



APPENDICES

Appendix 3. The relevancy assessment to the indicators in teacher's lesson plans.

Number lesson plan	indicators	assessment instruments	Relevant	Note
LP 1	<p>3.1.1. Menentukan tujuan teks percakapan</p> <p>3.1.2. Menerapkan struktur teks ungkapan kalimat untuk meminta perhatian, , mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat</p> <p>3.1.1 Menggunakan ungkapan yang tepat ungkapan untuk meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan memberikan</p>	<p>1. Arrange a simple dialog uses an expression of asking of attention!</p> <p>2. Practice the dialog you have arranged!</p>	<p>√</p> <p>√</p>	<p>Indicator 3.1.1 -3.1.7 used 1 instrument. The assessment instrument attached required students to arrange a simple dialog used an expression of asking for attention.</p> <p>Indicator 4.1.1-4.1.4 used 1 instrument. The assessment instrument was to practice dialog that students have arranged.</p>

	<p>pendapat</p> <p>3.1.2 Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.1.3 Menggunakan kalimat yang benar secara gramatika</p> <p>3.1.4 Menggunakan pilihan kata yang sesuai dengan konteks (vocabulary)</p> <p>3.1.5 Menggunakan mekanika penulisan yang benar</p> <p>4.1.1 Melakukan percakapan untuk menjalin hubungan antar personal terkait dengan ungkapan meminta perhatian ,</p>			
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	<p>mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat yang akurat, lancar, dan berterima</p>			
4.1.2	<p>Menulis pesan singkat menggunakan ungkapan memberi pendapat</p>			
4.1.3	<p>Mencipta teks percakapan dengan ungkapan meminta perhatian , mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat</p>			
4.1.4	<p>Menemukan informasi tertentu untuk menemukan</p>			

	ungkapan kalimat yang memberikan pendapat dengan membaca cepat			
LP 2	<p>3.2.1 Menentukan tujuan teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2 Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3 Menggunakan ungkapan yang tepat untuk menyatakan dan</p>	<p><i>I.Complete the following sentences according to the speaker statements.</i></p> <p>Statements I</p> <p><i>Budi: "I have a new friend. Her name is Rina. She is a talented student in my clasroom. She can dance some traditional dance, she can play piano, but she can not sing a song"</i></p> <p>According to</p> <p>.....(1)Rina can dance some traditional dance.</p> <p>She can play piano.</p> <p>She can't</p>	√	<p>Indicator 3.2.1 – 3.2.7 used 3 assessment instruments. The first assessment instrument was completing the following sentences according to the speaker's statements. The second assessment instrument was choosing correct word by listening the speaker to complete the paragraph. The third assessment was completing the dialog with the correct answer.</p> <p>Indicator 4.2.1 – 4.2.2 used 1 assessment instrument. The assessment instruments wasto make dialogue using appropriate expression based on the topic lesson plan.</p>

	<p>menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4 Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5 Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6 Menggunakan pilihan kata yang sesuai</p> <p>3.2.7 Menggunakan mekanika penulisan yang benar</p> <p>.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran,</p>	<p>.....</p> <p>.....(2)</p> <p>Statement II</p> <p><i>Mrs. Dian: “ The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants</i></p> <p>According to Dian we know that the little boy won't(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p> <p>4.Nita is a pianist. She can(play / fly) piano well</p> <p>5.An ostrich has wings. It (can / can't) run fast but it(can / can't) fly 6. he(won't / want) help me before I give him</p>		
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	<p>keakuratan dan berterima.</p> <p>4.2.2 Menulis surat pribadi tentang rencana berkunjung yang meliputi dimensi isi, organisasi, tata bahasa, kosakata dan mekanika</p>	<p>some money</p> <p><i>III. Complete the following dialogue with the correct answer?</i></p> <p>Dialogue 1</p> <p>Maya :(7)) cook fried noodle?</p> <p>Intan : No, I can't but I can cook fried rice</p> <p>Maya : really?(8) teach me cooking fried rice?</p> <p>Intan : with pleasure</p> <p>Dialogue 2</p> <p>udi : Can you accompany me going to the beach this afternoon? andi : Sorry.....(9) I am busy rightnow. How if, we go to the beach tomorrow, ...(10)? udi : Yes I will</p> <p><i>IV. Please make</i></p>	√	
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		<i>dialogue by using capability and willingness expressions</i>	√	
LP 3	<p>Teks Fungsional Pendek : Greeting Card</p> <p>3.5.1. Menentukan tujuan teks fungsional khusus dalam bentuk greeting card</p> <p>3.5.2. Menerapkan struktur Teks</p> <p>3.5.3. Menggunakan kalimat yang benar secara tata bahasa</p> <p>3.5.4. Menggunakan pilihan kata yang tepat</p> <p>Teks transaksional :</p> <p>3.5.5. Menggunakan ungkapan yang tepat untuk meminta informasi terkait dengan hari-hari special</p> <p>3.5.6. Menggunakan ungkapan yang</p>	<p>a. Read the greeting card text and answer the questions.</p> <p>1. What is the greeting card about?</p> <p>2. What kinds of text is it?</p> <p>3. Who sends the greeting card?</p> <p>4. The underlined word refers to...</p> <p>b. Prepare a short dialogue to invite someone by giving greeting card</p> <p>c. Please create your own greeting card and decorate it!</p>	√	<p>Indicator 3.5.1 – 3.5.4 used 1 assessment instrument to answer the questions from the greeting card text.</p> <p>Indicator 3.5.5 – 3.5.8 used 1 assessment instrument to made a short dialogue of inviting someone using greeting card.</p> <p>Indicator 4.5.1 used 1 assessment instrument. The assessment instrument was to create greeting card and decorate it by student's creativity.</p>

	<p>tepat untuk memberi informasi terkait dengan hari-hari special</p> <p>3.5.7 Mengucapkan kata dengan lafal yang benar</p> <p>3.5.8. Mengucapkan kata dengan intonasi yang benar</p> <p>4.5.1 menulis teks pendek dalam bentuk greeting card yang mencakup dimensi isi, organisasi, tata bahasa, kosa kata, dan mekanika</p>			
LP 4	<p>3.6.1 Menyebutkan nama orang, binatang, dan benda yang dipilih untuk dideskripsikan.</p> <p>3.6.2 Menggunakan</p>	<p>Answer these questions related to the text given.</p> <p>Questions:</p> <p>1. The writer's friend has</p>	√	<p>Indicator 3.6.1 & 3.6.2 used 1 assessment that required students to answer the questions related to the text given.</p> <p>Indicator 3.6.3 & 4.6.1 used 1 assessment</p>

	<p>pilihan kata yang sesuai dengan konteks.</p> <p>3.6.3. Menggunakan teks deskriptif baik lisan maupun tulis dalam memberikan informasi kepada orang lain.</p> <p>4.6.1 Menyusun teks lisan dan tulis untuk mendeskripsikan orang, binatang, dan benda dengan memperhatikan fungsi sosial dan unsur kebahasaan yang benar.</p> <p>4.6.2. Menulis teks deskriptif sederhana dalam dimensi isi pengorganisasian tata bahasa dan kosa kata yang runtut.</p>	<p>just bought products.</p> <p>a. A new match shoes b. A new stylist foot legs c. A trendy and attractive shoes d. A brand and bright color shoes</p> <p>2. Why does the writer admire her friend?</p> <p>a. She likes wearing an international trade mark shoes. b. She always wants to be a trendy and attractive woman c. She has the most suitable shoes on her physical d. She really has perfect</p>	<p>instrument. The assessment was to answer the questions which asked students to describe the figure of the text.</p> <p>Indicator 4.6.2 used 1 assessment instrument. The assessment was to make descriptive text of someone.</p>
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		<p>appearance with wonderful shoes.</p> <p>3. Writer writes the text in order to</p> <ol style="list-style-type: none"> Describe her friend's style and her new shoes Explain an international trademark shoes Share her experience with her friend Tell blowfish shoes products. <p>4. "She really has perfect appearance." The word "she" refers to</p> <ol style="list-style-type: none"> The writer A close friend The writer's friend Ablowfish woman's shoes. <p>Instrument 2</p>		√
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		<p>“My favorite teacher”</p> <p>Questions related to the text above.</p> <ol style="list-style-type: none"> 1. What is Mr. Bambang’s skin color? 2. What does Mr. Bambang face look like? 3. How is Mr. Bambang? 4. What does Mr. Bambang love? 5. What does Mr. Bean look like? 6. What does Mr. Bean love? <p>Please write a simple descriptive text of someone who is special in your life</p>	√	
LP 5	3.7.1 Menggunakan kata kerjasecarabenardalam bentuk Simple Present dalammenyatakantindakan sehari-hari.	<ol style="list-style-type: none"> 1. Questions <i>The question made by the students</i> 2. <i>Write your own</i> 	√ √	Indicator 3.7.1 & 3.7.2 used 1 assessment instrument in which students were asked to make question using simple present tense about daily activity.

	<p>3.7.2 Menggunakan adverbs of frequency secara benar untuk mendeskripsikan tindakan sehari-hari.</p> <p>4.7.1 Melakukan monolog tentang kegiatan yang dilakukan secara rutin.</p> <p>4.7.2 Menuliskan sebuah deskripsi sederhana mengenai kegiatan sehari-hari/rutinitas</p>	<p><i>description about your activity that you usually do on Sunday!!!</i></p>		<p>Indicator 4.7.1 & 4.7.2 used 1 assessment instrument. The assessment instrument was to make description about student's activity every Sunday.</p>
LP 6	<p>3.1.1. Menyebutkan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja baik, dan mengungkapkan pendapat serta respon yang berterima</p> <p>3.1.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang</p>	<p>1. What is the function of the underlined expressions?</p> <p>2. Mention the expressions of asking for attention, checking someone's understanding, appreciating someone's work, and giving opinions in the text!</p> <p>Task 1</p> <p>Dialogue 1.</p> <p><i>Activity 1.</i> <i>Complete the following dialogues</i></p>	<p>√</p> <p>√</p> <p>√</p>	<p>Indicator 3.1.1 & 3.2.1 used 2 assessment instruments. The assessment instruments asked students to find the function of the underlined expression and mention the expression of asking for attention, checking someone's understanding, appreciating someone's work and giving opinions in the text.</p> <p>Indicator 3.1.3 & 4.1.1 used 2 assessment instruments where students were asked to complete the dialogues and construct a dialogue based on the</p>

	<p>baik dan mengungkapkan pendapat serta respon yang berterima.</p> <p>3.1.3 Menggunakan ungkapan perhatian, mengecek pemahaman, kinerja yang benar dan ungkapan mengemukakan pendapat serta respon yang berterima.</p> <p>4.1.1 Menyusun teks lisan sederhana yang mengandung ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik dan mengungkapkan pendapat serta respon yang berterima dalam kegiatan dialog singkat sederhana.</p>	<p><i>with the appropriate expressions in the box.</i></p> <p>Mr. Paul : _____</p> <p>_____! All the students should do exercise 2 in page 17.</p> <p>_____</p> <p>_____</p> <p>_____ instructio n so you can understa nd how to do the exercise. Students : Yes, sir. Mr. Paul : Don't forget to write your essay in good paragraphs. _____ ? Students : Okay, sir. Mr. Paul : If you find difficulty in doing the exercise, feel free to ask me. _____ ? Students : _____.</p> <p>Dialogue 2.</p> <p>Activity 2. <i>Complete the following dialogues with the appropriate</i></p>	<p>given situation.</p>
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expressions!

Seller :
This camera is the
newest camera with
20 mega pixel.

Mr. Rey

Seller

Mr. Rey : (2)

First, turn the
panel to the
autocorner.

Then, get the
corner. And
then?

Seller :
then, lock the
corner and press
the shutter release
button. (3)

_____?

Mr. Rey :
I'm following you.

Seller : (4)

_____ please say
so.
Mr. Rey

Dialogue 3

Activity 1.
Complete the
following
dialogues with the
appropriate
expressions.

Rahel : (1)

		<p>_____ , Daniel. Congratulation on your success team! Daniel : (2)</p> <p>_____ , Rahel. So, how about you and your team in astronomy competition? Rahel : Unfortunately, my team and I didn't get the first place. We got the third place but I was really happy since we had won over many other teams and gone that far. Daniel : That's the spirit, Rahel! I am sure you and your friend did it very well. I</p> <p>(3)</p> <p>_____ , Rahel : Thank you very much, Daniel. (4)</p> <p>_____ to be the first like your teams did. Daniel : Cool! Let's fight for the next competition!</p> <p>Dialogue 4</p> <p><i>Activity 2. Read along the following</i></p>		
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dialogue and fill the gaps by using the appropriate expressions.

Aris : What book do you borrow, Ina?

Ina : The book of *Yuuki and the Tsunami*. Have you read it?

Aris : Yes, I have.

Ina : (1)

_____ ?

Aris : Well..., (2)

_____, it's a wonderful story. (3)

_____, Ina? Have you finished reading it?

Ina : No, I haven't, but I have read the book you borrowed, *Money Makes Problems*.

Aris : And (4)

		<p>_____?</p> <p>Ina : If you ask me, it's a boring story.</p> <p>Aris : Yes, perhaps, but it's inspiring though. I have read it, too. It teaches us that money will not always make us happy. We can be happy even though we do not have a lot of money. Basically, money is not everything.</p> <p>Ina : It sounds interesting</p> <p><i>4.1. Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p>	√	
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		<p>Situation 1.</p> <p>Before starting English class, the teacher asks for students' attention because they are going to study about modals. While the teacher explaining, one of the students doesn't understand yet. She asks the teacher and the teacher explains further. After that the teacher checks the student understanding.</p> <p>Situation 2.</p> <p>Jen writes an article and his writing have been published in the newspaper. His friend congratulates him for the success. He asks his friend about how his writing is and his friend gives opinion about his writing.</p>		
LP 7	3.2.1 Menentukan tujuan teks percakapan yang menyatakan dan	<p>a. Instrument :</p> <p>A. <i>Complete the following sentences according to the speaker</i></p>	√	Indicator 3.2.1 - 3.2.3 used 2 assessment instruments in which students were

	<p>menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2 Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3 Menggunakan ungkapan yang tepat untuk menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4 Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5 Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6 Menggunakan mekanika penulisan yang benar</p> <p>4.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran, keakuratan dan berterima</p>	<p><i>statements.</i></p> <p>Statements I</p> <p><i>Budi: "I have a new friend. Her name is Rina. She is a talented student in my classroom. She can dance some traditional dances, she can play piano, but she can not sing a song"</i></p> <p>According to</p> <p>...(1)</p> <p>Rina can dance some traditional dances</p> <p>She can play piano</p> <p>She can't</p> <p>.....(2)</p> <p>Statements II</p> <p><i>Mrs. Dian: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants.</i></p> <p>According to Dian we know that the little boy won't</p> <p>.....(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p> <p>4. Nita is a pianist. She can(play / fly) piano well</p> <p>5. An ostrich has wings. It (can / can't) run fast but</p>	<p>required to complete the correct word based on the statement that students have heard from the speaker.</p> <p>Indicator 3.2.5 – 4.2.1 used 2 assessment instruments in which students were asked to complete the following dialogue with correct answer and make a dialogue related to the learning topic.</p>
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		<p>it(can / can't) fly</p> <p>6. He(won't / want) help me before I give him some money</p> <p>7. Complete the following dialogue with the correct answer?</p> <p>Dialogue 1</p> <p>.....(7) cook fried noodle? Intan : No, I can't but I can cook fried rice Maya : really?(8) teach me cooking fried rice? Intan : with pleasure</p> <p>Dialogue 2</p> <p>Rudi : Can you accompany me going to the beach this afternoon? Andi : Sorry.....(9) I am busy right now. How if, we go to the beach tomorrow, ...(10)? Rudi : Yes I will</p> <p>4.2.1. <i>Please make a dialogue by using capability and willingness expressions</i></p>	<p>√</p> <p>√</p>	
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LP 8	<p>3.1 Menyebutkan ungkapan menyatakan keharusan, larangan, dan himbauan beserta unsur kebahasaan dan fungsi sosialnya.</p> <p>3.3.2 Menentukan ungkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>3.3.3 Menggunakan ungkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>4.3.1 Menampilkan sebuah dialog sederhana yang mengandung ungkapan menyatakan keharusan, larangan, dan himbauan</p>	<p>Task 1</p> <p>Answer the following questions with correct answers!</p> <p>3.3.1. Your friend is going to join a dancing competition next week. What will be your suggestion for her? 3.3.3..!</p> <p>The chair has just painted. It is still wet. 3. You..... wear helmet whenever you go outside by motorcycle.</p> <p>4. Your father said that you.....because it is raining outside! 3.3.3..</p> <p>! This is non smoking area. <i>4.3.1. Construct a dialogue based on the given situation. Choose the situation you want and use appropriate expressions for</i></p>	<p>√</p> <p>√</p>	<p>Indicator 3.3.1 & 3.3.2 used 1 assessment instrument. The instrument of assessment attached by the English teacher was answering the following questions related to the topic.</p> <p>Indicator 3.3.3. & 4.3.1 used 1 assessment instrument in which students were asked to construct a dialogue based on the given situation and demonstrate it in front the class.</p>
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		<p><i>each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>You see some of your friends go to school by motorcycle without wearing helmet. Besides, they also ride their motorcycle faster without looking at the traffic signs.</p> <p>Situation 2.</p> <p>Sinta is going to face her examination next week. But all she does is only watching Korean drama all the time.</p>		
LP 9	<p>3.4.1 Menyebutkan ungkapan menyuruh, mengajak, serta meminta ijin beserta unsur kebahasaan dan fungsi sosialnya.</p> <p>3.4.2 Menggunakan ungkapan mengajak, menyuruh, serta meminta</p>	<p>TASK 1. Look at the expressions below! 3.4.1. Then, put it into the table given! Expressions:</p> <ul style="list-style-type: none"> . Can you help me? . Would you like to come to my party? 	√	<p>Indicator 3.4.1 & 3.4.2 used 1 assessment instrument in which students were required to classify the expressions into expression of inviting someone and expression of asking permission.</p> <p>Indicator 4.4.1 used 1 assessment instrument in</p>

	<p>perhatian dengan respon yang berterima.</p> <p>4.4.1 Menampilkan teks lisan yang mengandung ungkapan menyuruh, mengajak, serta meminta ijin serta respon yang berterima dalam kegiatan dialog singkat sederhana.</p>	<ul style="list-style-type: none"> . Please take the cat back to me! . May I wear your dress? . Let's go to movie. . How about going to the church, shall we? . May I turn off the lamp? . Can I open the cupboard? . Let's go dance. 0. May I get your attention? 1. Please open that window! 2. Will you come to my party tomorrow? 3. May I go to toilet? 4. Please pass the salt to me! 5. Come in! <p>A. Expression of inviting someone:</p> <p>B. Expression of asking permission:</p> <p><i>4.4.1. Construct a dialogue based on</i></p>	<p>which students were asked to complete a dialogue based on the given situation and demonstrate it in front of the class.</p>
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		<p><i>the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <ol style="list-style-type: none"> 1. You want to visit your friends in the hospital. You ask permission to your parents. 2. When you get invitation from your friend but you can't go. 3. You want to wear your father's car. Your father agrees with that. 4. You ask your mother to help her. 5. You invite your friends to go toilet 	√	
LP 10	<p>3.5.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks fungsional pendek berupa kartu ucapan selamat.</p> <p>3.5.2 Menyebutkan ungkapan-</p>	<p>To: Erika</p> <p>Finally you did it! You have finished your study in Junior High School. Your achievement proves that you're the best. I am proud of you, CONGRATULATIONS!</p>	√	Indicator 3.5.1 % 3.5.2 used 1 assessment instrument in which students were asked to identify the structure text, the social function of greeting card and the

	<p>ungkapan memberi ucapan selamat yang sering digunakan dalam kartu ucapan</p> <p>4.5.1 Membuat teks tulis berupakartu ucapan sangat pendek sederhana dengan struktur teks dan unsur kebahasaan yang benar.</p>	<p>Your Sister</p> <p>Yuna</p> <p>2.5.1. Answer the questions below based on the greeting card by your self!</p> <ol style="list-style-type: none"> 1. What kind of text is it? 2. What is the greeting card about? 3. Who send the greeting card? 4. Who is the addressee of the card? 5. "<u>You</u> have finished your study ..." <p>The underlined word refers to ...</p> <p><i>Now, would you like to create your own greeting card? Don't forget to decorate it!</i></p>	<p>√</p>	<p>language structure by answering the questions based on the greeting card given by teacher.</p> <p>Indicator 4.5.1 used 1 assessment instrument which asked students to create greeting card with their creativity to decorate it.</p>
LP 11	<p>3.1.1 menyebutkan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja baik, dan mengungkapkan pendapat serta respon yang berterima</p> <p>3.1.2 menentukan ungkapan meminta perhatian,</p>	<p>What is the function of the underlined expressions</p> <p>2. Mention the expressions of asking for attention, checking someone's understanding, appreciating someone's work, and giving opinions in</p>	<p>√</p> <p>√</p>	<p>Indicator 3.1.1 used 1 assessment instrument in which students were required to be able to know the function of the underlined expression related to the topic.</p> <p>Indicator 3.1.2 used 1 assessment instrument in which students were asked to mention the expressions of asking for attention, checking someone's</p>

	<p>mengecek pemahaman, menghargai kinerja yang baik dan mengungkapkan pendapat serta respon yang berterima.</p> <p>3.1.3 menggunakan ungkapan perhatian, mengecek pemahaman, kinerja yang benar dan ungkapan mengemukakan pendapat serta respon yang berterima.</p> <p>4.1.1 menggunakan ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik dan mengungkapkan pendapat serta respon yang berterima dalam <i>kegiatan dialog singkat sederhana</i></p>	<p>the text!</p> <p>3.</p> <p>_____!</p> <p>All the students should do exercise 2 in page 17.</p> <p>_____ instruction so you can understand how to do the exercise.</p> <p>Seller : Sure. It's no problem.</p> <p>Rahel : (1)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Daniel. Congratulations on your team success!</p> <p>Aris : What book do you borrow, Ina?</p> <p>Ina : The book of <i>Yuuki and the Tsunami</i>. Have you read it?</p> <p>Aris : Yes, I have.</p> <p>Ina : (1)</p> <p>_____</p> <p>_____</p> <p>_____ ?</p> <p>Aris : Well..., (2)</p> <p>_____</p> <p>_____</p>	<p>√</p>	<p>understanding, appreciating someone's work and giving opinion in the text.</p> <p>Indicator 3.1.3 used 1 assessment instrument. The instrument of assessment was to complete the blank dialogue with the right answer.</p> <p>Indicator 4.1.1 used 1 assessment instrument which asked students to construct dialogue based on the given situation.</p>
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		<p>_, it's a wonderful story. (3)</p> <p>_____, Ina? Have you finished reading it?</p> <p><i>Construct a dialogue based on the given situation. Choose the situation you want and use appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>Before starting English class, the teacher asks for students' attention because they are going to study about modals. While the teacher explaining, one of the student doesn't understand yet. She asks the teacher and the teacher explains further. After that the teacher checks the students' understanding.</p> <p>Situation 2.</p>	√	
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		Jen writes an article and his writing has been published in the newspaper. His friend congratulates him for the success. He asks his friend about how his writing is and his friend gives opinion about his writing.		
LP 12	<p>3.2.1 Menentukan tujuan teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2 Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3 Menggunakan ungkapan yang tepat untuk menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4 Mengucapkan berbagai</p>	<p>b. Instrument :</p> <p>B. Complete the following sentences according to the speaker statements.</p> <p>Statements I</p> <p>Budi: "I have a new friend. Her name is Rina. She is a talented student in my classroom. She can dance some traditional dances, she can play piano, but she cannot sing a song"</p> <p>According to</p> <p>...(1)</p> <p>Rina can dance some traditional dances</p> <p>She can play piano</p> <p>She can't</p> <p>.....(2)</p> <p>Statements II</p> <p>Mrs. Dian: " The little boy is very spoilt. He will not</p>	√	<p>Indicator 3.2.1 & 3.2.2 used 1 assessment instrument. The assessment required students to be able to know the purpose of text and use the right structure of conversation related to the topic by completing the sentences according to the speaker's statements.</p> <p>Indicator 3.2.3- 3.2.6 used 2 assessment instruments. The assessment required students to listen the speaker's statement to choose the correct word and the second assessment asked students to complete the dialogue with the correct answer.</p> <p>Indicator 3.2.2 – 4.2.1</p>

	<p>ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5 Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6 Menggunakan pilihan kata yang sesuai</p> <p>3.2.7 Menggunakan mekanika penulisan yang benar</p> <p>4.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran, keakuratan dan berterima</p>	<p><i>stop crying before his mother buys him the toys he wants</i></p> <p>According to Dian we know that the little boy won't</p> <p>(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p> <p>7. Nita is a pianist. She can(play / fly) piano well</p> <p>8. An ostrich has wings. It (can / can't) run fast but it(can / can't) fly</p> <p>9. he(won't / want) help me before I give him some money</p> <p>II. Complete the following dialogue with the correct answer?</p> <p>Dialogue 1</p> <p>Maya :(7) cook fried noodle?</p> <p>Intan : No, I can't but I can cook fried rice</p> <p>Maya : really?(8) teach me cooking fried rice?</p> <p>Intan : with pleasure</p> <p>Dialogue 2</p> <p>Rudi : Can you accompany me going to the beach this afternoon?</p>	<p>used 1 assessment instrument in which students were asked to make a dialogue using appropriate expressions related to the topic.</p>	<p>√</p> <p>√</p>
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		<p>Andi : Sorry.....(9) I am busy rightnow. How if, we go to the beach tomorrow, ...(10)?</p> <p>Rudi : Yes I will</p> <p>Instrumen</p> <p><i>Please make a dialogue by using capability and willingness expressions</i></p>		
<p>LP 13</p>	<p>.1.1 menyebutkan ungkapan menyatakan keharusan, larangan,dan himbauan</p> <p>3.1.2 menentukan ungkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>3.1.3 menggunakan un gkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>4.1.1 menampilkan seba uah dialog</p>	<p>1. What is the function of the underlined expressions?</p> <p>2. Mention the expressions of stating suggestion, prohibition, and obligation!</p> <p>3. Your friend is going to join a dancing competition next week. What will be your suggestion for her?!</p> <p>The chair has just painted. It is still wet.</p> <p>You.....w ear helmet whenever you go outside by motorcycle. Your father said</p>	<p>√</p> <p>√</p>	<p>Indicator 3.1.1 used 1 assessment instrument in which students were expected to be able to function the underlined expression related to the learning topic.</p> <p>Indicator 3.1.2 used 1 assessment instrument in which students were able to mention the expression of stating suggestions, prohibition and obligation.</p> <p>Indicator 3.2.1 used 1 assessment instrument in which students were given the situation then they had to complete with the right expressions.</p> <p>Indicator 4.1.1 used 1 assessment instrument</p>

	<p>sederhana yang mengandung ungkapan menyatakan keharusan, larangan, dan himbauan.</p>	<p>that you..... because it is raining outside! ! This is non smoking area!</p> <p>4. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>You see some of your friends go to school by motorcycle without wearing helmet. Besides, they also ride their motorcycle faster without looking at the traffic signs.</p> <p>Situation 2.</p> <p>Sinta is going to face her examination next week. But all she does is only</p>	<p>√</p>	<p>which required students to construct a dialogue based on the given situations.</p>
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		watching Korean drama all the time.		
LP 14	<p>3.1.1 menyebutkan ungkapan menyuruh, mengajak, serta meminta ijin</p> <p>3.1.2 menentukan ungkapan mengajak, menyuruh, serta meminta perhatian dengan respon yang berterima.</p> <p>4.1.1 menggunakan ungkapan menyuruh, mengajak, serta meminta ijin serta respon yang berterima dalam kegiatan dialog singkat sederhana.</p>	<p>1. What is the function of the underlined expressions?</p> <p>2. Mentions the expressions of inviting someone, asking someone to do something, and asking for permission in the text!</p> <p>3. Read the following expressions then classify them into the following table!</p> <p>4. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>a. You want to</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Indicator 3.1.1 used 1 assessment instrument that require students to understand the function of the underlined expression and mention the expressions of inviting someone, asking someone to do something, and asking for permission in the text.</p> <p>Indicator 3.1.2 used 1 assessment instrument that asked students to classify the expressions into the following table.</p> <p>Indicator 4.1.1 used 1 assessment instrument in which students were asked to construct a dialogue based on the given situations and demonstrate it in front of the class.</p>

		<p>visit your friends in the hospital. You ask permission to your parents.</p> <p>b. When you get invitation from your friend but you can't go.</p> <p>c. You want to wear your father's car. Your father agrees with that.</p> <p>d. You ask your mother to help her.</p> <p>e. You invite your friends to go toilet</p>		
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LP 15	<p>3.5.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks fungsional pendek berupa kartu ucapan selamat.</p> <p>3.5.2 Menyebutkan ungkapan-ungkapan memberi ucapan selamat yang sering digunakan dalam kartu ucapan</p> <p>4.5.1 Membuat teks tulis kartu ucapan sangat pendek sederhana dengan struktur teks dan unsur kebahasaan yang benar.</p>	<ol style="list-style-type: none"> 1. What is the greeting card about? 2. What kind of text is it? 3. Who sends the greeting card? 4. Who is the addressee of the card? 5. The underlined word refers to.... 6. <i>Now, would you like to create your own greeting card? Don't forget to decorate it!</i> 	√	<p>Indicator 3.5.1 & 3.5.2 used 1 assessment instrument which required students to be able to understand the social function of greeting card, the language structure and the structure of the text by answering the questions in the text.</p> <p>Indicator 4.5.2 used 1 assessment instrument that asked students to create greeting card using the structure text and the language structure that students have learned. Students were also asked to decorate their greeting card.</p>
LP 16	<p>3.14.1 Menyebutkan tujuan komunikatif dari teks naratif berbentuk fabel.</p> <p>3.14.2. Mengidentifikasi struktur teks dalam bentuk teks naratif berbentuk fabel.</p> <p>3.14.3 Menemukan unsur kebahasaan yang digunakan dalam teks naratif berbentuk</p>	<p>1. List of question related to video</p> <ol style="list-style-type: none"> a. What is the color of the crow? b. Where is the crow live? c. Who is the main character in the story? d. How do the crow steal the vada? e. When do the crow search the 	√	<p>Indicator 3.14.1 – 3.14.3 used 2 assessment instruments which required students to identify the text structures, language structure of narrative text (fable) by answering the questions related to video.</p> <p>Indicator 4.8.1- 4.18.2 used 2 assessment instruments that asked students to apply the</p>

	<p>fable</p> <p>4.18.1 Menyimak isi cerita yang terdapat dalam teks naratif berbentuk fabel.</p> <p>4.18.2 Menceritakan kembali isi cerita naratif berbentuk fabel secara singkat</p>	<p>food?</p> <p>2. Arranging pictures</p> <p>3. Presenting short story</p>	<p>√</p> <p>√</p>	<p>knowledge they have learnt by arranging picture to be a short story and presenting it in front of the class.</p>
LP 17	<p>3.13.1 Siswa mampu mengidentifikasi short notice dan warning/caution di lingkungannya.</p> <p>3.13.2 Siswa mampu menyebutkan struktur dari notice dan warning/caution.</p> <p>4.16.1 Siswa mampu menemukan informasi umum dalam notice dan warning/caution.</p> <p>4.16.2 Siswa mampu menjelaskan makna dari notice dan warning/caution.</p> <p>4.17.1 Siswa mampu menalaraskan gambar dari notice dan warning/caution dengan arti dari notice dan warning/caution</p>	<p>Please identify these sentences which one is notice, warning /caution!</p> <ol style="list-style-type: none"> 1. Do not step on the grass 2. This is dangerous for swimming 3. This floor is wet 4. Pedestrian only 5. Not smoking area 6. Staff only 7. Keep your children, there are many buses here 8. This pool is so deep, be careful! 9. Food or drink are allowed in this refrigerator 	<p>√</p>	<p>Indicator 3.13.1- 4.16.2 used 2 assessment instruments in which the indicators required students to identify a short notice, mention the structure text and find out the general information in notice, warning/caution. The assessment was to answer the questions by matching which one is notice, warning/caution and make 2 examples related to learning topic.</p> <p>Indicator 4.17.1 used 1 assessment instrument which required students to make a simple dialogue based on the pictures given by teacher.</p>

	itu sendiri.	<p>10. Never kick the rocks in this area!</p> <p>c. Please make 2 examples of notice, warning/caution!</p> <p>d. Find your partner and make a simple dialogue based on the picture you get!</p>	<p>√</p> <p>√</p>	
LP 18	<p>3.11.1 Memahami fungsi social dari teks tulis berkaitan dengan kegiatan/kejadian yang terjadi pada masa lampau sesuai dengan konteks kegiatan sehari-hari.</p> <p>3.11.2 Memahami struktur teks dari teks tulis dan lisan berkaitan dengan</p>	<p>Instrument</p> <p>A. Change the following sentences into negative and interrogative sentences!</p> <p>Example :</p> <p>(+) Mother cooked fried rice yesterday.</p> <p>(-) Mother did not cooked fried rice yesterday.</p> <p>(?) Did mother cook fried rice</p>	<p>√</p>	<p>Indicator 3.11.1- 3.11.3 used 2 assessment instruments in which students were asked to changesentences into negative, and interrogative sentence using simple past tense.</p> <p>Indicator 4.13.1 used 1 assessment instrument that students were asked to make a paragraph about their activity last night.</p>

	<p>kejadian/kegiatan yang terjadi pada masa lampau sesuai dengan konteks kegiatan sehari-hari.</p>	<p>yesterday?</p> <p>1. (+) They played football last month.</p> <p>(-)</p> <p>.....</p>		
3.11.3	<p>Memahami unsur kebahasaan yang sesuai dengan teks tulis berkaitan dengan kejadian/kegiatan yang terjadi pada masa lampau sesuai dengan konteks kegiatan sehari-hari.</p>	<p>(?)</p> <p>.....</p> <p>2. (+) Father brought some cakes last night.</p> <p>(-)</p> <p>.....</p> <p>(?)</p> <p>.....</p>		
4.13	<p>Menyusun teks tulis berkaitan dengan kegiatan/kegiatan yang terjadi pada masa lampau dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai dengan konteks kegiatan sehari-hari</p>	<p>3. (+) He wrote a letter yesterday.</p> <p>(-)</p> <p>.....</p> <p>(?)</p> <p>.....</p> <p>4. (+) Shifa cleaned</p>		

the blackboard.

(-)

.....

.....

(?)

.....

.....

5. (+) We bought a magazine in the bookshop.

(-)

.....

.....

(?)

.....

.....

B. Fill the blanks!

√

1. She
(meet).....
..... her
uncle last night.

2. We (do)

.....

.....

...the test yesterday.

3. You did not
(bring)

.....

..... the

		<p>dictionary.</p> <p>4. Did your father (drink)the coffee yesterday?</p> <p>5. They (play) the game last night.</p> <p>6. He (give) me an orange last week.</p> <p>7. I (go) to Medan last month.</p> <p>8. She (sing) a song yesterday morning.</p> <p>9. Mother (make)..... a rainbow cake last week.</p>		
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		<p>10. Ditta (wash).....</p> <p>.....</p> <p>..... her shoes yesterday morning.</p> <p>c. please write your activity last night, and tell your friends!</p>	√	
LP 19	<p>3.9.1 Memahami teks lisan yang menanyakan dan menyatakan tentang perbandingan jumlah dan sifat orang, binatang, benda sesuai dengan konteks penggunaannya .</p> <p>3.9.2 Menggunakan struktur teks yang runtut (harmonis) dan tepat sesuai konteks.</p> <p>3.9.3 Menggunakan unsur-unsur kebahasaan intonasi,</p>	<p>A. Fill in the blanks with the correct answer!</p> <p>1. The black t-shirt is 30.000 rupiahs. The yellow t-shirt costs 50.000 rupiahs. The black t-shirt is ... than the yellow t-shirt.</p> <p>3. Mia is 155 cm tall. Shinta is 160 cm tall. So, Shinta is ... than Mia.</p> <p>4. The goat runs ... than a horse.</p> <p>5. A cow isthan an elephant.</p> <p>6. My mother is</p>	√	<p>Indicator 3.9.1 – 3.9.3 used 2 assessment instruments. The indicators required students to understand the use of degree comparison such as structure of the text, language structure and social function by answering the fill in the blank sentences and make a short dialogue related to learning topic.</p> <p>Indicator 4.10.1- 4.10.2 used 1 assessment instrument in which both indicators required students to do a short monolog and write a simple descriptive text related to the learning topic. The assessment instrument attached by teacher required students</p>

	<p>ucapan, dan tekanan kata yang benar.</p> <p>4.10.1 Melakukan monolog pendek tentang perbandingan jumlah dan sifat orang, binatang, dan benda yang meliputi dimensi kelancaran, ketepatan, dan keberterimaan.</p> <p>4.10.2 Menulis teks descriptive sederhana tentang perbandingan jumlah dan sifat orang, binatang, dan benda dalam dimensi isi, pengorganisasian, tata bahasa, kosa kata dan mekanika yang tepat sesuai konteks.</p>	<p>40 years old. My father is 43 years old. So, my mother is ... than my father.</p> <p>7. I think mathematics is thelesson.</p> <p>8. A car's price is ... than a bicycle.</p> <p>9. My aunt is 30 years old. My uncle is 35 years old. So, my uncle is ... than my aunt.</p> <p>10. Nil river isthan Ciliwung river.</p> <p>B. Find your partner and make a short dialogue of comparison about your favorite thing</p> <p>Please describe your favorite animals using degree comparison</p>	<p>√</p> <p>√</p>	<p>to describe their favorite animals using degree comparison and tell their friends in the class.</p>
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		and tell your friends in front of the class!		
LP 20	<p>3.12.1 Siswa mampu mengidentifikasi unsur kebahasaan dan struktur teks dalam kalimat tentang kegiatan, kejadian dan peristiwa pendek sederhana dalam bentuk teks recount.</p> <p>3.12.2 Siswa mampu mengungkapkan kegiatan, kejadian, dan peristiwa pendek sederhana dalam bentuk teks recount.</p> <p>4.16.1 Siswa mampu menemukan informasi umum dalam teks recount.</p> <p>4.16.2 Siswa mampu menjelaskan makna dari teks recount.</p> <p>4.15.1 Siswa mampu membuat teks recount lisan dan tulis, pendek dan sederhana tentang kegiatan, kejadian,</p>	<p>Instrument:</p> <ol style="list-style-type: none"> 1. How was your holiday? 2. Make a simple dialogue with your partner about activity during holiday! 3. Please write your unforgettable moment in HVS paper and don't forget to decorate it! 	<p>√</p> <p>√</p> <p>√</p>	<p>Indicator 3.12.1 & 3.12.2 used 1 assessment instrument in which students were required to tell their holiday experience to fulfill the indicators that require students to identify the language structure, structure text and social function of recount text.</p> <p>Indicator 4.16.1 & 4.16.2 used 1 assessment instrument that asked students to make a simple dialogue about their activity during holiday.</p> <p>Indicator 4.15.1 & 4.15.2 used 1 assessment instrument that students were required to write their unforgettable moment in HVS paper and have to decorate it.</p>

	<p>peristiwa dan menggunakan unsur-unsur kebahasaan yang benar.</p> <p>4.15.2 Siswa dapat melakukan monolog pendek sederhana tentang kegiatan, kejadian, dan peristiwa dalam bentuk teks recount.</p>			
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Appendix 4. The Authenticity of Assessment Instrument in Junior High Schools in Singaraja Bali

Lesson plan	Indicator	Assessment	Authenticity		Concept of authenticity that the assessment fit into
			Yes	No	
LP 1	<p>3.1.6 Menentukan tujuan teks percakapan</p> <p>3.1.7 Menerapkan struktur teks ungkapan kalimat untuk meminta perhatian, , mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat</p> <p>3.1.8 Menggunakan ungkapan yang tepat ungkapan untuk meminta</p>	a. Arrange a simple dialog uses an expression of asking of attention!		√	There was 1 assessment that fits into the characteristics of authentic assessment in Curriculum 2013. Practicing the dialogue that students have arranged means students learn to apply knowledge and skills that they gain which is closely related to the student's real-life.

	<p>perhatian, mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat</p> <p>3.1.9 Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.1.10 Menggunakan kalimat yang benar secara gramatika</p> <p>3.1.11 Menggunakan pilihan kata yang sesuai dengan konteks (vocabulary)</p> <p>3.1.12 Menggunakan</p>				
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	<p>mekanika penulisan yang benar</p> <p>4.1.5 Melakukan percakapan untuk menjalin hubungan antar personal terkait dengan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat yang akurat, lancar, dan berterima</p> <p>4.1.6 Menulis pesan singkat menggunakan</p>	<p>b. Practice the dialog you have arranged!</p>	√		
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	<p>ungkapan memberi pendapat</p> <p>4.1.7 Mencipta teks percakapan dengan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan memberikan pendapat</p> <p>4.1.8. Menemukan informasi tertentu untuk menemukan ungkapan kalimat yang memberikan pendapat dengan membaca cepat</p>				
LP 2	3.2.1 Menentukan tujuan teks percakapan	<i>Complete the following sentences according to the speaker statements.</i>		√	There was 1 assessment instrument fits into characteristics of authentic

	<p>yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2 Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3 Menggunakan ungkapan yang tepat untuk menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4 Mengucapkan</p>	<p>Statements I</p> <p><i>Budi: "I have a new friend. Her name is Rina. She is a talented student in my classroom. She can dance some traditional dances, she can play piano, but she can not sing a song"</i></p> <p>According to(1)Rina can dance some traditional dances. She can play piano. She can't(2)</p> <p>Statement II</p> <p><i>Mrs. Dian: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants"</i></p> <p>According to Dian we know that the little boy won't(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p>		<p>assessment in Curriculum 2013. The assessment asked students to make dialogue related to the topic means the assessment involved real-world problem because capability dan willingness expression can be applied in daily life and can be a part of learning which prioritized application than theory.</p> <p style="text-align: center;">√</p>
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<p>berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5 Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6 Menggunakan pilihan kata yang sesuai</p> <p>3.2.7 Menggunakan mekanika penulisan yang benar</p> <p>.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran,</p>	<p>4.Nita is a pianist. She can(play / fly) piano well</p> <p>5.An ostrich has wings. It (can / can't) run fast but it(can / can't) fly</p> <p>6. he(won't / want) help me before I give him some money</p> <p>III. Complete the following dialogue with the correct answer?</p> <p>Dialogue 1</p> <p>Maya :(7) cook fried noodle?</p> <p>Intan : No, I can't but I can cook fried rice</p> <p>Maya : really?(8) teach me cooking fried rice?</p> <p>Intan : with pleasure</p> <p>Dialogue 2</p> <p>Udi : Can you accompany me going to the beach this afternoon?</p>			
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	<p>keakuratan dan berterima.</p> <p>4.2.2 Menulis surat pribadi tentang rencana berkunjung yang meliputi dimensi isi, organisasi, tata bahasa, kosakata dan mekanika</p>	<p>Andi : Sorry.....(9) I am busy right now. How if, we go to the beach tomorrow, ... (10)?</p> <p>Udi : Yes I will</p> <p><i>Please make dialogue by using capability and willingness expressions</i></p>	√	
LP3	<p>Teks Fungsional Pendek : Greeting Card</p> <p>3.5.1. Menentukan tujuan teks fungsional khusus dalam bentuk greeting card</p> <p>3.5.2. Menerapkan struktur Teks</p> <p>3.5.3. Menggunakan</p>	<p>. Read the greeting card text and answer the questions.</p> <p>1. What is the greeting card about?</p> <p>2. What kinds of text is it?</p> <p>3. Who sends the greeting card?</p> <p>4. The underlined word refers to...</p>	√	<p>There was 1 assessment instruments fits into the concept of characteristics of authentic assessment in which students made a greeting card and have to decorate it using their creativity. The assessment instruments involve real-world problems of students and used variety of sizes, criteria in assessing students' knowledge and</p>

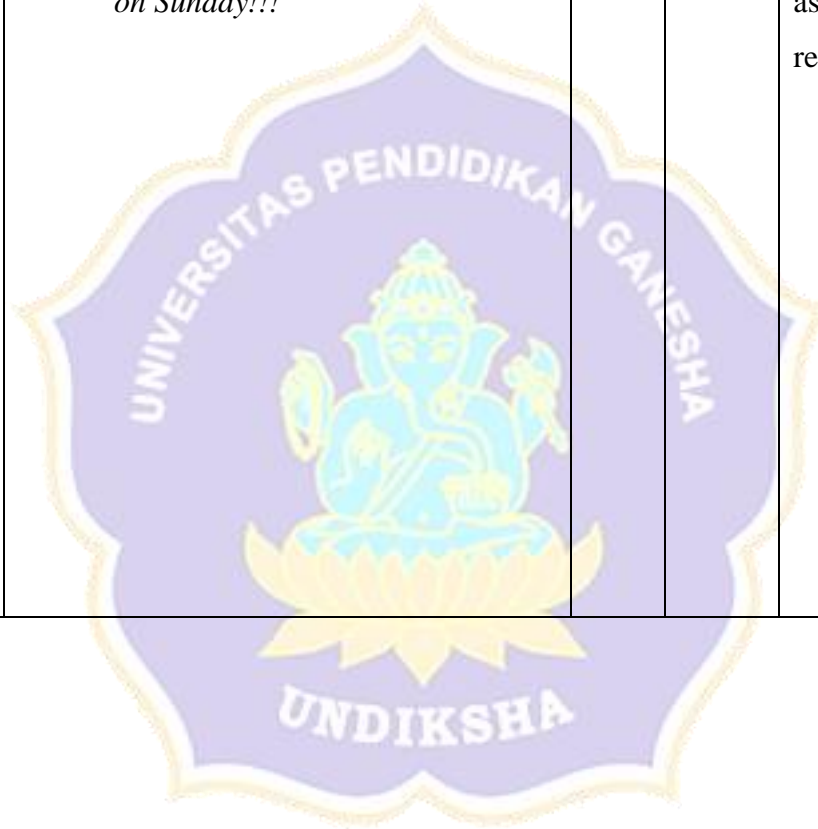
	<p>kalimat yang benar secara tata bahasa</p> <p>3.5.4. Menggunakan pilihan kata yang tepat</p> <p>Teks transaksional :</p> <p>3.5.5. Menggunakan ungkapan yang tepat untuk meminta informasi terkait dengan hari-hari special</p> <p>3.5.6. Menggunakan ungkapan yang tepat untuk memberi informasi terkait dengan hari-hari special</p> <p>3.5.7 Mengucapkan kata dengan lafal yang benar</p>	 <p>b. Prepare a short dialogue to invite someone by giving greeting card</p>	√	skills.
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	<p>3.5.8. Mengucapkan kata dengan intonasi yang benar</p> <p>4.5.1 menulis teks pendek dalam bentuk greeting card yang mencakup dimensi isi, organisasi, tata bahasa, kosa kata, dan mekanika</p>	<p>c. Please create your own greeting card and decorate it!</p>	√	
LP 4	<p>3.6.3 Menyebutkan nama orang, binatang, dan benda yang dipilih untuk dideskripsikan.</p> <p>3.6.4 Menggunakan pilihan kata yang sesuai dengan</p>	<p>Answer these questions related to the text given.</p> <p>Questions:</p> <p>5. The writer's friend has just bought products.</p> <p>a. A new match shoes</p> <p>b. A new stylist foot legs</p>	√	<p>The assessment instruments used that fit into the principles of authentic assessment in Curriculum 2013 was 1 assessment instrument which asked students to write a simple descriptive text belongs to authenticity because students learn how to implement their knowledge</p>

	<p>konteks.</p> <p>3.6.3. Menggunakan teks descriptif baik lisan maupun tulis dalam memberikan informasi kepada orang lain.</p> <p>4.6.2 Menyusun teks lisan dan tulis untuk mendeskripsikan orang, binatang, dan benda dengan memperhatikan fungsi sosial dan unsur kebahasaan yang benar.</p> <p>4.6.2. Menulis teks descriptif sederhana dalam dimensi isi pengorganisasian tata bahasa dan kosa kata yang runtut</p>	<p>c. A trendy and attractive shoes</p> <p>d. A brand and bright color shoes</p> <p>6. Why does the writer admire her friend?</p> <p>a. She likes wearing an international trade mark shoes.</p> <p>b. She always wants to be a trendy and attractive woman</p> <p>c. She has the most suitable shoes on her physical</p> <p>d. She really has perfect appearance with wonderful shoes.</p> <p>7. Writer writes the text in order to</p> <p>a. Describe her friend's style and her new shoes</p> <p>b. Explain an international trademark shoes</p> <p>c. Share her experience with her friend \</p> <p>d. Tell blowfish shoes products.</p> <p>8. "she really has perfect appearance." The word "she"</p>		<p>based on their life context.</p>
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		<p>refers to</p> <ol style="list-style-type: none"> The writer A close friend The writer's friend Ablofish woman's shoes. <p>Instrument 2</p> <p>“My favorite teacher”</p> <p>Questions relatd to the text above.</p> <ol style="list-style-type: none"> What is the skin colors of Mr. Bambang? What does Mr. Bambang face look like? How all is Mr. Bambang? What does Mr. Bambang love? What does Mr. Bean look like? <ol style="list-style-type: none"> Please write a simple descriptive text of someone who is special in your life ! 	√	√	
LP5	3.7.1 Menggunakan kata kerjasecarabenardalambentuk Simple Present	<ol style="list-style-type: none"> Questions <p><i>The question are made by the students</i></p>	√		The assessment instruments used in LP 5 were authentic as the concepts of characteristics of authentic

<p>dalam menyatakan tindakan sehari-hari.</p> <p>3.7.2 Menggunakan adverbs of frequency secara benar untuk menyatakan tindakan sehari-hari.</p> <p>4.7.1 Melakukan monolog tentang kegiatan yang dilakukan secara rutin.</p> <p>4.7.2 Menuliskan sebuah text descriptif sederhana mengenai kegiatan sehari-hari/rutinitas</p>	<p>2. <i>Write your own description about your activity that you usually do on Sunday!!!</i></p>	√	<p>assessment. Students made questions and write description about their activity. Both assessments were authentic, using real-world context</p>
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Lesson plan	Indicator	Assessment	Authenticity		Concept of authenticity that the assessment fits into
			Yes	No	
LP 6	<p>3.1.1 Menyebutkan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja baik, dan mengungkapkan pendapat serta respon yang berterima</p> <p>3.1.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik dan mengungkapkan pendapat serta</p>	<p>1. What is the function of the underlined expressions?</p> <p>2. Mention the expressions of asking for attention, checking someone's understanding, appreciating someone's work, and giving opinions in the text!</p> <p>Task 1</p> <p>Dialogue 1.</p> <p><i>Activity 1. Complete the following dialogues with the appropriate expressions in the box.</i></p> <p>Mr. Paul : _____! All the students should do exercise 2 in page 17.</p> <p>_____ instruction so you can understand how to do the exercise.</p>	<p>√</p> <p>√</p> <p>√</p>	<p>171</p>	<p>The assessment instruments that fit into authentic assessment in Education and Cultural Ministry No 81A Year 2013 was 1 assessment instrument. It asked students to construct the dialogue based on situations given and demonstrate in front of the class. This belongs to authentic as the principles of authentic assessment in Curriculum 2013.</p>

	<p>respon yang berterima.</p> <p>3.1.3 Menggunakan ungkapan perhatian, mengecek pemahaman, kinerja yang benar dan ungkapan mengemukakan pendapat serta respon yang berterima.</p> <p>4.1.1 Menyusun teks lisan sederhana yang mengandung ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik dan</p>	<p>Students : Yes, sir.</p> <p>Mr. Paul : Don't forget to write your essay in good paragraphs. _____ ?</p> <p>Students : Okay, sir.</p> <p>Mr. Paul : If you find difficulty in doing the exercise, feel free to ask me. _____ ?</p> <p>Students : _____.</p> <p>Dialogue 2.</p> <p>Activity 2. Complete the following dialogues with the appropriate expressions!</p> <p>Seller : This camera is the newest camera with 20 mega pixel.</p> <p>Mr. Rey : This camera seems sophisticated. Could you tell me how to operate this digital camera?</p> <p>Seller : Sure. It's not difficult at all. Look, first, turn the</p>		<p>√</p>	
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	<p>mengungkapkan pendapat serta respon yang berterima dalam kegiatan dialog singkat sederhana.</p>	<p>panel to the autocorner. Then, get the corner. (1)</p> <p>_____ ,</p> <p>sir?</p> <p>Mr. Rey : (2) _____. First, turn the panel to the autocorner. Then, get the corner. And then?</p> <p>Seller : then, lock the corner and press the shutter release button. (3)</p> <p>_____ ?</p> <p>Mr. Rey : I'm following you.</p> <p>Seller : _____ (4)</p> <p>_____ please say so.</p> <p>Mr. Rey : _____ (5)</p> <p>_____ and I can read the manual later. Thanks a lot. I'll take it.</p> <p>Dialogue 3</p>			
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		<p>Activity 1. Complete the following dialogues with the appropriate expressions.</p> <p>Rahel : _____ (1)</p> <p>_____ ,</p> <p>Daniel. Congratulation on your team success!</p> <p>Daniel : _____ (2)</p> <p>_____ , Rahel.</p> <p>So, how about you and your team in astronomy _____ competition?</p> <p>Rahel : Unfortunately, my team and I didn't get the first place. We got the third place but I was really happy since we had won over many other teams and gone that far.</p> <p>Daniel : That's the spirit, Rahel! I am sure you and your friend did it very well.</p> <p>I</p> <p>(3) _____</p>		
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Rahel : Thank you very much, Daniel.

(4) _____ to be the first like your teams

did.

Daniel : Cool! Let's fight for the next competition!

Dialogue 4

Activity 2. Read along the following dialogue and fill the gaps by using the appropriate expressions.

Aris : What book do you borrow, Ina?

Ina : The book of *Yuuki and the Tsunami*. Have you read it?

Aris : Yes, I have.

Ina : _____ (1)

___ ?

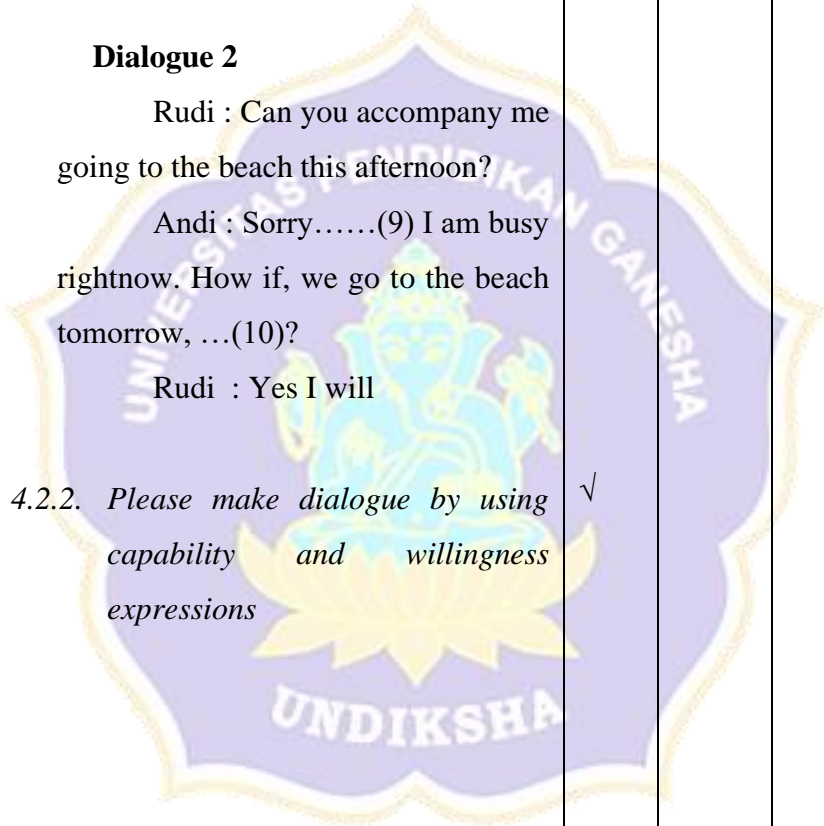
		<p>Aris : Well..., (2) _____, it's a wonderful story. (3) _____, Ina? Have you finished reading it?</p> <p>Ina : No, I haven't, but I have read the book you borrow, <i>Money Makes Problems</i>.</p> <p>Aris : And (4) _____?</p> <p>Ina : If you ask me, it's a boring story.</p> <p>Aris : Yes, perhaps, but it's inspiring though. I have read it, too. It teaches us that money will not always make us happy. We can be happy even though we do not have a lot of money. Basically, money is not everything.</p>			
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		<p>Ina : It sounds interesting</p> <p><i>4.2. Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>Before starting English class, the teacher asks for students' attention because they are going to study about modals. While the teacher explaining, one of the students doesn't understand yet. She asks the teacher and the teacher explains further. After that the teacher checks the student understanding.</p> <p>Situation 2.</p> <p>Jen writes an article and his writing have been published in the newspaper. His friend congratulates him for the success.</p>	√		
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		He asks his friend about how his writing is and his friend gives opinion about his writing			
LP 7	<p>3.2.1 Menentukan tujuan teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2 Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3 Menggunakan ungkapan yang tepat untuk menyatakan</p>	<p>e.Instrument :</p> <p>C. Complete the following sentences according to the speaker statements.</p> <p>Statements I</p> <p><i>Budi: "I have a new friend. Her name is Rina. She is a talented student in my classroom. She can dance some traditional dances, she can play piano, but she can not sing a song"</i></p> <p>According to(1)</p> <p>Rina can dance some traditional dances.</p> <p>She can play piano</p> <p>She can't(2)</p> <p>Statements II</p> <p><i>Mrs. Dian: " The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants</i></p>	√	There 1 assessment instrument that fit into authentic assessment in Education and Cultural Ministry No 81A Year 2013. That was students were asked to make a dialogue using capability and willingness expressions. There was only 1 authentic assessment instrument.	

<p>dan menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5 Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6 Menggunakan mekanika penulisan yang benar</p> <p>4.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran,</p>	<p>According to Dian we know that the little boy won't(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p> <p>10. Nita is a pianist. She can(play / fly) piano well</p> <p>11. An ostrich has wings. It (can / can't) run fast but it(can / can't) fly</p> <p>12. he(won't / want) help me before I give him some money</p> <p>I. Complete the following dialogue with the correct answer?</p> <p>Dialogue 1</p> <p>.....(7) cook fried noodle?</p> <p>Intan : No, I can't but I can cook fried rice</p>	<p>√</p> <p>√</p>		
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	<p>keakuratan dan berterima</p>	<p>Maya : really?(8) teach me cooking fried rice? Intan : with pleasure</p> <p>Dialogue 2</p> <p>Rudi : Can you accompany me going to the beach this afternoon? Andi : Sorry.....(9) I am busy rightnow. How if, we go to the beach tomorrow, ...(10)? Rudi : Yes I will</p> <p>4.2.2. <i>Please make dialogue by using capability and willingness expressions</i></p>			
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LP 8	<p>3.3.1 Menyebutkan ungkapan menyatakan keharusan, larangan, dan himbauan beserta unsur kebahasaan dan fungsi sosialnya.</p> <p>3.3.2 Menentukan ungkapan</p>	<p>Task 1</p> <p>Answer the following questions with correct answers!</p> <p>3.3.1. Your friend is going to join a dancing competition next week. What will be your suggestion for her?</p> <p>3.3.3..! The chair</p>	√	<p>There was 1 assessment instrument that was authentic as demanded in Curriculum 2013. The assessment asked students to construct dialogue according to a situation given. It belonged to authentic and meaningful learning.</p>

	<p>menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>3.3.3 Menggunakan ungkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>4.3.1 Menampilkan sebuah dialog sederhana yang mengandung ungkapan menyatakan keharusan, larangan, dan himbauan</p>	<p>has just painted .it is still wet.</p> <p>3. You.....wear helmet whenever you go outside by motorcycle.</p> <p>4.Your father said that you.....because it is raining outside!</p> <p>3.3.3..! This is non smoking area.</p> <p>4.3.1. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>You see some of your friends go to school by motorcycle without wearing helmet. Besides, they also ride their motorcycle faster without looking at the traffic signs.</p>	<p>√</p>		
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		<p>Situation 2.</p> <p>Sinta is going to face her examination next week. But all she does is only watching Korean drama all the time.</p>		
LP 9	<p>3.4.1 Menyebutkan ungkapan menyuruh, mengajak, serta meminta ijin beserta unsur kebahasaan dan fungsi sosialnya.</p> <p>3.4.2 Menggunakan ungkapan mengajak, menyuruh, serta meminta perhatian dengan respon yang berterima.</p>	<p>TASK 1. Look at the expressions below! 3.4.1. Then, put it into the table given!</p> <p>Expressions:</p> <ol style="list-style-type: none"> 16. Can you help me? 17. Would you like to come to my party? 18. Please take the cat back to me! 19. May I wear your dress? 20. Let's go to movie. 21. How about go to the church, shall we? 22. May I turn off the lamp? 	√	<p>There was 1 assessment instrument that fulfilled the principles of authentic assessment in Education and Cultural Ministry No 81A Year 2013. Students constructed the dialogue by situation given and demonstrated it in front of the class. This assessment fulfilled the requirement of Curriculum 2013 which was authentic dan meaningful.</p>

	<p>4.4.1 Menampilkan teks lisan yang mengandung ungkapan menyuruh, mengajak, serta meminta ijin serta respon yang berterima dalam kegiatan dialog singkat sederhana</p>	<p>23. Can I open the cupboard? 24. Let's go dance. 25. May I get your attention? 26. Please open the window! 27. Will you come to my party tomorrow? 28. May I go to toilet 29. . Please pass the salt to me! 30. Come in! C. Expression of inviting someone: D. Expression of asking permission: 4.4.1. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>6. You want to visit your friends in the hospital. You ask permission to your parents.</p>	√		
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		<p>7. When you get invitation from your friend but you can't go.</p> <p>8. You want to wear your father's car. You father agrees with that.</p> <p>9. You ask your mother to help her.</p> <p>10. You invite your friends to go toilet</p>		
LP10	<p>3.5.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks fungsional pendek berupa kartu ucapan selamat.</p> <p>3.5.2 Menyebutkan ungkapan-ungkapan memberi ucapan selamat yang sering digunakan dalam kartu ucapan</p>	<p>Finally you did it!</p> <p>You have finished your study in Junior High School. Your achievement proves that you're the best. I am proud of you, CONGRATULATION!</p> <p>Your Sister</p> <p>Yuna</p> <p>ii. Answer the questions below based on the greeting card by your self!</p>	√	<p>There was 1 assessment instrument that fit into authentic assessment as the demand of Curriculum 2013. The students were supposed to make a greeting card using their own creativity and appropriate structure text and language structure. The assessment categorized authentic based on the regulation of Education and Cultural Ministry No 81A Year 2013 about the principles of authentic assessment in Curriculum 2013.</p>

	<p>4.5.2 Membuat teks tulis berpakartu ucapan sangat pendek sederhana dengan struktur teks dan unsur kebahasaan yang benar.</p>	<p>6. What kind of text is it? 7. What is the greeting card about? 8. Who send the greeting card? 9. Who is the addressee of the card? 10. "<u>You</u> have finished your study ..." The underlined word refers to ...</p> <p>i. <i>Now, would you like to create your own greeting card? Don't forget to decorate it!</i></p>			
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Lesson plan	Indicator	Assessment	Authenticity		Concepts of authenticity that the assessment fit into
			Yes	No	

LP 11	<p>.1.1 menyebutkan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja baik, dan mengungkapkan pendapat serta respon yang berterima</p> <p>3.1.2 menentukan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik dan mengungkapkan pendapat serta respon yang</p>	<p>1. What is the function of the underlined expressions?</p> <p>2. Mention the expressions of asking for attention, checking someone's understanding, appreciating someone's work, and giving opinions in the text!</p> <p>3. _____! All the students should do exercise 2 in page 17. _____ instruction so you can understand how to do the exercise. Seller : Sure. It's not difficult at all. Look! Rahel : _____ (1) _____, _____, Daniel. Congratulation on your team success!</p>	<p>√</p> <p>√</p>	<p>The assessment instrument that fit into authentic as demand in Curriculum 2013 was 1 assessment instrument. The assessment required students to construct the dialogue by situation given and demonstrate it in front of the class. It was categorized authentic and meaningful as the requirement of regulation Education and Cultural Ministry No 81A Year 2013.</p>
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<p>berterima.</p> <p>3.1.3 menggunakan ungkapan perhatian, mengecek pemahaman, kinerja yang benar dan ungkapan mengemukakan pendapat serta respon yang berterima.</p>	<p>Aris : What book do you borrow, Ina?</p> <p>Ina : The book of <i>Yuuki and the Tsunami</i>. Have you read it?</p> <p>Aris : Yes, I have.</p> <p>Ina : _____ (1)</p> <p>_____ ?</p> <p>Aris : Well..., (2)</p> <p>_____, it's a wonderful story. (3)</p> <p>_____, Ina? Have you finished reading it?</p> <p><i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p>			
<p>4.1.1 menggunakan ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik dan mengungkapkan pendapat serta respon yang berterima dalam</p>				

	<p><i>kegiatan dialog singkat sederhana</i></p>	<p>Situation 1.</p> <p>Before starting English class, the teacher asks for students' attention because they are going to study about modals. While the teacher explaining, one of the student doesn't understand yet. She asks the teacher and the teacher explains further. After that the teacher checks the students' understanding.</p> <p>Situation 2.</p> <p>Jen writes an article and his writing has been published in the newspaper. His friend congratulates him for the success. He asks his friend about how his writing is and his friend gives opinion about his writing.</p>			
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<p>LP 12</p>	<p>3.2.1Menentukan tujuan teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.2Menerapkan struktur teks percakapan yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.3Menggunakan ungkapan yang</p>	<p>f. Instrument :</p> <p>D. Complete the following sentences according to the speaker statements.</p> <p>Statements I</p> <p><i>Budi: "I have a new friend. Her name is Rina. She is a talented student in my clasroom. She can dance some traditional dances, she can play piano, but she can not sing a song"</i></p> <p>According to(1)</p> <p>Rina can dance some traditional dance</p> <p>She can play piano</p> <p>She can't(2)</p> <p>Statements II</p> <p><i>Mrs. Dian: " The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants</i></p> <p>According to Dian we know that</p>	<p>√</p>	<p>There was 1 assessment instrument that was authentic as the concepts of authenticity in Curriculum 2013. The assessment asked students to make a dialogue using the appropriate expression related to the learning topic.</p>
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<p>tepat untuk menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan</p> <p>3.2.4Mengucapkan berbagai ungkapan yang dipelajari dengan intonasi yang tepat</p> <p>3.2.5Menggunakan kalimat yang benar secara gramatika</p> <p>3.2.6Menggunakan pilihan kata yang sesuai</p> <p>3.2.7Menggunakan mekanika penulisan yang benar</p>	<p>the little boy won't(3)</p> <p>II. Listen and choose one of the correct word based on the statements you have heard.</p> <p>13. Nita is a pianist. She can(play / fly) piano well</p> <p>14. An ostrich has wings. It (can / can't) run fast but it(can / can't) fly</p> <p>15. he(won't / want) help me before I give him some money</p> <p>II. Complete the following dialogue with the correct answer?</p> <p>Dialogue 1</p> <p>Maya :(7) cook fried noodle?</p> <p>Intan : No, I can't but I can cook fried rice</p> <p>Maya : really?(8) teach</p>	<p>√</p> <p>√</p>		
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	<p>4.2.1 Melakukan percakapan transaksional tentang kemampuan dan kemauan melakukan suatu tindakan yang meliputi dimensi kelancaran, keakuratan dan berterima</p>	<p>me cooking fried rice? Intan : with pleasure</p> <p>Dialogue 2</p> <p>Rudi : Can you accompany me going to the beach this afternoon? Andi : Sorry.....(9) I am busy right now. How if, we go to the beach tomorrow, ...(10)? Rudi : Yes I will</p> <p>Instrumen</p> <p><i>Please make dialogue by using capability and willingness expressions</i></p>			
LP 13	<p>3.1.1 menyebutkan ungkapan menyatakan keharusan,</p>	<p>1. What is the function of the underlined expressions? 2. Mention the expressions of stating suggestion, prohibition,</p>	<p>√ √</p>		<p>The assessment that fit into characteristic of authentic assessment in Curriculum 2013 were 2 assessments . Students were supposed to master the expressions of</p>

<p>larangan,dan himbauan</p> <p>3.1.2 Menentukan ungkapan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>3.1.3 Menggunakanungk apan menyatakan keharusan, larangan, dan himbauan serta respon yang berterima.</p> <p>4.1.1 Menampilkan sebuah dialog</p>	<p>and obligation!</p> <p>3. Your friend is going to join a dancing competition next week. What will be your suggestion for her?</p> <p>.....! The chair has just painted .it is still wet.</p> <p>You.....wear helmet whenever you go outside by motorcycle.</p> <p>Your father said that you.....because it is raining outside!</p> <p>.....! This is non smoking area!</p>	<p>√</p>	<p>stating suggestion, prohibition and obligation by constructing the dialogue by given situation. Students were given opportunity to choose the situation and construct it as dialogue.</p>
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	<p>sedehana yang mengandung ungkapan menyatakan keharusan, larangan, dan himbauan.</p>	<p>4. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>Situation 1.</p> <p>You see some of your friends go to school by motorcycle without wearing helmet. Besides, they also ride their motorcycle faster without looking at the traffic signs.</p> <p>Situation 2.</p> <p>Sinta is going to face her examination next week. But all she does is only watching Korean drama all the time.</p>	√		
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LP 14	<p>3.1.1 menyebutkan ungkapan menyuruh, mengajak, serta meminta ijin</p> <p>3.1.2 menentukan ungkapan mengajak, menyuruh, serta meminta perhatian dengan respon yang berterima.</p> <p>4.1.1 menggunakan ungkapan menyuruh, mengajak, serta meminta ijin serta respon yang berterima dalam kegiatan dialog singkat sederhana.</p>	<p>a. What is the function of the underlined expressions?</p> <p>b. Mention the expressions of inviting someone, asking someone to do something, and asking for permission in the text!</p> <p>c. Read the following expressions then classify them into the following table!</p> <p>d. <i>Construct a dialogue based on the given situation. Choose the situation you want and use the appropriate expressions for each situation. Demonstrate it in front of the class!</i></p> <p>a. You want to visit your friends in the hospital. You ask permission to your parents.</p> <p>b. When you get invitation from your friend but you can't go.</p> <p>c. You want to wear your father's</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>There was 1 assessment instrument that fit into the characteristic of authentic assessment required by Curriculum 2013. The assessment instrument asked students to construct the dialogues based on the given situation. It was categorized authentic as the regulation of Education and Cultural Ministry No 81A Year 2013.</p>
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		<p>car. You father agree agree with that.</p> <p>d. You ask your mother to help her.</p> <p>e. You invite your friends to go toilet</p>		
LP15	<p>3.5.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks fungsional pendek berupa kartu ucapan selamat.</p> <p>3.5.2 Menyebutkan ungkapan-ungkapan memberi ucapan selamat yang sering digunakan dalam kartu ucapan</p> <p>Membuat teks tulis kartu ucapan sangat pendek sederhana dengan struktur teks dan unsur</p>	<ol style="list-style-type: none"> 1. What is the greeting card about? 2. What kind of text is it? 3. Who sends the greeting card? 4. Who is the addressee of the card? 5. The underlined word refers to.... 6. <i>Now, would you like to create your own greeting card? Don't forget to decorate it!</i> 	√	<p>The instrument assessment that fit into concept of characteristic of authentic assessment authenticity in Curriculum 2013 was 1 assessment. Creating greeting card and decorating it by creativity belonged to authentic as the regulation of Education and Cultural Ministry No 81 A Year 2013.</p>

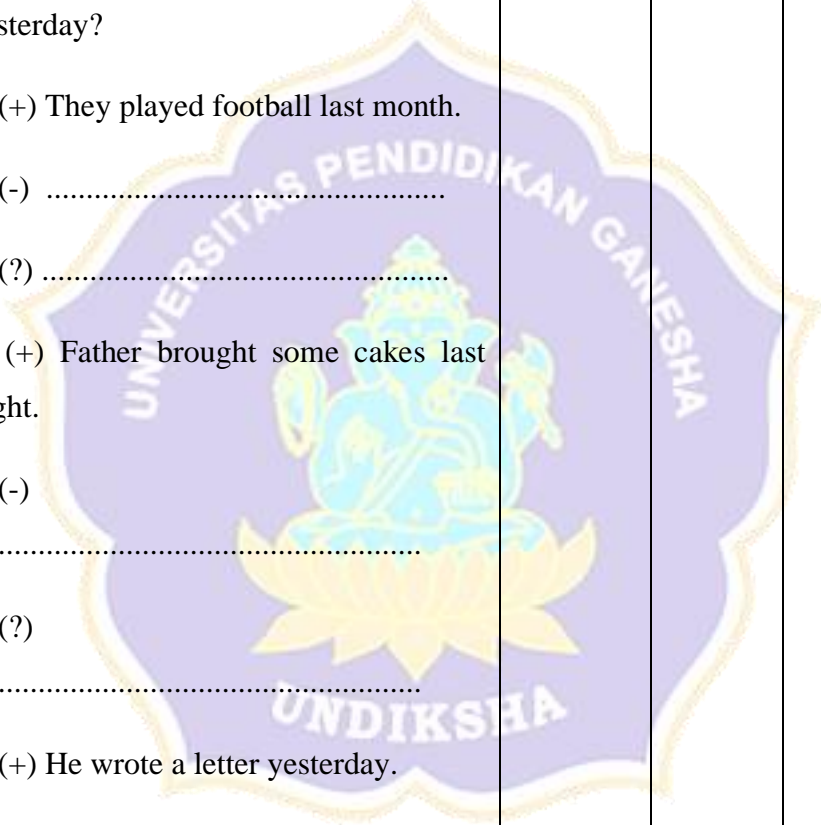
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Lesson plan	Indicator	Assessment	Authenticity		Concept of authenticity that the assessment fit into
			Yes	No	
LP 16	<p>3.14.1 Menyebutkan tujuan komunikatif dari teks naratif berbentuk fabel.</p> <p>3.14.2 Mengidentifikasi struktur teks dalam bentuk teks naratif berbentuk fabel.</p> <p>3.14.3 Menemukan unsur kebahasaan yang digunakan dalam teks naratif berbentuk fable</p> <p>4.18.1 Menyimak isi cerita yang terdapat dalam teks naratif berbentuk fabel.</p>	<p>1. List of question related to video</p> <p>a. What is the color of the crow?</p> <p>b. Where is the crow live?</p> <p>c. Who is the main character in the story?</p> <p>d. How do the crow steal the vada?</p> <p>e. When do the crow search the food?</p> <p>2. Arraging pictures and make story based on the picture that have you arranged.</p> <p>3. Presenting the story</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>The assessment instrument that fit into concept of characteristic of authentic assessment in Curriculum 2013 was 2 assessment instruments. Students were required to arrange picture, make story based on the pictures and present the story. Both assessments fulfilled the regulation of Education and Cultural Ministry No 81A Year 2013 about Curriculum 2013.</p>

	4.18.2 Menceritakan kembali isi cerita naratif berbentuk fabel secara singkat.				
LP 17	<p>3.13.3 Siswa mampu mengidentifikasi short notice dan warning/caution di lingkungannya.</p> <p>3.13.4 Siswa mampu menyebutkan struktur dari notice dan warning/caution.</p> <p>4.16.1 Siswa mampu menemukan informasi umum dalam notice dan warning/caution.</p> <p>4.16.2 Siswa mampu menjelaskan makna dari notice dan</p>	<p>A. Please identify these sentences which one is notice, warning /caution!</p> <ol style="list-style-type: none"> 1. Do not step on the grass 2. This is dangerous for swimming 3. This floor is wet 4. Pedestrian only 5. Not smoking area 6. Staff only 7. Keep your children, there are many buses here 8. This pool is so deep, be carefull! 		√	<p>The assessment instruments that fit into concepts of authenticity in Curriculum 2013 was 1 assessment. Students made a dialogue based on the picture that they got related to the topic. This assessment fulfilled the requirement of Education and Cultural Ministry No 81A Year 2013 as demanded in Curriculum 2013.</p>

	<p>warning/caution.</p> <p>4.17.1 Siswa mampu menyalarkan gambar dari notice dan warning/caution dengan arti dari notice dan warning/caution itu sendiri.</p>	<p>9. Food or drink are allowed in this refrigerator</p> <p>10. Never kick the rocks in this area!</p> <p>b. Please make 2 examples of notice, warning/caution!</p> <p>c. Find your partner and make a simple dialogue based on the picture you get!</p>	<p>√</p> <p>√</p>	
LP 18	<p>3.11.1 Memahami fungsi social dari teks tulis berkaitan dengan kegiatan/kejadian yang terjadi pada masa lampau sesuai dengan konteks kegiatan</p>	<p>Instrument</p> <p>A.Change the following sentences into negative and interrogative sentences!</p> <p>Example :</p> <p>(+) Mother cooked fried rice yesterday.</p>	<p>√</p>	<p>There was 1 assessment instrument which fit into the concept of characteristics of authentic assessment in Curriculum 2013. Students described their activity last night in written text and told it to friends. It was categorized as authentic as the demand of Curriculum 2013 in regulation of</p>

	<p>sehari-hari.</p> <p>3.11.2 Memahami struktur teks dari teks tulis dan lisan berkaitan dengan kejadian/kegiatan yang terjadi pada masa lampau sesuai dengan konteks kegiatan sehari-hari.</p> <p>3.11.3 Memahami unsur kebahasaan yang sesuai dengan teks tulis berkaitan dengan kejadian/kegiatan yang terjadi pada masa lampau sesuai dengan konteks kegiatan sehari-hari.</p> <p>4.13 Menyusun teks tulis</p>	<p>(-) Mother did not cooked fried rice yesterday.</p> <p>(?) Did mother cook fried rice yesterday?</p> <p>1. (+) They played football last month.</p> <p>(-)</p> <p>(?)</p> <p>2. (+) Father brought some cakes last night.</p> <p>(-)</p> <p>(?)</p> <p>3. (+) He wrote a letter yesterday.</p> <p>(-)</p> <p>(?)</p>		<p>Education and Cultural Ministry No 81A Year 2013.</p>
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	<p>berkaitan dengan kegiatan/kejadian yang terjadi pada masa lampau dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai dengan konteks kegiatan sehari-hari</p>	<p>4. (+) Shifa cleaned the blackboard. (-) (?)</p> <p>5. (+) We bought a magazine in the bookshop. (-) (?)</p> <p>B. Fill the blanks!</p> <p>1. She (meet)..... her uncle last night.</p> <p>2. We the test yesterday.</p> <p>3. You did not (bring) the</p>		<p>√</p>	
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		<p>dictionary.</p> <p>4. Did your father (drink)the coffee yesterday?</p> <p>5. They (play) the game last night.</p> <p>6. He (give) me an orange last week.</p> <p>7. I (go) to Medan last month.</p> <p>8. She (sing) a song yesterday morning.</p> <p>9. Mother (make).....</p>			
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		<p>.. a rainbow cake last week.</p> <p>10. Ditta (wash)..... ... her shoes yesterday morning.</p> <p>C. please write your activity last night and tell your friends.</p>	√	
<p>LP 19</p>	<p>3.9.1 Memahami teks lisan yang menanyakan dan menyatakan tentang perbandingan jumlah dan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.9.2 Menggunakan struktur teks yang runtut (harmonis) dan tepat sesuai konteks.</p> <p>3.9.3 Menggunakan unsur-unsur kebahasaan</p>	<p>A. Fill in the blanks with the correct answer!</p> <p>1. The black t-shirt is 30.000 rupiahs. The yellow t-shirt costs 50.000 rupiahs. The black t-shirt is ... than the yellow t-shirt.</p> <p>3. Mia is 155 cm tall. Shinta is 160 cm tall. So, Shinta is ... than Mia.</p> <p>4. The goat runs ... than a horse.</p> <p>5. A cow isthan an elephant.</p> <p>6. My mother is 40 years old. My father</p>	√	<p>There were 2 assessment instruments that fit into the concept of characteristics of authentic assessment in Curriculum 2013 as it was also required to The regulation of Education and Cultural Ministry No 81A Year 2013 about the principles of authentic assesment in Curriculum 2013. The assessment asked students to make dialogue based on the topic and write down their favorite animals related to the topic.</p>

	<p>intonasi, ucapan, dan tekanan kata yang benar.</p> <p>4.10.1 Melakukan monolog pendek tentang perbandingan jumlah dan sifat orang, binatang, dan benda yang meliputi dimensi kelancaran, ketepatan, dan keberterimaan.</p> <p>4.10.2 Menulis teks descriptive sederhana tentang perbandingan jumlah dan sifat orang, binatang, dan benda dalam dimensi isi, pengorganisasian, tata bahasa, kosa kata dan mekanika yang tepat</p>	<p>is 43 years old.</p> <p>So, my mother is ... than my father.</p> <p>7. I think mathematics is thelesson.</p> <p>8. A car's price is ... than a bicycle.</p> <p>9. My aunt is 30 years old. My uncle is 35 years old. So, my uncle is ... than my aunt.</p> <p>10. Nil river isthan Ciliwung river.</p> <p>B. Find your partner and make a short dialogue of comparison about your favorite thing</p> <p>C.Please describe your favorite animals using degree comparison and tell to your friends in front of the class!</p>	<p>√</p> <p>√</p>		
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	sesuai konteks.				
LP20	<p>5.12.1</p> <p>Siswa mampu mengidentifikasi unsur kebahasaan dan struktur teks dalam kalimat tentang kegiatan, kejadian dan peristiwa pendek sederhana dalam bentuk teks recount.</p> <p>3.12.2</p> <p>Siswa mampu mengungkapkan kegiatan, kejadian, dan peristiwa pendek sederhana dalam bentuk teks recount.</p>	<p>Instrument:</p> <ol style="list-style-type: none"> 1. How was your holiday? 2. Make a simple dialogue with your partner about activity during holiday! 3. Please write your unforgettable moment in HVS paper and don't forget to decorate it! 	<p>√</p> <p>√</p> <p>√</p>		<p>There were 2 assessment instruments that fit into the concept of authenticity in Curriculum 2013. Students made a dialogue related to the topic and write their unforgettable moment in HVS paper and decorate it creatively.</p>

<p>4.16.1</p> <p>Siswa mampu menemukan informasi umum dalam teks recount.</p> <p>4.16.2</p> <p>Siswa mampu menjelaskan makna dari teks recount.</p> <p>4.15.1</p> <p>Siswa mampu membuat teks recount lisan dan tulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dan menggunakan unsur-unsur kebahasaan yang</p>				
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<p>benar.</p> <p>4.15.2 Siswa dapat melakukan monolog pendek sederhana tentang kegiatan, kejadian, dan peristiwa dalam bentuk teks recount.</p>				
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