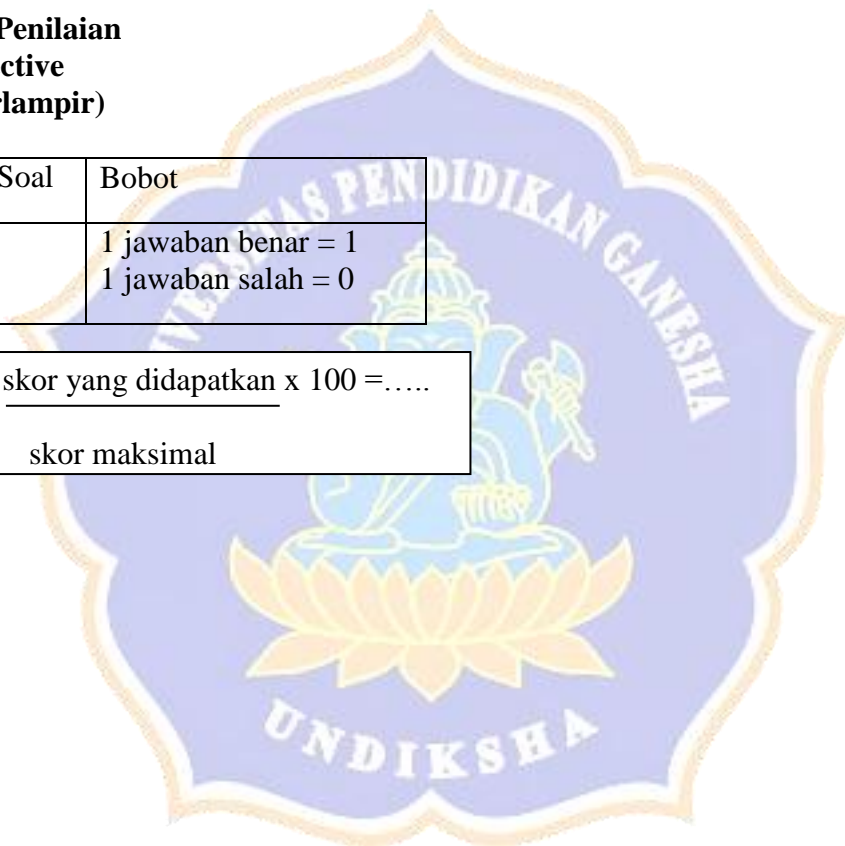
### 2. Penilaian Pengetahuan

No .	Indikator	Teknik Penilaian	Bentuk Penilaian	Waktu Pelaksanaan
1.	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.	Tes tertulis	Objective	Saat pembelajaran

**Rubrik Penilaian**  
**Tes objective**  
**Soal (terlampir)**

Jumlah Soal	Bobot
8	1 jawaban benar = 1 1 jawaban salah = 0

$$\text{Nilai} = \frac{\text{skor yang didapatkan} \times 100}{\text{skor maksimal}} = \dots$$



### Lampiran 3.

#### 3. Penilaian Keterampilan

No	Indikator	Teknik Penilaian	Bentuk Penilaian	Waktu Pelaksanaan
1.	4.6.1 Membuat teks interaksi transaksional lisan dan tulis terkait hubungan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Unjuk Kerja	Penilaian proyek	Saat pembelajaran berlangsung

#### Rubrik penilaian proyek

<b>4. Tahap persiapan proyek</b>	
<b>Kriteria penilaian</b>	<b>Skor</b>
Proyek yang dirancang relevan dengan topic yang dibahas, menulis langkah kerja yang sistematis, menuliskan tujuan proyek dengan, membuat perencanaan waktu.	4
Terdapat tiga kriteria yang terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria yang terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria tidak terpenuhi.	1
Semua kriteria tidak terpenuhi.	0
<b>5. Tahap pelaksanaan proyek</b>	
<b>Kriteria penilaian</b>	<b>Skor</b>
Membuat proyek dibuat sesuai dengan tujuan, mempersiapkan alat dan bahan, mengutamakan K3, proyek diselesaikan tepat waktu	4
Terdapat tiga kriteria terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria lainnya tidak terpenuhi.	1
Semua kriteria tidak terpenuhi.	0
<b>6. Hasil proyek</b>	
<b>Kriteria penilaian</b>	<b>Skor</b>
Orisinil, pesan mudah dipahami pembaca, ukuran elemen penyusun	4

proposional, disertai dengan gambar/grafik/diagram yang relevan	
Terdapat tiga kriteria terpenuhi, sementara satu kriteria tidak terpenuhi.	3
Terdapat dua kriteria terpenuhi, sementara dua kriteria lainnya tidak terpenuhi.	2
Terdapat satu kriteria yang terpenuhi, sementara tiga kriteria lainnya tidak terpenuhi.	1

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor maksimum}} \times 100$$



**Lampiran 4.**

1. It is... an expensive car that everyone wants to have one

- a. That
- b. So
- c. **Such**
- d. Cause
- e. Since

2. There is... many opinions that makes me confused

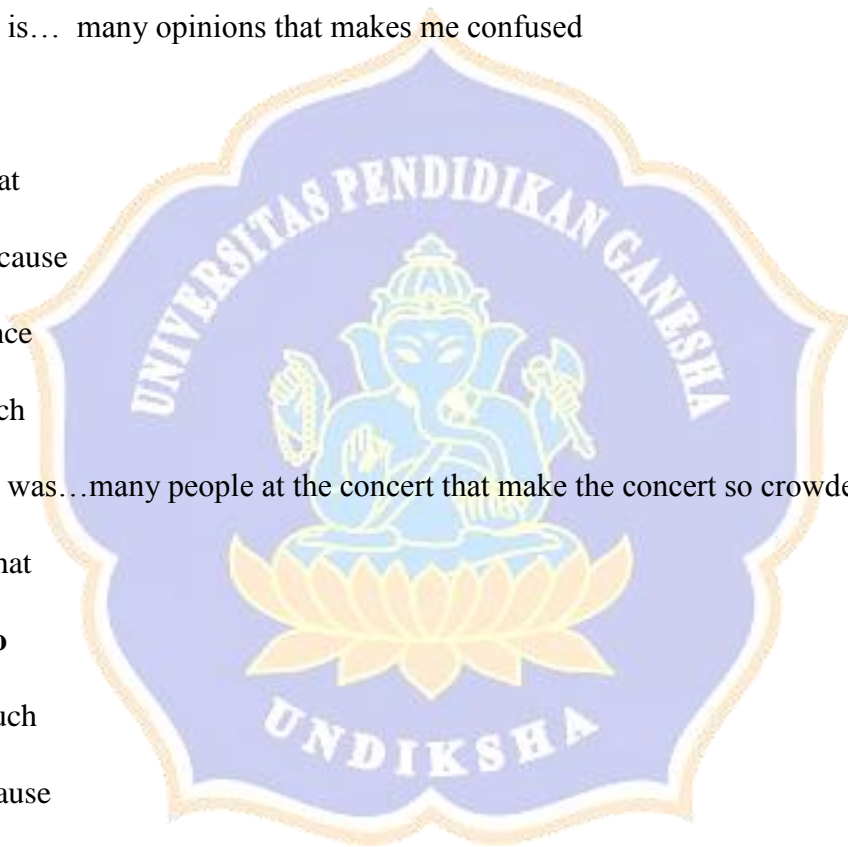
- a. **So**
- b. That
- c. Because
- d. Since
- e. Such

3. There was...many people at the concert that make the concert so crowded

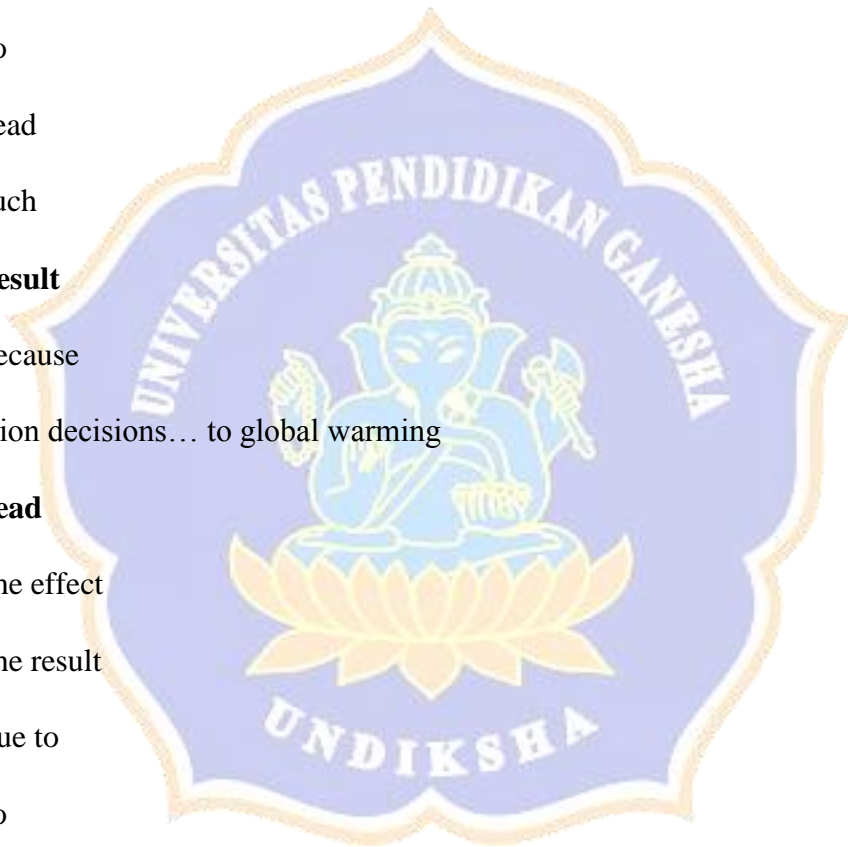
- a. That
- b. **So**
- c. Such
- d. Cause
- e. Since

4. Carel can make...beautiful dress that she can sell them

- a. so
- b. That
- c. Because
- d. **Such**
- e. Since



5. It is... serious problem that's way we need international agreement
- Because
  - To
  - So
  - Since
  - Such**
6. Global warming is the...of a billion decision
- So
  - Lead
  - Such
  - Result**
  - Because
7. A billion decisions... to global warming
- Lead**
  - The effect
  - The result
  - Due to
  - So
8. Managing the atmosphere in the scale of the individual is... difficult that ways we need international agreement
- Too**
  - Because
  - Since
  - So
  - Such



## Answer key

1. C
2. A
3. B
4. D
5. C
6. D
7. A
8. A



## Appendix 07. RPP Checklist

### RPP 1. Personal letter

No	Komponen Rancangan Rencana Pembelajaran (RPP)	Nilai karakter				Keterangan
		Respect		Responsibility		
		Terencana	Tidak terencana	Terencana	Tidak Terencana	
1	Tujuan pembelajaran	√		√		Tujuan pembelajaran memuat nilai karakter yang harus dikuasai siswa. Guru menggunakan kata-kata yang memuat pendidikan karakter.
2	Kegiatan pendahuluan		√		√	Dalam kegiatan pendahuluan guru tidak memuat nilai karakter respect dan responsibility.
3	Langkah-langkah pembelajaran					
	Mengamati	√			√	Dalam kegiatan mengamati termuat nilai karakter respect. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
	Menanya	√			√	Dalam kegiatan menanya termuat nilai karakter respect. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
	Mengeksplorasi		√		√	Dalam kegiatan mengeksplorasi tidak termuat penanaman karakter baik respect maupun responsibility.
	Mengasosiasi		√	√		Dalam kegiatan mengasosiasi termuat nilai karakter responsibility. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
	Mengomunikasikan	√			√	Dalam kegiatan mengomunikasikan termuat nilai karakter respect. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
	Kegiatan penutup	√			√	Dalam kegiatan penutup termuat nilai karakter respect. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
4	Penilaian	√		√		Dalam penilaian termuat nilai karakter respect dan



						responsibility. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
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**Addapted from Bin-Had (2019)**

### RPP 2. Cause and Effect

No	Komponen Rancangan Rencana Pembelajaran (RPP)	Nilai karakter				Keterangan
		Respect		Responsibility		
		Terencana	Tidak terencana	Terencana	Tidak Terencana	
1	Tujuan pembelajaran	√		√		Guru menulis secara eksplisit nilai karakter yang diharapkan dapat dikuasai siswa pada tujuan pembelajaran.
2	Kegiatan pendahuluan		√		√	Dalam kegiatan pendahuluan guru tidak menekankan nilai respect maupun responsibility.
3	Langkah-langkah pembelajaran					
	Mengamati		√		√	Dalam kegiatan mengamati guru tidak menekankan nilai respect maupun responsibility.
	Menanya	√		√		Guru menekankan karakter respect dan responsibility dalam kegiatan menanya. Hal ini dapat dilihat secara langsung melalui kata-kata yang memuat nilai tersebut
	Mengeksplorasi		√		√	Dalam kegiatan mengeksplorasi guru tidak menekankan nilai respect maupun responsibility.
	Mengasosiasi		√	√		Guru merencanakan pengembangan karakter responsibility dalam kegiatan mengasosiasi. Ha
	Mengomunikasikan	√			√	Guru merencanakan engembangan nilai karakter respect dalam kegiatan mengomunikasikan.
	Kegiatan penutup	√			√	Dalam kegiatan penutup guru merencanakan pengembangan nilai karakter respect.

4	Penilaian	√		√		Dalam penilaian termuat nilai karakter respect dan responsibility. Hal ini terlihat pada penggunaan kata yang memuat nilai karakter.
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**Addpoted from** Bin-Had (2019)



## Appendix 08. Documentation

### Documentations



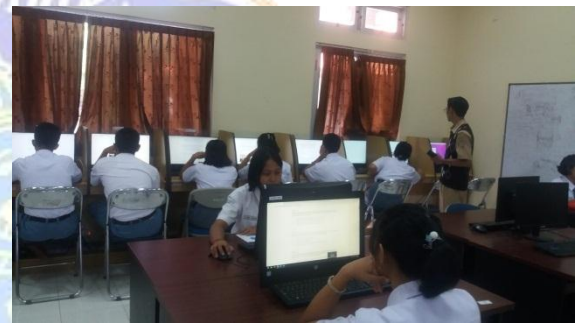
Picture 01. Teaching and learning process



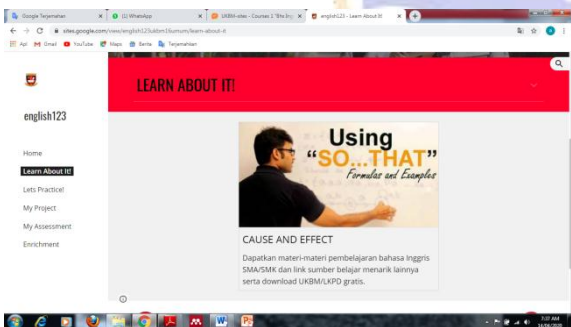
Picture 02. Observing students



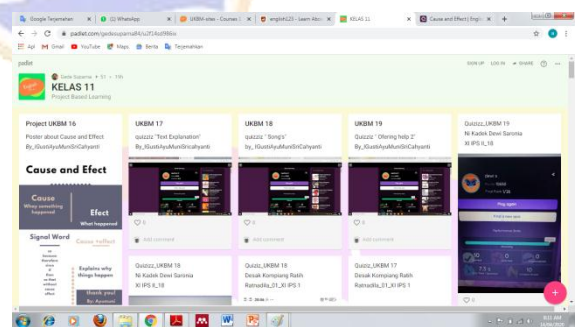
Picture 03. Teacher helping students to make a draft



Picture 04. Teacher helping students to make a draft



Picture 05. UKBM website



Picture 06. The place where students can upload their project

