

## APPENDIXES

### Appendixes 01. Research Permit



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

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Nomor : 3054/UN48.7.1/DT/2020 7 Desember 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Singaraja  
di Singaraja

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

Nama	: Kadek Agus Toni Mahendra
NIM	: 1712021132
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021
Judul	: An Analysis of the Implementation of Formative Assessment in Online Learning at SMP Negeri 1 Singaraja

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

  
a.n. Dekan,  
Wakil Dekan I,  
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



**PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMP NEGERI 1 SINGARAJA**

Jl. Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25790

Website: <http://www.smpn1singaraja.sch.id> E-mail: [smpn1\\_singaraja@yahoo.co.id](mailto:smpn1_singaraja@yahoo.co.id)



**SURAT KETERANGAN**

Nomor : 149/423.4/SMPN1SGR/VII/2021

Yang bertanda tangan di bawah ini :

Nama : Dra. Ni Putu Karnadhi, M.Si.  
NIP : 19620502 199512 2 002  
Pangkat/Golongan : Pembina Utama Muda, IV/c  
Jabatan : Kepala SMP Negeri 1 Singaraja.

Menerangkan bahwa :

Nama : Kadek Agus Toni Mahendra  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 1712021132  
Perguruan Tinggi : Universitas Pendidikan Ganesha

Memang benar mahasiswa tersebut di atas telah melakukan Penelitian/Pengambilan Data untuk menyelesaikan Tugas Akhir / Skripsi yang berjudul "An Analysis of Formative Assessment in Online Learning at SMP Negeri 1 Singaraja" Pada Tanggal 7 Desember 2020 – 30 April 2021.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 6 Juli 2021

Kepala SMP Negeri 1 Singaraja,



Dra. Ni Putu Karnadhi, M.Si.  
NIP. 19620502 199512 2 002


**Appendixes 02. Expert Judgment Sheet**

**Instrument: The Teachers' Formative Assessment Planning**

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

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		

Singaraja, 12 February 2021



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

NIP. 198104192006042002

## Expert Judgment Sheet


**Instrument: The Teachers' Formative Assessment Practice**

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

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		

20	√		
21	√		

Singaraja, 12 February 2021

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

NIP. 198104192006042002



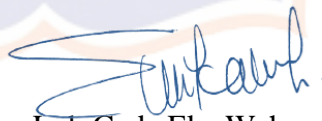
## Expert Judgment Sheet

**Instrument: The Teachers' Formative Assessment Planning**

**Expert Judge: Luh Gede Eka Wahyuni, S.Pd., M.Pd.**

No	Response		Notes
	Yes	No	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		

Singaraja, 15 February 2021



Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 198812012015042003

## Expert Judgment Sheet

**Instrument: The Teachers' Formative Assessment Practice**

**Expert Judge: Luh Gede Eka Wahyuni, S.Pd., M.Pd.**

No	Response		Notes
	Yes	No	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		

20	√		
21	√		

Singaraja, 15 February 2021



Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 198812012015042003





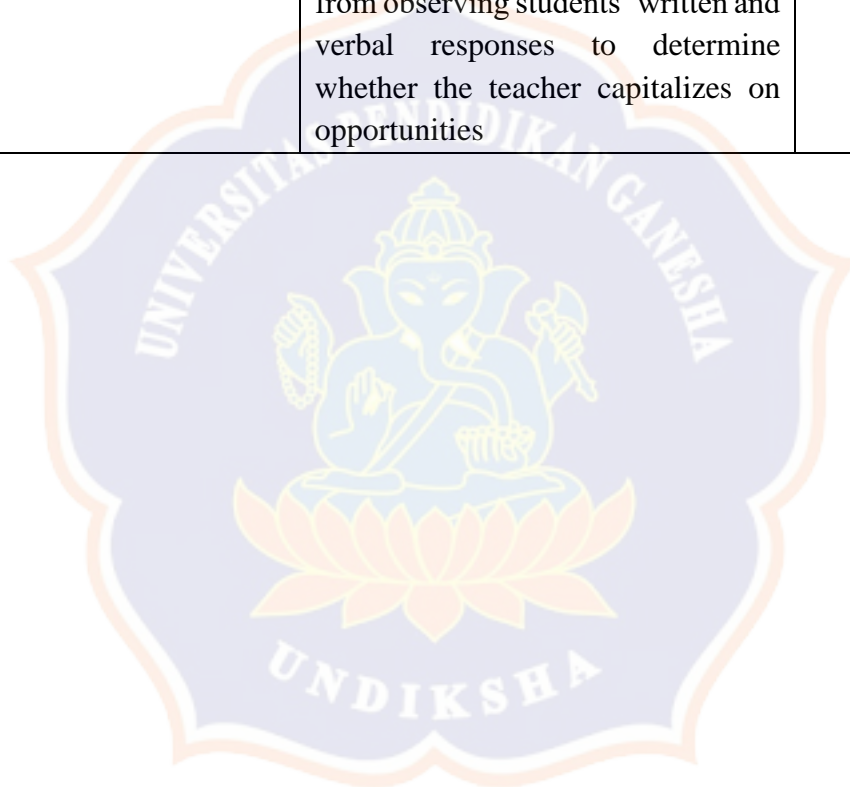
**Appendixes 03. Blueprint the Formative Assessment Planning adapted from Andrade & Heritage (2017).**

<b>Dimensions</b>	<b>Description</b>	<b>Number of item</b>
Andrade & Heritage (2017)	This dimension focuses on how the teacher sets the learning goal so that students understand what they are learning and why.	1, 2,3,4
Andrade & Heritage (2017)	This dimension focuses on how teacher determines the criteria for success in order to help students demonstrate that they have met the learning goal. The dimensions of criteria for success is very similar with the Indicator of Competency Achievement in Indonesians Lesson Plan (RPP)	5,6,7
Andrade & Heritage (2017)	This dimensions focuses on how the teacher knows about the progress of the students.	8,9,10,11

**Appendixes 04. Blueprint Formative Assessment Practice suggested from Wylie and Lyon (2016).**

<b>Dimensions</b>	<b>Description</b>	<b>Number of item</b>
Learning Goals	In this dimension focuses on the how teacher clearly presents and communicates the learning goals to students.	1,2,3
Criteria for Success	In this dimensions focuses on how the teacher clearly communicates the criteria for success to students. Criteria for success can be the Indicator of Competency Achievement (IPK) that use by students as a guidance to achieve learning goals	4,5
Tasks and Activities that Elicit Evidence of Student Learning.	In this dimensions focuses on how the teacher provides tasks and activities that Elicit Evidence of Student Learning.	6,7,8
Questioning Strategies that Elicit Evidence of Student Learning.	The focus of this dimension is on the way that teacher can collect evidence of student progress through classroom questioning.	9,10,11
Extending Thinking During Discourse	In this dimensions focuses on how the teacher provides ongoing feedback to students that helps them develop ideas and understanding of the content during discourse.	12,13,14
Descriptive Feedback	In this dimension focuses on the way teacher provides evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.	15,16
Peer Feedback	In this dimensions focuses on the teacher conducts peer feedback which it is important for providing students an opportunity to think about the work of their peers.	17

Self Assessment	In this dimensions focuses on the teachers' use of self-assessment to provide students the opportunity to think metacognitively about their learning.	18
Collaborative Culture of Learning	This dimensions focuses on the classroom culture in which teachers and students are partners in learning should be established.	19
Using Evidence to Inform Instruction.	In this dimension focuses on the teacher's use of evidence to adjust instruction, but evidence will come from observing students' written and verbal responses to determine whether the teacher capitalizes on opportunities	20,21



## Appendixes 05. The Instrument of Formative Assessment Planning

No	Indicator	Yes	No
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.		
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement		
3.	The teacher makes learning goal in language that is accessible to students.		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals		
5.	The teacher makes assessment criteria in accordance with learning goals.		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process		
7.	The teacher prepares the examples to clarify success criteria		
8.	The teacher determines type of questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		
9.	The teacher determines type of tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.		
10.	The teacher prepares self-assessment activities to know the students' progress.		
11.	The teacher designs the implementation of formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.		

**Appendix 06. Observation sheet for teachers' formative assessment practice**

**Setting** :

**Observer** :

**Role of observer** :

**Time** :

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.		
2.	Teacher presents the learning objectives by linking with previous and future learning.		
3.	Providing students time and opportunity to reflect on and discuss the learning goals		
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning		
5.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students		
6.	Teacher provides assignments or activities to students that are connected to learning goals.		
7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.		
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.		
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse		
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students		

11.	Teacher does not clarify their own questions before students respond or after students provide answers.		
12.	Teacher receives questions and answers from students and provide responses to students' questions		
13.	Teacher provides positive feedback to the students during discussions activity.		
14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success		
15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.		
16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.		
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.		
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.		
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning		
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.		



**Setting** : Zoom Meeting  
**Observer** : Kadek Agus Toni Mahendra  
**Role of observer** : Students  
**Teacher** : T1  
**Time** : 12 March 2021

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.	Teacher presented learning goal to students	The teacher has been good at conveying the learning objectives through zoom. The teacher has conveyed the learning objectives that must be achieved by students clearly and coherently
2.	Teacher presents the learning objectives by linking with previous and future learning.	Teacher presented the learning objectives by linking with previous and future learning	When presenting the learning objectives, the teacher was good at connecting the previous learning
3.	Providing students time and opportunity to reflect on and discuss the learning goals	The teacher asked to students related learning goal for example: - What is narrative text? - What are the structures of narrative text?	The teacher was good at doing questioning activities. The teacher asks questions related to the learning objectives
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning	Teacher did not communicate the assessment criteria	The teacher still did not give the presentation of the assessment criteria to the students. The teacher should explain the assessment criteria clearly because this aspect is part of the success criteria
5.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students	The teacher was good enough to convey the criteria for success, but the assessment criteria need to be explained in more detail.
6.	Teacher provides assignments or activities to students that are connected to learning goals.	Teacher asked students to identify structure text of narrative text	The teacher was good at giving assignments to students according to the learning objectives.

7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.	Questioning, formative task	The teacher was good enough in carrying out the questioning and formative task, but it needs to be improved regarding the level of questions used and feedback on the given formative task.
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.	Zoom, WhatsApp	Teacher was good at collaborating these 2 technologies in online learning.
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse	Teacher asked questions to elicit evidence of the learning goals	The teacher has been good in carrying out questioning activities to measure students' understanding.
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students	The question used by teacher were still in LOTS level	Teacher was still not good at using HOTS questions during learning, teachers should use HOTS questions to stimulate student analysis
11.	Teacher does not clarify their own questions before students respond or after students provide answers.	Teacher did not clarify their own questions before students respond or after students provide answers.	The teacher was good in carrying out the questioning activity yesterday. The teacher always gave the opportunity first for students who want to answer or by choosing randomly until someone expresses their opinion.
12.	The teacher receives questions and answers from students and respond to students' questions	The teacher receives questions and answers from students and responds to students' questions	The teacher was good at responding to student questions, the teacher gave some examples to help students understand what the teacher explains
13.	Teacher provides positive feedback to the students during discussions activity.	The teacher gave praise to students who have been active in answering questions	The teacher was good at giving positive feedback to students. The teacher always gave praise to students because they have played an active role in learning
14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success	The teacher did not provide descriptive feedback to students works	Teacher was still lacking in providing feedback to students. The feedback given was still uneven, the teacher should not only provide feedback during



			synchronous meetings, but also give feedback when the tasks collected are asynchronous.
15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.	Teacher provided opportunities for student to understand what they learned from feedback.	The teacher was quite good at providing opportunities to understand the feedback given. However, the feedback given was still not evenly distributed.
16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher did not asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher was still not good at implementing peers feedback, teachers should apply this technique to help students receive feedback from their friends
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher did not ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teachers was still lacking in implementing self-assessment
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	In zoom meetings and WhatsApp, teacher was good at attracting students to be active in class by asking questions.
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning	Teacher only collects evidence of students' understanding through the results of students' written work in learning	The teacher was good enough in giving written assignments to students but it is necessary to carry out verb tasks to train students' speaking.
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	The teacher was good collecting at evidence of student understanding. The teacher used questions and assignments as a technique to monitor students' weaknesses.

**Setting** : BEE and WhatsApp group  
**Observer** : Kadek Agus Toni Mahendra  
**Role of observer** : Students  
**Teacher** : T1  
**Time** : 18 March 2021

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.	Teacher did not present learning goal to students in asynchronous learning	Teacher was still lacking in conveying learning objectives in asynchronous learning specifically before giving assignments, teachers should not only convey learning objectives during synchronous meetings but also convey them during asynchronous learning so that students always focus on the goals to be achieved.
2.	Teacher presents the learning objectives by linking with previous and future learning.	Teacher did not present the learning objectives by linking with previous and future learning	Teachers was still lacking in conveying learning objectives in asynchronous learning, learning objectives should also be conveyed during asynchronous learning so that students always focus on the goals to be achieved
3.	Providing students time and opportunity to reflect on and discuss the learning goals	The teacher did not provide opportunity to discuss learning goal	Teacher was still lacking in conveying learning objectives in asynchronous learning, learning objectives should also be conveyed during asynchronous learning so that students always focus on the goals to be achieved
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning	Teacher did not communicate the assessment criteria	the teacher still did not provide an explanation of the assessment criteria to students. The teacher should explain the assessment criteria clearly because this aspect is part of the success criteria
5.	The criteria for success are appropriate for the learning goals and for students, and they are	Teacher did not communicate the assessment criteria	The teacher was good enough to convey the criteria for success, but the

	expressed in language that is accessible to the students		assessment criteria need to be explained in more detail.
6.	Teacher provides assignments or activities to students that are connected to learning goals.	The teacher asked students to find the example of narrative text that they like	The teacher was good at giving assignments to students according to the learning objectives.
7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.	Questioning in WhatsApp, formative task in BEE	The teacher was good enough in carrying out questioning and formative tasks, but needs to be improved regarding the level of questions used and feedback on the given formative tasks.
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.	BEE, WhatsApp	Teachers was good at collaborating these 2 technologies in online learning.
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse	Teacher asked questions to elicit evidence of the learning goals through WhatsApp	The teacher was good in carrying out questioning activities to measure students' understanding.
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students	The question used by teacher were still in LOTS level	Teacher was still not good at using HOTS questions during learning, teachers should use HOTS questions to stimulate student analysis
11.	Teacher does not clarify their own questions before students respond or after students provide answers.	Teacher did not clarify their own questions before students respond or after students provide answers.	The teacher was good in carrying out questioning activities. The teacher always gave the opportunity first for students who want to answer or by choosing randomly until someone expresses their opinion.
12.	The teacher receives questions and answers from students and respond to students' questions	The teacher received questions and answers from students and responded to students' questions.	The teacher was good at responding to student questions, the teacher gave some examples to help students understand what the teacher explains.
13.	Teacher provides positive feedback to the students during discussions activity.	The teacher gave praise to students who have been active in answering questions	Teacher was good at giving positive feedback to students. The teacher always gave praise to students because they have played an active role in learning

14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success	The teacher did not provide descriptive feedback to students' task	Teacher was still lacking in providing feedback to students. The feedback given was still uneven, the teacher should not only provide feedback during synchronous meetings, but also give feedback when the tasks collected are asynchronous.
15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.	Teacher provided opportunities for student to understand what they learned from feedback.	The teacher was quite good at providing opportunities to understand the feedback given. However, the feedback given is still uneven.
16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher did not asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher was still not good at implementing peers' feedback, teachers should apply this technique to help students receive feedback from their friends
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher did not ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teachers was still lacking in implementing self-assessment
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	In WhatsApp the teacher was good at attracting students to be active in class by asking questions.
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning	Teacher only collects evidence of students' understanding through the results of students' written work in learning	The teacher was good enough in giving written assignments to students but it is necessary to carry out verb tasks to train students' speaking.
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	The teacher was good at gathering evidence of student understanding. The teacher uses questions and assignments as a technique to monitor students' weaknesses.



**Setting** : WhatsApp & BEE  
**Observer** : Kadek Agus Toni Mahendra  
**Role of observer** : Students  
**Teacher** : T1  
**Time** : 24 March 2021

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.	Teacher did not present learning goal to students in asynchronous learning	Teacher was still lacking in conveying learning objectives in asynchronous learning specifically before giving assignments, teachers should not only convey learning objectives during synchronous meetings but also convey them during asynchronous learning so that students always focus on the goals to be achieved.
2.	Teacher presents the learning objectives by linking with previous and future learning.	Teacher did not present the learning objectives by linking with previous and future learning	Teachers was still lacking in conveying learning objectives in asynchronous learning, learning objectives should also be conveyed during asynchronous learning so that students always focus on the goals to be achieved
3.	Providing students time and opportunity to reflect on and discuss the learning goals	The teacher did not provide opportunity to discuss learning goal	Teacher was still lacking in conveying learning objectives in asynchronous learning, learning objectives should also be conveyed during asynchronous learning so that students always focus on the goals to be achieved
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning	Teacher did not communicate the assessment criteria	the teacher still did not provide an explanation of the assessment criteria to students. The teacher should explain the assessment criteria clearly because this aspect is part of the success criteria
5.	The criteria for success are appropriate for the learning goals and for students, and they are	Teacher did not communicate the assessment criteria	The teacher was good enough to convey the criteria for success, but the

	expressed in language that is accessible to the students		assessment criteria need to be explained in more detail.
6.	Teacher provides assignments or activities to students that are connected to learning goals.	The teacher asked students to find the example of narrative text that they like	The teacher was good at giving assignments to students according to the learning objectives.
7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.	Questioning in WhatsApp, formative task in BEE	The teacher was good enough in carrying out questioning and formative tasks, but needs to be improved regarding the level of questions used and feedback on the given formative tasks.
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.	BEE, WhatsApp	Teachers was good at collaborating these 2 technologies in online learning.
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse	Teacher asked questions to elicit evidence of the learning goals through WhatsApp	The teacher was good in carrying out questioning activities to measure students' understanding.
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students	The question used by teacher were still in LOTS level	Teacher was still not good at using HOTS questions during learning, teachers should use HOTS questions to stimulate student analysis
11.	Teacher does not clarify their own questions before students respond or after students provide answers.	Teacher did not clarify their own questions before students respond or after students provide answers.	The teacher was good in carrying out questioning activities. The teacher always gave the opportunity first for students who want to answer or by choosing randomly until someone expresses their opinion.
12.	The teacher receives questions and answers from students and respond to students' questions	The teacher received questions and answers from students and responded to students' questions.	The teacher was good at responding to student questions, the teacher gave some examples to help students understand what the teacher explains.
13.	Teacher provides positive feedback to the students during discussions activity.	The teacher gave praise to students who have been active in answering questions	Teacher was good at giving positive feedback to students. The teacher always gave praise to students because they have played an active role in learning

14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success	The teacher did not provide descriptive feedback to students' task	Teacher was still lacking in providing feedback to students. The feedback given was still uneven, the teacher should not only provide feedback during synchronous meetings, but also give feedback when the tasks collected are asynchronous.
15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.	Teacher provided opportunities for student to understand what they learned from feedback.	The teacher was quite good at providing opportunities to understand the feedback given. However, the feedback given is still uneven.
16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher did not asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher was still not good at implementing peers' feedback, teachers should apply this technique to help students receive feedback from their friends
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher did not ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teachers was still lacking in implementing self-assessment
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	In WhatsApp the teacher was good at attracting students to be active in class by asking questions.
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning	Teacher only collects evidence of students' understanding through the results of students' written work in learning	The teacher was good enough in giving written assignments to students but it is necessary to carry out verb tasks to train students' speaking.
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	The teacher was good at gathering evidence of student understanding. The teacher uses questions and assignments as a technique to monitor students' weaknesses.

**Setting** : Zoom  
**Observer** : Kadek Agus Toni Mahendra  
**Role of observer** : Students  
**Teacher** : T1  
**Time** : 5 April 2021

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.	Teacher presented learning goal to students	The teacher has been good at conveying the learning objectives through zoom. The teacher has conveyed the learning objectives that must be achieved by students clearly and coherently
2.	Teacher presents the learning objectives by linking with previous and future learning.	Teacher presented the learning objectives by linking with previous and future learning	When presenting the learning objectives, the teacher was good at connecting the previous learning
3.	Providing students time and opportunity to reflect on and discuss the learning goals	The teacher asked to students related learning goal.	The teacher was good at doing questioning activities. The teacher asks questions related to the learning objectives
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning	Teacher did not communicate the assessment criteria	The teacher still did not give the presentation of the assessment criteria to the students. The teacher should explain the assessment criteria clearly because this aspect is part of the success criteria
5.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students	The teacher was good enough to convey the criteria for success, but the assessment criteria need to be explained in more detail.
6.	Teacher provides assignments or activities to students that are connected to learning goals.	Teacher asked students to identify structure text of narrative text	The teacher was good at giving assignments to students according to the learning objectives.
7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.	Questioning, formative task	The teacher was good enough in carrying out the questioning and formative task, but it needs to be improved regarding the level



			of questions used and feedback on the given formative task.
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.	Zoom, WhatsApp	Teacher was good at collaborating these 2 technologies in online learning.
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse	Teacher asked questions to elicit evidence of the learning goals	The teacher has been good in carrying out questioning activities to measure students' understanding.
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students	The question used by teacher were still in LOTS level	Teacher was still not good at using HOTS questions during learning, teachers should use HOTS questions to stimulate student analysis
11.	Teacher does not clarify their own questions before students respond or after students provide answers.	Teacher did not clarify their own questions before students respond or after students provide answers.	The teacher was good in carrying out the questioning activity yesterday. The teacher always gave the opportunity first for students who want to answer or by choosing randomly until someone expresses their opinion.
12.	The teacher receives questions and answers from students and respond to students' questions	The teacher receives questions and answers from students and responds to students' questions	The teacher was good at responding to student questions, the teacher gave some examples to help students understand what the teacher explains
13.	Teacher provides positive feedback to the students during discussions activity.	The teacher gave praise to students who have been active in answering questions	The teacher was good at giving positive feedback to students. The teacher always gave praise to students because they have played an active role in learning
14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success	The teacher did not provide descriptive feedback to students works	Teacher was still lacking in providing feedback to students. The feedback given was still uneven, the teacher should not only provide feedback during synchronous meetings, but also give feedback when the tasks collected are asynchronous.

15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.	Teacher provided opportunities for student to understand what they learned from feedback.	The teacher was quite good at providing opportunities to understand the feedback given. However, the feedback given was still not evenly distributed.
16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher did not asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher was still not good at implementing peers feedback, teachers should apply this technique to help students receive feedback from their friends
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher did not ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teachers was still lacking in implementing self-assessment
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	In zoom meetings and WhatsApp, teacher was good at attracting students to be active in class by asking questions.
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning	Teacher only collects evidence of students' understanding through the results of students' written work in learning	The teacher was good enough in giving written assignments to students but it is necessary to carry out verb tasks to train students' speaking.
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	The teacher was good collecting at evidence of student understanding. The teacher used questions and assignments as a technique to monitor students' weaknesses.

**Setting** : Zoom  
**Observer** : Kadek Agus Toni Mahendra  
**Role of observer** : Students  
**Teacher** : T1  
**Time** : 12 April 2021

No.	Indicator	Description of activities	Reflection Notes
1.	Teacher clearly presents clear learning objectives that must be achieved by students at the beginning of learning.	Teacher did not present learning goal to students in assynchronous learning	Teacher was still lacking in conveying learning objectives, especially in giving assignments, learning objectives should always be carried out at the beginning of learning
2.	Teacher presents the learning objectives by linking with previous and future learning.	Teacher did not present the learning objectives by linking with previous and future learning	When presenting the learning objectives, the teacher was good at linking previous learning
3.	Providing students time and opportunity to reflect on and discuss the learning goals	The teacher did not provide opportunity to discuss learning goal	The teacher was good at doing questioning activities. Teacher asks questions
4.	Teacher is openly sharing about the assessment criteria will be conducted in online learning	Teacher communicated the assessment criteria	When the teacher conducted the self-assessment, the teacher is good at giving exposure to the assessment criteria to students.
5.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students	Teacher did not communicate the assessment criteria	When the teacher conducted the self-assessment, the teacher is good at giving exposure to the assessment criteria to students.
6.	Teacher provides assignments or activities to students that are connected to learning goals.	The teacher did not provide assignment	The teacher did not give assignments to students
7.	Teacher uses variety of formative assessment techniques to know student understanding throughout learning.	Self-assessment in BEE	The teacher was good enough in carrying out self-assessment in asynchronous learning and providing feedback from the results of the self-assessment through synchronous learning
8.	Teacher uses a variety of learning approaches, learning methods, learning media, and other learning resources.	BEE, WhatsApp	Teacherw was good at collaborating these 2 technologies in online learning. The teacher was provided self-assessment sheet in BEE and providing

			feedback from the results of the self-assessment through WhatsApp
9.	Teacher asks questions to elicit evidence of the learning goals and to encourage classroom discourse	Teacher provide self-assessment to elicit evidence of the learning goals through BEE	The teacher was good enough in carrying out self-assessment to measure students' understanding.
10.	The teacher asks questions to students that stimulate higher-order thinking (HOTS) from the students	The question used by teacher were still in LOTS level	Teachers was still not good at using HOTS questions during learning, teachers should use HOTS questions to stimulate student analysis
11.	Teacher does not clarify their own questions before students respond or after students provide answers.	Teacher did not clarify their own questions before students respond or after students provide answers.	The teacher has been good in carrying out questioning activities. The teacher always gives the opportunity first for students who want to answer or by choosing randomly until someone expresses their opinion.
12.	The teacher receives questions and answers from students and respond to students' questions	The teacher receives questions and answers from students and responds to students' questions	The teacher was good at responding to student questions, the teacher gives some examples to help students understand what the teacher explains
13.	Teacher provides positive feedback to the students during discussions activity.	Guru memberikan pujian kesiswa yang sudah aktif dalam menjawab pertanyaan	The teacher was good at giving positive feedback to students. The teacher always gives praise to students because they have played an active role in learning
14.	Teacher provides descriptive feedback to students on a specific piece of work that supports the learning goals and/or reflects the criteria for success	The teacher did not provide descriptive feedback to students' task	Teacher was still lacking in providing feedback to students. The feedback given is still uneven, the teacher should not only provide feedback during synchronous meetings, but also give feedback when the tasks collected are asynchronous.
15.	Teacher provides opportunities and sufficient time for each student to understand what they learned from feedback.	Teacher provided opportunities for student to understand what they learned from feedback.	The teacher was quite good at providing opportunities to understand the feedback given. However, the feedback given is still uneven.



16.	Teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.	Teacher only ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher was good at implementing self-assessment to collect students understanding in online learning, But they need to conduct peerfeedback to make collaborative classroom learning
17.	Teacher asks students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher ask students to assess their own learning or self-assessment in order to improve the quality of their work.	Teacher was good at implementing self-assessment in online learning.
18.	Teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.	Teacher encourages students to engage actively in learning through dialogue wiyh others	In WhatsApp the teacher is good at attracting students to be active in class by asking questions.
19.	Teacher collects evidence of students' understanding through the results of students' written and verbal work in learning	Teacher collects evidence of students' understanding through the results of self-assessment	The teacher was good enough in giving written assignments in the closing activity
20.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	Teacher collects evidence of students' understanding and make conclusions about the strengths and weaknesses of students for further improvement of teaching methods.	The teacher was good at collecting evidence of student understanding through self-assessment

## Appendix 07. Interview Guide

1.	How do you check students' understanding during online learning?
2.	How enthusiastic are students in participating in online learning
3.	How do you understand formative assessment?
4.	What is the role of formative assessment in the teaching and learning process?
5.	What formative assessment techniques do you tend to use in online teaching?
6.	Are you more inclined to apply in online teaching synchronous or asynchronous learning?
7.	What platforms do you usually use to support online learning?
8.	What do you do if you feel that there are students who have not to master the learning material?
9.	Do you provide feedback to your students? If so, how do you provide feedback?
10.	What are the challenges that you found in implementing formative assessment in online learning? How do you deal with these challenges?

## Appendix 08. Interview Transcript

Transcript interview with T1

Teacher in SMP Negeri 1 Singaraja

Interview 1

Place : SMP Negeri 1 Singaraja

Time : 20 March 2021

R	Bagaimana cara bapak/ibu untuk mengukur pemahaman peserta didik terkait materi yang sedang dibelajarkan saat pembelajaran daring?
T	Ibu biasanya lihat saat keaktifan dikelas dalam menjawab pertanyaan, ulangan, dan dilihat dari tugas-tugasnya.
R	Platform apa yang biasanya Anda gunakan untuk melaksanakan pembelajaran online?
T	Zoom, BEE, WhatsApp
R	Menurut ibu, apakah peran penilaian formatif dalam pembelajaran daring?
T	Peran penilaian formatif seperti ulangan, kuis dll, kita bisa mengidentifikasi ketercapaian siswa sesuai dengan indikator ketercapaian kompetensi atau KD setiap mata pelajaran.
R	Menurut ibu seberapa penting menyampaikan tujuan pembelajaran ke siswa?
T	Penyampaian tujuan pembelajaran sangat penting dalam pembelajaran agar siswa mengetahui arah materi yang akan dipelajari dan tujuan pembelajaran juga berguna bagi guru untuk mengetahui batasan saat memberikan materi. Jujur saja, saya sering lupa saat melaksanakan tujuan belajar siswa. Tapi biasanya, saya sampai pada pertemuan pertama di setiap unit

R	Menurut ibu, apa fungsi dari menyampaikan assessment criteria ke siswa?
T	Penyampaian kriteria penilaian dalam pembelajaran sangat penting dilaksanakan agar kompetensi siswa yang diharapkan sesuai dengan kriteria yang dituju, sehingga dapat saya sebagai guru dapat mengetahui bahwa tujuan telah tercapai atau tidak. Selain itu, kriteria penilaian juga memudahkan siswa untuk memberikan gambaran tentang aspek apa saja yang akan dinilai





## Appendix 07. Interview Transcript

Transcript interview with T2

Teacher in SMP Negeri 1 Singaraja

Interview 2

Place : SMP Negeri 1 Singaraja

Time : 23 March 2021

R	Bagaimana cara bapak/ibu untuk mengukur pemahaman peserta didik terkait materi yang sedang dibelajarkan saat pembelajaran daring?
T	Biasanya bapak lihat dari hasil kerja siswa yaitu tugas, hasil ulangan dan tentu keaktifan dikelas
R	Platform apa yang biasanya Anda gunakan untuk melaksanakan pembelajaran online?
T	Zoom, BEE , WhatsApp
R	Menurut bapak , apakah pelaksanaan penilaian formatif dalam pembelajaran daring di kelas bapak?
T	Dalam pembelajaran online formative assessment masih bisa diterapkan meskipun hasilnya tidak seperti pembelajaran off line karena kemungkinan ada pihak ketiga dalam mengerjakan tes yang diberikan oleh guru. Kalau kita mau jujur, dengan online ini masih sulit untuk mengetahui kemampuan siswa secara riil. Seperti contoh ulangan harian dengan menggunakan CBT, BEE, GF, dll. terkadang yang membantu jawabannya adalah orang lain (tapi tidak semua) masih banyak siswa yang jujur. Ini bisa kita lihat dari nilai tugas dan nilai

	<p>ulangannya stabil. Kita juga bisa lihat dari kestabilan nilainya. Kemudian keaktifan siswa dalam menanyakan tugas, proyek atau yang lainnya secara japi. Ini berarti siswa tersebut betul<sup>2</sup> belajar. Ada beberapa siswa yang aktif seperti itu, bahkan dalam bertanya mereka selalu menggunakan bahasa Inggris</p>
R	<p>Apakah menurut bapak penyampaian tujuan pembelajaran penting dilaksanakan?</p>
T	<p>Owh tentu sangat penting, tujuan pembelajaran sangat penting karena menjadi pedoman bagi siswa untuk mengetahui kerangka kerja yang akan mereka pelajari</p>
R	<p>Apakah menurut bapak penyampaian sukses kriteria juga penting dilaksanakan?</p>
T	<p>Tentu itu penting, tapi di situasi pembelajaran online ini yang mana kondisi siswa berbeda-beda baik sinyal dll, Jadi saya hanya menyampaikannya kriteria tersebut hanya di pertemuan awal di KD masing-masing.</p>
R	<p>Mengapa dalam RPP bapak , saya tidak melihat adanya perencanaan untuk kegiatan bertanya?</p>
T	<p>Alasan saya tidak memasukkan kegiatan bertanya di awal RPP karena aspek-aspeknya sudah mengalir selama proses pembelajaran, jika saya membuat RPP lebih seperti pokok-pokok kegiatan pembelajaran, misalnya materi apa yang saya mau. mengajar dan jenis latihan apa yang akan saya berikan. Jadi poin-poin lain seperti salam, menanyakan kabar siswa adalah hal yang biasa dan wajib dilakukan saat memulai pembelajaran. Jadi, saya rasa saya tidak perlu memasukkannya ke dalam rencana pelajaran saya lagi</p>
R	<p>Bagaimana Anda memberikan umpan balik kepada siswa?</p>

T	Untuk feedback, yang paling cepat dan bebas hambatan, bapak selalu menggunakan WA. Dengan memberikan kesempatan kepada mereka untuk memberikan masukan atas pembelajaran yang sudah dilaksanakan dan next meeting mereka menginginkan teknik seperti apa
R	Apa tantangan yang Anda temukan dalam menerapkan penilaian formatif dalam pembelajaran online? Bagaimana Anda menghadapi tantangan tersebut?
T	Dalam pembelajaran online masih sulit untuk mengetahui kemampuan siswa secara riil. Seperti contoh ulangan harian dengan menggunakan CBT, BEE, GF, dll. terkadang yang membantu jawabannya adalah orang lain (tapi tidak semua) masih banyak siswa yang jujur. Ini bisa kita lihat dari nilai tugas dan nilai ulangannya stabil. Kita juga bisa lihat dari kestabilan nilainya. Kemudian keaktifan siswa dalam menanyakan tugas, proyek atau yang lainnya secara japi. Ini berarti siswa tersebut betul <sup>2</sup> belajar.

## Appendix 08. Interview Transcript

Transcript interview with T3

Teacher in SMP Negeri 1 Singaraja

Interview 3

Place : SMP Negeri 1 Singaraja

Time : 23 March 2021

R	Bagaimana cara bapak untuk mengukur pemahaman peserta didik terkait materi yang sedang dibelajarkan saat pembelajaran daring?
T	Hasil tugas dan ulangnya
R	Platform apa yang biasanya Anda gunakan untuk melaksanakan pembelajaran online?
T	Zoom, Google Classroom
R	Apakah menurut bapak penyampaian tujuan pembelajaran penting dilaksanakan?
T	Penyampaian tujuan pembelajaran tentu sangat penting, tapi saya sering lupa menyampaikanya ke siswa, kedepanya bapak akan perbaiki.
R	Apakah menurut bapak penyampaian sukses kriteria penting dilaksanakan?
T	Sebenarnya penting dalam menyampaikan kriteria penilaian kepada siswa, namun karena kondisi pembelajaran online tergolong sesuatu yang baru bagi siswa, Jadi saya berpikir untuk tidak terlalu ketat pada kriteria penilaian. Misalnya saya meminta siswa untuk menulis paragraph, kemudian siswa telah menuliskan ide-idenya secara tertulis walaupun kalimat yang dibuat kurang tepat, tentunya saya tetap memberikan nilai diatas KKM, lagi-lagi saya kaku

	pada kriteria dan lebih melihat usaha mereka. Jadi saya tidak mau membuat siswa bingung dan takut dalam mengungkapkan ide-idenya karena kriteria penilaian yang saya paparkan
R	Mengapa bapak tidak menerapkan self-assessment atau peer feedback dalam kelas bapak
T	Menurut bapak penugasan, ulangan harian , dan tanya jawab melalui zoom sudah cukup.
R	Bagaimana Anda memberikan umpan balik kepada siswa?
T	Jujur saya lebih sering memberikan nilai ke siswa, umpan baliknya saya jelaskan biasanya melalui Zoom. Hal ini karena saya kadang tidak kuat berada di didepan laptop terlalu lama dan saya tidak lupa mengucapkan terimakasih ke siswa yang telah mengumpulkan tugas, biasanya dengan ucapan terimakasih itu siswa sudah sangat senang
R	Apa tantangan yang Anda temukan dalam menerapkan penilaian formatif dalam pembelajaran online?
T	Memantau kejujuran siswa tentu menjadi salah satu tantangan juga. Dengan teknologi seperti sekarang, beberapa siswa memiliki banyak cara seperti menyalin jawaban dari siswa lain, kadangan siswa menggunakan jawaban dari beberapa situs dan mengubahnya menjadi karya mereka, dan terkadang juga beberapa siswa memanipulasi teknologi dalam untuk menghindari pengawasan guru mengnggti foto di zoom dll.



## Appendix 09. Interview Transcript

Transcript interview with T4

Teacher in SMP Negeri 1 Singaraja

Interview 4

Place : SMP Negeri 1 Singaraja

Time : 24 March 2021

R	Bagaimana cara bapak/ibu untuk mengukur pemahaman peserta didik terkait materi yang sedang dibelajarkan saat pembelajaran daring?
T	Ibu biasanya lihat saat keaktifan dikelas dalam menjawab pertanyaan, ulangan, dan dilihat dari tugas-tugasnya.
R	Platform apa yang biasanya Anda gunakan untuk melaksanakan pembelajaran online?
T	Google meet, BEE, Google Classroom
R	Menurut ibu, apakah peran penilaian formatif dalam pembelajaran daring?
T	Peran penilaian formatif seperti ulangan, kuis dll, kita bisa mengidentifikasi ketercapaian siswa sesuai sehingga nanti kita tau materi mana yang belum di pahami
R	Menurut ibu seberapa penting menyampaikan tujuan pembelajaran ke siswa?
T	Penyampaian tujuan pembelajaran sangat penting dalam pembelajaran agar siswa mengetahui arah materi yang akan dipelajari dan tujuan pembelajaran juga berguna bagi guru untuk mengetahui batasan saat memeberikan materi.

R	Pada RPP yang ibu buat terlihat ibu menggunakan questionng, penugasan , dan ulangan harian sebagai tehnik formatif yang digunakan, selain tehnik tersebut apakah ada tehnik lain yang ibu gunakan?
T	Hanya 3 itu , karena menurut ibu sudah cukup, ibu lebih memfokuskan ke variasi tugas yang diberikan.
R	Bagaimana Anda memberikan umpan balik kepada siswa?
T	Feedback ibu biasanya berikan seperti koreksi ke tugas siswa misalnya spellingnya, grammarnya dll. Namun jujur ibu tidak bisa terlalu lama di depan laptop mungkin karna factor umur jadi mata tidak kuat.
R	Apa tantangan yang Anda temukan dalam menerapkan penilaian formatif dalam pembelajaran online? Bagaimana Anda menghadapi tantangan tersebut?
T	Ya tentu ada beberapa hambatan terutama jaringan dan menjaga siswa agar selalu termotivasi disetiap pertemuan. Cara yang ibu lakukan ibu memberikan tugas yang bervariasi baik dalam bentuk game seperti puzzle games, fill in the black, dll.

## Appendix 10. Interview Transcript

Transcript interview with T5

Teacher in SMP Negeri 1 Singaraja

Interview 5

Place : SMP Negeri 1 Singaraja

Time : 24 March 2021

R	Bagaimana cara ibu untuk mengukur pemahaman peserta didik terkait materi yang sedang dibelajarkan saat pembelajaran daring?
T	Biasanya ibu lihat dari tanya jawab di kelas
R	Platform apa yang biasanya Anda gunakan untuk melaksanakan pembelajaran online?
T	Zoom, BEE, Google Classroom
R	Menurut ibu, apakah pelaksanaan penilaian formatif dalam pembelajaran daring di kelas ibu?
T	Pembelajaran full online seperti sekarang adalah hal yang baru tidak hanya bagi siswa tapi juga bagi guru. Tentu perlu adaptasi utamanya di penggunaan aplikasi. Ya jadi penerapannya belum terlalu maksimal
R	Apakah menurut ibu penyampaian tujuan pembelajaran penting dilaksanakan?
T	Owh tentu sangat penting, tujuan pembelajaran sangat penting karena menjadi pedoman bagi siswa dan guru
R	Mengapa dalam RPP ibu, saya tidak melihat adanya perencanaan untuk kegiatan bertanya?

T	<p>RPP sekarang tidak lagi seperti dulu. Sudah disederhanakan menurut Mendikbud, yang merupakan salah satu terobosan yang dilakukan Menteri Pendidikan dan Kebudayaan Nadiem Makarim. Mengenai proses refleksi guru terhadap pembelajaran yang terjadi, dengan RPP itu sendiri, guru dapat melakukan refleksi terhadap pembelajaran di kelas. Selain meningkatkan kinerjanya di masa mendatang, penyusunan RPP yang efisien dan efektif dilakukan agar guru memiliki banyak waktu untuk mempersiapkan dan mengevaluasi proses pembelajaran. Walaupun tidak diisi saya tetap melaksanakan dalam kelas</p>
R	<p>Bagaimana Anda memberikan umpan balik kepada siswa?</p>
T	<p>Feedback ibu biasanya berikan seperti koreksi ke tugas siswa misalnya spellingnya, grammarnya dll. Namun jujur ibu tidak bisa terlalu lama di depan laptop mungkin karna factor umur jadi mata tidak kuat.</p>
R	<p>Apa tantangan yang Anda temukan dalam menerapkan penilaian formatif dalam pembelajaran online? Bagaimana Anda menghadapi tantangan tersebut?</p>

## Appendix 09. The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 1: T1

Time : 3 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher provided example of narrative text “Cinderella”
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students’ prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.	√		The teacher planned to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using active engagement strategies		√	The teacher did not plan to conduct pair work feedback

	(e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
10.	The teacher prepares self-assessment activities to know the students' progress.		√	
11.	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity





## Appendix 08. The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 2: T1

Time : 5 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher planned to provide the example of report text through Powerpoint
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.	√		The teacher planned to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity



Appendix 09. The Checklist of Formative Assessment Planning in Online Learning

**Lesson plan 3: T1**

**Time : 5 March 2021**

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.		√	The teacher planned to use worksheet
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals in the opening activity
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task



## Appendix 10. The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 1: T2

Time : 6 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher provided the example of report text about COVID 19
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals in the opening activity
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task , Discussion , Questioning





## Appendix 11 The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 2: T2

Time : 6 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher asked students to find the example of report text
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals in the opening activity
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task , Discussion , Questioning



## Appendix 12 The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 3: T2

Time : 7 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher asked students to find the example of report text
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals in the opening activity
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task , Discussion , Questioning



### Appendix 13. The Checklist of Formative Assessment Planning in Online Learning

#### Lesson plan 1: T3

Time : 7 March 2021

No	Indicator	Yes	No	Notes
12.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher provided the picture of the activity in daily routine
13.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
14.	The teacher makes learning goal in language that is accessible to students.	√		
15.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher provided 15 minutes to discuss the learning goals
16.	The teacher makes assessment criteria in accordance with learning goals.	√		
17.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
18.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
19.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	The teacher did not plan to conduct questioning activity
20.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
21.	The teacher prepares self-assessment activities to know the students' progress.		√	
22.	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity





## Appendix 14. The Checklist of Formative Assessment Planning in Online Learning

### Lesson Plan 2 : T3

Time : 7 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher provided the example of text about daily routine
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 15 minutes to discuss the learning goal
5.	The teacher makes assessment criteria in accordance with learning goals.	√		The teacher planned to share the instructions for doing the task
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		
7.	The teacher prepares the examples to clarify success criteria		√	
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.	√		The teacher planned to conduct questioning technique in the main activity
9.	The teacher determines type of tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share,	√		

	performance tasks, etc.) in order to collect data about students' progress.			
10.	The teacher prepares self-assessment activities to know the students' progress.		√	
11.	The teacher designs the implementation of formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity



## Appendix 15. The Checklist of Formative Assessment Planning in Online Learning

### Lesson Plan 3 : T3

Time : 8 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The provided the picture of the activity in daily routine
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher provided 15 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	The teacher did not plan to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share,		√	The teacher did not plan to conduct pair work feedback

	performance tasks, etc.) in order to collect data about students' progress.			
10.	The teacher prepares self-assessment activities to know the students' progress.		√	
11.	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity



## Appendix 16. The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 1: T4

Time : 8 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.	√		The teacher planned to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity





## Appendix 18. The Checklist of Formative Assessment Planning in Online Learning

**Lesson plan 3 : T4**

**Time : 8 March 2021**

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher planned to provide the example of report text through Powerpoint
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher allocated 10 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.	√		The teacher planned to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity



## Appendix 19. The Checklist of Formative Assessment Planning in Online Learning

Lesson Plan : T5

Time : 8 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The provided the picture of the activity in daily routine
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher provided 15 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	The teacher did not plan to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share,		√	The teacher did not plan to conduct pair work feedback

	performance tasks, etc.) in order to collect data about students' progress.			
10.	The teacher prepares self-assessment activities to know the students' progress.		√	
11.	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity



## Appendix 20. The Checklist of Formative Assessment Planning in Online Learning

### Lesson plan 3 : T5

Time : 8 March 2021

No	Indicator	Yes	No	Notes
1.	The teacher prepares & provides real-life examples of the basic concept/theory of the learning material that being thought to students.	√		The teacher provided the picture of the activity in daily routine
2.	The teacher makes learning goal based on basic competencies (KD) and Indicator of competency achievement	√		
3.	The teacher makes learning goal in language that is accessible to students.	√		
4.	The teacher provides time and opportunities for students to understand the learning goals and discuss the learning goals	√		The teacher provided 15 minutes to discuss the learning goals
5.	The teacher makes assessment criteria in accordance with learning goals.	√		
6.	Teacher is openly sharing about the assessment criteria will be conducted in learning process	√		The teacher planned to share the instructions for doing the task
7.	The teacher prepares the examples to clarify success criteria		√	The teacher did not plan to clarify success criteria
8.	The teacher uses questioning technique to collect evidence of students' prior knowledge before beginning a new unit to understand where students are on the learning progression as the unit begins.		√	The teacher did not plan to conduct questioning activity
9.	The teacher determines type of tasks that directly involve students in the learning using		√	The teacher did not plan to conduct pair work feedback

	active engagement strategies (e.g. partner work, pair share, performance tasks, etc.) in order to collect data about students' progress.			
<b>10.</b>	The teacher prepares self-assessment activities to know the students' progress.		√	
<b>11.</b>	The teacher designs another formative assessment techniques in order to monitor students' progress through online learning platform that suitable with students' condition & students' need.	√		Formative task, questioning activity





## Appendix 10. Teachers' Lesson Plan

	<p>PEMERINTAH KABUPATEN BULELENG  DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  SMP NEGERI 1 SINGARAJA  Jl. Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25970  Website: <a href="http://www.smpn1singaraja.sch.id">http://www.smpn1singaraja.sch.id</a> E-mail:  <a href="mailto:smpn1_singaraja@yahoo.co.id">smpn1_singaraja@yahoo.co.id</a></p>	
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### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Singaraja  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX / Genap  
Materi Pokok : *Narrative text*  
Alokasi Waktu : 2x40 menit (1 pertemuan)

#### 1. TUJUAN PEMBELAJARAN

Melalui pembelajaran daring, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative report terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya

#### 2. LANGKAH-LANGKAH PEMBELAJARAN

##### 2.1.1 Alat dan Bahan

Powerpoint

##### 2.1.2 MEDIA/ALAT PEMBELAJARAN

Zoom, Google, BEE, WhatsApp, Laptop atau gadget

##### 2.1.3 SUMBER PEMBELAJARAN

Buku: *Think Globally Act Locally (buku guru)*, 2015. Jakarta: Kementerian Pendidikan dan Kebudayaan.

#### 2.2 KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
Pendahuluan (10 menit)	1) Guru menyapa dan mengecek kehadiran siswa melalui WhatsApp Group. 2) Guru mengirimkan link Zoom ke Peserta didik 3) Guru memimpin doa bersama sebelum pembelajaran dimulai 4) Guru menyampaikan tujuan dan manfaat pembelajaran hari ini. 5) Guru melakukan tanya jawab terkait teks narrative untuk mengukur pemahaman siswa
Inti (50 menit)	1) Guru menunjukan contoh teks narrative "Cinderella" melalui Powerpoint. 2) Siswa mengamati fungsi social, struktur teks dan unsur kebahasaan

	<p>pada teks narrative.</p> <p>3) Peserta didik mengidentifikasi struktur teks dan unsur kebahasaan pada contoh teks report yang diberikan oleh guru</p> <p>4) Guru melakukan tanya jawab dengan siswa mengenai teks narrative.</p> <p>5) Guru meminta peserta didik mencari contoh teks narrative sederhana di Internet</p> <p>6) Siswa mempresentasikan teks narrative yang diperoleh siswa</p> <p>7) Guru dan siswa berdiskusi terkait struktur dan unsur kebahasaan dari teks narrative yang diperoleh oleh siswa.</p>
Penutup (15 menit)	<p>1) Siswa dan guru bersama dengan guru merefleksikan apa yang telah mereka pelajari.</p> <p>2) Guru memberikan tugas terkait teks narrative untuk pertemuan berikutnya.</p> <p>3) Guru menutup pelajaran dengan Doa bersama.</p>

### 3 PENILAIAN HASIL BELAJAR

- Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group dan zoom serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
- Penilaian aspek kognitif: Pengetahuan dinilai melalui saat menjawab pertanyaan dari kesesuaian penyelesaian tugas dengan materi.
- Penilaian aspek Keterampilan: siswa diminta mempresentasikan teks narrative yang siswa senangi


### 4. BAHAN AJAR Terlampir

Mengetahui,

Singaraja  
Kepala SMP Negeri 1 Singaraja  
  
Dra. Ni Putu Karmadhi, M.Si  
NIP. 19620502 199512 2 002

Singaraja, 11 Januari 2021

Guru

  
Putu Ira Sita, S.Pd, M.Pd  
NIP.19800411 200801 2 018

	<p align="center"><b>PEMERINTAH KABUPATEN BULELENG</b>  <b>DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA</b>  <b>SMP NEGERI 1 SINGARAJA</b>          Jl. Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25970          Website: <a href="http://www.smpn1singaraja.sch.id">http://www.smpn1singaraja.sch.id</a> E-mail:  <a href="mailto:smpn1_singaraja@yahoo.co.id">smpn1_singaraja@yahoo.co.id</a></p>	
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#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Singaraja  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX / Genap  
 Materi Pokok : *Report text*  
 Alokasi Waktu : 2x40 menit (1 pertemuan)

#### 1. TUJUAN PEMBELAJARAN

Melalui pembelajaran daring, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis

#### 2. LANGKAH-LANGKAH PEMBELAJARAN

##### 2.1.1 Alat dan Bahan

Powerpoint

##### 2.1.2 MEDIA/ALAT PEMBELAJARAN

Zoom, Google, BEE, Laptop atau gadget

##### 2.1.3 SUMBER PEMBELAJARAN

Buku: *Think Globally Act Locally (buku guru)*. 2015. Jakarta: Kementerian Pendidikan dan Kebudayaan.

#### 2.2 KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
Pendahuluan (10 menit)	1) Guru mengirimkan link Zoom ke Peserta didik. 2) Guru menyapa dan mengecek kehadiran siswa melalui WhatsApp Group. 3) Guru memimpin doa bersama sebelum pembelajaran dimulai 4) Guru menyampaikan tujuan dan manfaat pembelajaran hari ini. 5) Guru melakukan tanya jawab terkait teks report untuk mengukur pemahaman siswa
Inti (50 menit)	1) Guru menunjukan contoh teks report melalui Powerpoint. 2) Guru menjelaskan struktur teks dan unsur kebahasaan pada report teks. 3) Peserta didik mengidentifikasi struktur teks dan unsur kebahasaan pada contoh teks narrative yang diberikan oleh guru 4) Guru melakukan tanya jawab dengan siswa mengenai teks report.

	5) Guru meminta peserta didik mencari contoh teks report sederhana di Internet 6) Siswa memepresentasikan teks report yang diperoleh siswa 7) Guru dan siswa berdiskusi terkait stuktur dan unsur kebahasaan dari teks report yang diperoleh oleh siswa.
Penutup (15 menit)	1) Siswa dan guru bersama dengan guru merefleksikan apa yang telah mereka pelajari. 2) Guru memberikan tugas terkait teks report untuk pertemuan berikutnya. 3) Guru menutup pelajaran dengan Doa bersama.

### 3 PENILAIAN HASIL BELAJAR

- Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group dan zoom serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
- Pengetahuan: Pengetahuan dinilai melalui tes tertulis dan kesesuaian penyelesaian tugas dengan materi.
- Keterampilan: Ketepatan penulisan dan pengucapan pada tugas siswa.

#### 4. Bahan Ajar terlampir

Mengetahui,

Kepala SMP N 1 Singaraja



Dra. Ni Putu Karnadhi, M.Si  
NIP. 19620502 199512 2 002

Singaraja, 22 Februari 2021

Guru

Putu Ira Sita, S.Pd, M.Pd  
NIP.19800411 200801 2 018



	2. Guru memberikan tugas terkait teks report untuk pertemuan berikutnya.
	3. Guru menutup pelajaran dengan Doa bersama.

##### 5. PENILAIAN HASIL BELAJAR

- Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
- Pengetahuan: Pengetahuan dinilai melalui tes tertulis dan kesesuaian penyelesaian tugas dengan materi.

##### 6. Bahan Ajar

*Terlampir*

Mengetahui,

Singaraja, 3 Maret 2021

Kepala SMP N 1 Singaraja

Guru

Dra. Ni Putu Karnadhi, M.Si  
NIP. 19620502 199512 2 002

Putu Ira Sita, S.Pd, M.Pd  
NIP. 19800411 200801 2 018

	<p align="center"><b>PEMERINTAH KABUPATEN BULELENG</b>  <b>DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA</b>  <b>SMP NEGERI 1 SINGARAJA</b>          Jl. Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25970          Website: <a href="http://www.smpn1singaraja.sch.id">http://www.smpn1singaraja.sch.id</a> E-mail:  <a href="mailto:smpn1_singaraja@yahoo.co.id">smpn1_singaraja@yahoo.co.id</a></p>	
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#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Singaraja  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX / Genap  
 Materi Pokok : *Report text*  
 Alokasi Waktu : 2x40 menit (1 pertemuan)

#### 1. TUJUAN PEMBELAJARAN

Melalui worksheet pilihan ganda, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan beberapa teks information report tulis.

Melalui soal pilihan ganda, peserta didik dapat mengidentifikasi makna beberapa teks information report .

#### 2. LANGKAH-LANGKAH PEMBELAJARAN

- **Alat dan Bahan**

Worksheet

- **MEDIA/ALAT PEMBELAJARAN**

WhatsApp, Zoom Laptop atau gadget

- **SUMBER PEMBELAJARAN**

Buku: *Think Globally Act Locally (buku guru)*. 2015. Jakarta: Kementerian Pendidikan dan Kebudayaan.

#### a. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
Pendahuluan (10 menit)	1. Guru menyapa dan mengecek kehadiran siswa melalui WhatsApp Group. 2. Guru memimpin doa bersama sebelum pembelajaran dimulai 3. Guru menyampaikan tujuan dan manfaat pembelajaran hari ini.
Inti (50 menit)	1. Guru mengirimkan worksheet terkait report teks melalui WhatsApp Group 2. Guru menjelaskan prosedur pengerjaan worksheet 3. Siswa mengerjakan worksheet dari teks report yang disediakan oleh guru



	4. Guru dan siswa membahas hasil pekerjaan siswa melalui zoom
Penutup (15 enit)	1. Siswa dan guru bersama dengan guru merefleksikan apa yang telah mereka pelajari. 2. Guru menutup pelajaran dengan Doa bersama.

### 3. PENILAIAN HASIL BELAJAR

- Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
- Pengetahuan: Pengetahuan dinilai melalui tes tertulis dan kesesuaian jawaban dengan soal

#### RUBRIK PENILAIAN

##### Penilaian Keterampilan

Jawaban benar (sesuai tempatnya pada situasi yang diberikan)	1
Jawaban salah (tidak sesuai tempatnya pada situasi yang diberikan)	0

- Di dalam worksheet, terdapat 25 soal
- Setiap jawaban yang benar akan mendapat skor 1

Jumlah maksimal skor yang didapat siswa adalah 25

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

Mengetahui,

Singaraja, Maret 2021

Kepala SMP N 1 Singaraja

Guru



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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**DALAM JARINGAN (DARING)**

Satuan Pendidikan : SMP Negeri 1 Singaraja

Kelas/ Semester : 7A1/ 2

Mata Pelajaran : Bahasa Inggris

Materi : Daily routine and Telling Time

Alokasi Waktu: : 1 x pertemuan

**A. Tujuan Pembelajaran**

- Melalui "Matching Picture", siswa mampu menyusun informasi terkait nama waktu dengan menulis jam angka dengan baik dan benar.

**B. Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru mengawali pembelajaran dengan member salam, mengingatkan siswa untuk berdoa sebelum memulai pembelajaran dan menjaga kesehatan dan kebersihan lingkungan sekitar WhatsApp Group</li><li>2. Guru mengecek kehadiran siswa melalui WhatsApp Group</li><li>3. Guru menjelaskan tujuan pembelajara dan alur kegiatan pembelajaran melalui Google Classroom</li><li>4. Guru menampilkan gambar kegiatan sehari-hari melalui Google classroom (apersepsi).</li></ol>	15 Menit
Inti	<ol style="list-style-type: none"><li>1. Guru menjelaskan petunjuk pengerjaan tugas di Google Classroom</li><li>2. Guru meminta siswa membuat paragraf terkait tentang aktivitas yang dilakukan oleh orang-orang yang ada</li></ol>	45 Menit

	<p>digambar sesuai dengan waktu yg telah ada di gambar.</p> <p>3. Guru memberikan waktu kepada siswa untuk bertanya terkait materi yang sedang dipelajari.</p> <p>4. Guru memotivasi siswa untuk tetap semangat belajar.</p>	
<b>Penutup</b>	<p>1. Guru melakukan evaluasi terkait paragraph yang telah dibuat siswa</p> <p>2. Guru memberikan kesimpulan dan penguatan dari pembelajaran.</p> <p>3. Guru menutup pembelajaran dengan berdoa dan memberikan salam penutup.</p>	<b>10 Menit</b>

#### Penilaian

1. Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group dan Google classroom serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
2. Pengetahuan: Pengetahuan dinilai melalui tes tertulis dan kesesuaian penyelesaian tugas dengan materi.
3. Keterampilan: Keterampilan dinilai melalui ketepatan penulisan dan pengucapan pada tugas siswa.

Mengetahui,  
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Singaraja, 8 November 2020  
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	<p align="center"> <b>PEMERINTAH KABUPATEN BULELENG</b>  <b>DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA</b>  <b>SMP NEGERI 1 SINGARAJA</b>          Jl. Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25970          Website: <a href="http://www.smpn1singaraja.sch.id">http://www.smpn1singaraja.sch.id</a> E-mail:  <a href="mailto:smpn1_singaraja@yahoo.co.id">smpn1_singaraja@yahoo.co.id</a> </p>	
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#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Singaraja  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII/ Genap  
 Materi Pokok : *Descriptive text*  
 Alokasi Waktu : 2x40 menit (1 pertemuan)

#### 1. TUJUAN PEMBELAJARAN

Melalui pembelajaran daring, peserta didik diharapkan dapat:

- Memahami fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda
- Memahami teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda

#### 2. LANGKAH-LANGKAH PEMBELAJARAN

##### 2.1.1 Alat dan Bahan

Powerpoint

##### 2.1.2 MEDIA/ALAT PEMBELAJARAN

Zoom, Google, BEE, Laptop atau gadget

##### 2.1.3 SUMBER PEMBELAJARAN

Buku Bahasa Inggris Siswa Kelas VII "When English Rings A Bell"

#### 2.2 KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>• Guru menyapa kehadiran siswa melalui WhatsApp Group.</li> <li>• Guru memimpin doa bersama sebelum pembelajaran dimulai</li> <li>• Melalui aplikasi Buleleng Education Expose mengecek kehadiran siswa sebagai sikap disiplin</li> </ul>
Inti (50 menit)	<ul style="list-style-type: none"> <li>• Guru menjelaskan kegiatan yang akan dilakukan yaitu mengamati, memahami dan menulis materi tentang descriptive text.</li> <li>• Guru mengirim contoh descriptive teks di Buleleng Education Expose sekaligus meminta anak-anak membuka buku paket siswa</li> </ul>



Bahan Ajar :

Look and say what the children do.

Emma gets up at 7 o'clock. She brushes her hair and washes her face at 7 o'clock. She has breakfast at 8 o'clock.

MONDAY

	7:00	7:30	8:00	8:30	9:00	9:30	10:00
Emma							
Tony							
Lucy							
Dan							
Sue							

© S.S. Culture House, 2008

	Siswa harus mengidentifikasi descriptive tesk ersebut dan mencatat hal-hal terpenting terkait materi tersebut dan kosakata yang tidak dipahami. Guru membuka waktu diskusi bersama anak-anak.
Penutup (15 menit)	<ul style="list-style-type: none"> <li>Siswa dan guru bersama dengan guru merefleksikan apa yang telah mereka pelajari.</li> <li>Guru memberikan tugas terkait teks deskriptive untuk pertemuan berikutnya.</li> <li>Guru menutup pelajaran dengan Doa bersama.</li> </ul>

### 3 PENILAIAN HASIL BELAJAR

#### SIKAP

- Mengerjakan tugas dengan tuntas
- Mandiri dalam mengerjakan tugas
- Bertanggung jawab atas hasil pembelajaran

#### Pengetahuan

- Mencari jawaban yang tepat
- Memahami teks

#### Keterampilan

- Memilih kosakata yang tepat untuk mengisi teks rumpang

#### 4. Bahan Ajar terlampir

Mengetahui,

Singaraja, Januari 2021

Kepala SMP N 1 Singaraja

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#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Singaraja  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX / Genap  
 Materi Pokok : *Simple Present Tense*  
 Alokasi Waktu : 2x40 menit (1 pertemuan)

#### 1. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami unsur kebahasaan teks dengan ( kalimat declarative, interrogative, simple present tense).

#### 2. LANGKAH-LANGKAH PEMBELAJARAN

- **Alat dan Bahan**  
Powerpoint
- **MEDIA/ALAT PEMBELAJARAN**  
WhatsApp, Zoom, BEE, Laptop atau gadget
- **SUMBER PEMBELAJARAN**  
Buku Bahasa Inggris Siswa Kelas VII "When English Rings A Bell"

#### 3. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>• Guru menyapa kehadiran siswa melalui WhatsApp Group.</li> <li>• Guru memimpin doa bersama sebelum pembelajaran dimulai</li> <li>• Melalui aplikasi Buleleng Education Expose mengecek kehadiran siswa sebagai sikap disiplin</li> </ul>
Inti (50 menit)	<ul style="list-style-type: none"> <li>• Guru mengarahkan siswa untuk melaksanakan pembelajaran dengan jadwal yang sudah ada.</li> <li>• Guru mengirimkan materi untuk dicatat dan dipahami.</li> <li>• Guru mengarahkan siswa untuk mempelajari penjelasan materi simple present tense melalui youtube.</li> <li>• Guru memberi waktu pada siswa untuk mempelajari materi simple present tense.</li> <li>• Setelah itu guru dan siswa berdiskusi dan tanya jawab melalui</li> </ul>

	zoom
Penutup (15 menit)	<ul style="list-style-type: none"> <li>Siswa dan guru bersama dengan guru merefleksikan apa yang telah mereka pelajari.</li> <li>Guru menutup pelajaran dengan Doa bersama.</li> </ul>

#### 4. PENILAIAN HASIL BELAJAR

- Sikap: Sikap dinilai melalui kehadiran pada pembelajaran, ketaatan beribadah, keaktifan dan kesopanan dalam berkomunikasi selama proses pembelajaran di whatsapp group serta tanggung jawab dan kedisiplinan dalam menyelesaikan tugas.
- Pengetahuan: Memahami materi simple present tense
- Keterampilan: Memilih kata-kata yang tepat dalam merespon tanya jawab

Mengetahui,

Singaraja, Januari 2021

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**DALAM JARINGAN (DARING)**

Satuan Pendidikan : SMP Negeri 1 Singaraja

Kelas/ Semester : 7A1/2

Mata Pelajaran : Bahasa Inggris

Materi : Daily routine and Telling Time

Alokasi Waktu: : 1 x pertemuan

**A. Tujuan Pembelajaran**

- Melalui teks tentang kegiatan sehari-hari, siswa dapat mengidentifikasi penggunaan nama waktu dalam hari atau jam dengan dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

**B. Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru mengawali pembelajaran dengan member salam, mengingatkan siswa untuk berdoa sebelum memulai pembelajaran dan menjaga kesehatan dan kebersihan lingkungan sekitar WhatsApp Group</li><li>2. Guru mengecek kehadiran siswa melalui WhatsApp Group</li><li>3. Guru menjelaskan tujuan pembelajara dan alur kegiatan pembelajaran melalui Google Classroom</li></ol>	15 Menit
Inti	<ol style="list-style-type: none"><li>1. Guru menampilkan teks tentang kegiatan sehari-hari "Evelyn's Daily Routine" melalui Google classroom (apersepsi).</li><li>2. Guru menjelaskan petunjuk pengerjaan tugas di</li></ol>	45 Menit

	<p>Google Classroom</p> <p>3. Guru meminta siswa mengidentifikasi teks tersebut dengan menjawab soal terkait teks Evelyn's Daily Routine.</p> <p>4. Guru memberikan waktu kepada siswa untuk bertanya terkait materi yang sedang dipelajari.</p>	
<b>Penutup</b>	<p>1. Guru melakukan evaluasi terkait paragraph yang telah dibuat siswa</p> <p>2. Guru memberikan kesimpulan dan penguatan dari pembelajaran.</p> <p>3. Guru menutup pembelajaran dengan berdoa dan memberikan salam penutup.</p>	<b>10 Menit</b>

#### Penilaian

Jenis Penilaian	Teknik penilaian	Bentuk Instrumen
Afektif	Observasi	Lembar Observasi
Kognitif	Tes tertulis	Short Answer
Psikomotorik	Unjuk Kerja	Performance

#### Rubrik Tes Tertulis

- Jawaban benar: 100
- Jawaban salah : 0
- Skor maksimal : 100
- Nilai = Jumlah skor/10

#### Rubrik Afektif


Skor	Sopan/Santun	Tanggung Jawab	Percaya diri
4	Selalu bertindak santun dalam bersikap (Bertanya, menjawab)	Selalu melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik dan tepat waktu	Mengajukan diri dengan sukarela sebelum ditunjuk dan berbicara dengan jelas saat menggunakan Bahasa Inggris.

3	Sering bertindak santun dalam bersikap (Bertanya, menjawab)	Sering melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik dan tepat waktu	Mengajukan diri dengan sukarela dan berbicara cukup jelas saat menggunakan Bahasa Inggris.
2	Jarang bertindak santun dalam bersikap (Bertanya, menjawab)	Kadang-kadang melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik dan tepat waktu	Mengajukan diri dengan sukarela dan berbicara kurang jelas saat menggunakan Bahasa Inggris.
1	Tidak Pernah bertindak santun dalam bersikap (Bertanya, menjawab)	Tidak pernah melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik dan tepat waktu	Mengajukan diri dengan sukarela dan berbicara kurang jelas saat menggunakan Bahasa Inggris.

#### Rubrik Keterampilan

Skor	Keterangan
4	Sangat Baik
3	Baik
2	Cukup
1	Kurang

Mengetahui,  
Kepala SMP N 1 Singaraja



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Singaraja, 17 Januari 2020  
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## BIOGRAPHY



Kadek Agus Toni Mahendra was born in Singaraja on April 19th, 1998. The author was born to the husband and wife couple, Mr. I Made Sedana dan Mrs. Ida Ayu Putu Sasmita. The author is Indonesian and Hindu. The author lives at Munduk Village, Banjar, Buleleng regency, Bali.

The author completed his elementary school at SD Negeri 4 Munduk and graduated in 2011. Then the author continued at SMP Negeri 1 Singaraja and graduated in 2014. In 2017, the author graduated from SMA Negeri 1 Singaraja and continued to the English Language Education Department at Ganesha University of Education. At the end of the semester in 2021, the author has completed his thesis entitled "An Analysis of the Implementation of Formative Assessment in Online Learning at SMP Negeri 1 Singaraja". Furthermore, starting in 2017 until the writing of this thesis, the author is still registered as a student of the English Language Education Department at Ganesha University of Education.

