

APPENDICES

Appendix 1. Teacher's Interview Guide

Num.	Theory	Items
1	Education in Indonesia is directed to encourage students to find out information from various sources through observations which is known as the scientific approach by applying and prioritizing several learning models, namely, inquiry learning, discovery learning, project-based learning and problem-based learning based on the Regulation of the Minister of Education and Culture No. 65 in 2013 (Sufairoh, 2016). Moreover, task-based learning and cooperative learning also teaching methods that promote 21 st century skills, such as critical thinking, problem solving skills, communication and collaboration skills (Yildiz & Senel, 2017; Yusuf et al., 2019).	1
2	Some of the problems that are often encountered in the process of teaching English are the incompatibility of children's learning processes that have been going on for a long time, the lack of use of English in real life, the difficulty of students understanding the use of English whose pronunciation is opposite to the first language (Mustafa, 2003, as cited in Nunan, 2016)	2
3	Authentic assessment strongly considers a sustainable assessment system by covering all aspects that are improving innovative aspect (Puckett & Black, 2000, as cited in Herdiawan, 2017)	3, 7
4	The implementation of 2013 Curriculum in Indonesian education demands all teachers to carry out authentic assessment to assess students' performance during their learning process, which in assessing the students, the assessment must cover three important domains such as attitude, knowledge, and skills (Muthoharoh, 2019).	4, 6
5.	Muthoharoh (2019) explains that authentic assessment is an assessment used in the 2013 curriculum which includes an assessment of aspects of attitudes, knowledge and skills.	5

6	Authentic assessment instrument capable measuring what is to be measured, whether from the realm of knowledge, attitudes, or abilities and makes it easier for teachers to analyse the learning outcomes that have been obtained by students (Afriana & Festiyed, 2020).	8
7.	Feedback helps teachers and students to gain new insights, capabilities, and can be used to develop competence as well as minimize or avoid errors (Adarkwah, 2021).	9
8	Maulidhawati et al. (2021) explain that authentic assessment is suitable to be carried out in ELT classroom since it enables students to upgrade their soft-skill in terms of being critical and productive during the learning process. In addition, they mention that authentic assessment involves some meaningful tasks that can assess both students' knowledge and skills during the learning process. However, during implementing the authentic assessment, based on the research that had been conducted by Maulidhawati et al. (2021), they found some challenges encountered by the teachers.	11
9	Feedback is a very important tool used to improve the professionalism of the teaching process and the students' learning experience (Heinze, A & Reiss, 2016).	10

Num.	Questions
1	Apakah Anda menggunakan metode mengajar abad 21 seperti PBL, PjBL, Discovery, dan Task Based Learning dalam proses belajar dan mengajar?
2	Apa saja kendala yang dihadapi guru dalam mengajar bahasa Inggris?
3	Bagaimana guru menilai siswa selama proses pembelajaran?
4	Apakah Anda menerapkan assessmen autentik dalam proses belajar dan mengajar?
5.	Jenis assessmen otentik seperti apa yang digunakan dalam pembelajaran?
6.	Apakah proses siswa dalam belajar dan mengajar juga dinilai?

7.	Bagaimana guru menilai hasil akhir dari proses belajar siswa?
8.	Apakah menggunakan instrument penilaian seperti rubrik dalam melaksanakan atau mengimplementasikan assessmen?
9.	Apakah penilaian yang telah dilaksanakan dilengkapi dengan umpan balik ataupun komentar?
10	Bagaimana guru menggunakan hasil penilaian untuk membuat proses belajar mengajar menjadi lebih baik?
11	Apa saja kendala yang dihadapi selama menerapkan assessmen autentik di dalam kelas?

Appendix 2. Students' Interview Guide

Num.	Theory	Items
1.	Discussion is very important to improve the students' learning outcomes in which it is a process of exchanging information or experience within a group of people to dig deeper understanding (Agustina et al., 2018; Ying, 2020).	1, 2
2.	Shanmugavelu et al. (2020) reveal that question-and-answer session provide some benefits during the learning process such as able to involve the students with the lesson and encourage students to think critically.	3,4
3.	Curriculum 2013 uses authentic assessment to measure the knowledge, skills, and attitude of the students during the learning process weather in the form of written or oral test, observation, self-assessment, attitude measurement, and assessment of a task, project, and portfolios (Atmarizon et al., 2020; Rizavega, 2018). Assessment is carried out continuously at all stages of the	5

	learning process to collect data about students' language understanding, skills, strategies and attitudes (Irdiyansyah & Gusnadi, 2018).	
4.	Assessment must be transparent, both the failure and success in order to make the students' learning outcomes clear (Nurhayati, 2016).	6,7
5.	The results of the assessment that have been given must include information about the strengths, weaknesses, and mastery of students related to the required competencies (Hamalik, 2007:13 in Nurhayati, 2016).	8,9

Appendix 3. Students' Google Form

Nama Lengkap *
 Jawaban Anda

Umur *
 Jawaban Anda

Asal Sekolah *

SD Laboratorium Universitas Pendidikan Ganesha
 SD Negeri 3 Banjar Jawa

1. Apakah guru bahasa Inggris pernah mengajak siswa untuk berdiskusi kelompok dalam pembelajaran online maupun tatap muka? *

Pernah
 Tidak pernah

2. Seberapa sering guru bahasa Inggris mengajak siswa untuk mengadakan diskusi kelompok dalam pembelajaran online maupun tatap muka? *

Sangat sering
 Sering
 Kadang-kadang
 Tidak pernah

3. Apakah ada sesi tanya jawab dalam pembelajaran bahasa Inggris? *

Ada
 Tidak ada

4. Seberapa sering sesi tanya jawab dilaksanakan dalam pembelajaran bahasa Inggris? *

- Sangat sering
- Sering
- Kadang-kadang
- Tidak pernah

5. Tugas apa saja yang diberikan oleh guru dalam pembelajaran bahasa Inggris? *

Jawaban dapat dipilih lebih dari satu

- Tugas proyek seperti membuat video, percakapan dll.
- Menjawab soal pilihan ganda
- Menjawab soal isian atau essay
- Menjawab kuis
- Melakukan presentasi
- Yang lain: _____

6. Apakah guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa? *

- Ya
- Tidak

7. Seberapa sering guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa? *

- Sangat sering
- Sering
- Jarang
- Tidak pernah

8. Apakah tugas yang telah dinilai dan dikembalikan berisi komentar atau umpan balik tentang tugas yang telah dikerjakan? *

- Ya
- Tidak

9. Seberapa sering guru bahasa Inggris memberikan komentar pada tugas yang telah dikerjakan? *

- Sangat sering
- Sering
- Jarang
- Tidak pernah

Appendix 4. Observation Sheet

Related Theories
The lesson plan is a guideline used by teachers in teaching that refers to the syllabus to achieve the learning objectives in accordance with the curriculum (Mawardi, 2019).
Teachers in education units must be able to design a complete and systematic lesson plan to make the implementation of the learning process becomes effective, it consists of an explanation of the basic competencies, indicators that will be achieved, the material to be studied, the learning methods, the learning steps, learning media, learning resources and the assessment (Hutagaol, 2018).
Mauliandri et al. (2021) point out that assessment tools in the learning process must be appropriate and in line with the indicators of competence and basic competency.
The 2013 curriculum requires teachers to design authentic assessment instruments based on competencies that must be achieved and can be applied by students in everyday life which include the realm of knowledge, attitudes and skills (Indriyani et al., 2021).
To support the development of these skills, 2013 curriculum is applied in Indonesia. In relation to English Language Teaching, 2013 curriculum is considered to be effective (Darmawan et al., 2018).
Indonesian Ministry of Education and Culture establishes a new policy for implementing Covid-19 Emergency Curriculum for kindergarten, primary school, and secondary school levels. Emergency curriculum is a curriculum designed for the educational institutions during the emergency situation which all relevant aspects dealing with instruction planning, learning process, and assessment of learning outcomes are adapted to the emergency exists (Hedhiana et al., 2017)

Appendix 5. Observation Sheet Result at SDN 3 Banjar Jawa

No.	Kriteria	Ya	Tidak
1	Apakah sekolah menggunakan kurikulum 2013?	V	
2	Apakah sekolah menggunakan kurikulum darurat?		V
3	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?	V	
4	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru menggunakan metode pembelajaran tertentu?		V
5	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran?		V
6	Apakah penilaian yang digunakan dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran?		V
7	Apakah dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru terdapat instrument penilaian?		V

Appendix 6. Observation Sheet Result at SD LAB Singaraja

No.	Kriteria	Ya	Tidak
1	Apakah sekolah menggunakan kurikulum 2013?	V	
2	Apakah sekolah menggunakan kurikulum darurat?		V
3	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang sesuai dengan silabus dan kurikulum yang digunakan?	V	
4	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru menggunakan metode pembelajaran tertentu?		V
5	Apakah rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru memuat jenis penilaian untuk mengukur tujuan pembelajaran?		V
6	Apakah penilaian yang digunakan dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang telah dirancang guru sesuai dan mampu untuk mengukur tujuan pembelajaran?		V
7	Apakah dalam rencana pelaksanaan pembelajaran Bahasa Inggris yang dirancang guru terdapat instrument penilaian?		V

Appendix 7. Lesson Plan of SDN 3 Banjar Jawa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SDN 3 Banjar Jawa
Kelas / Semester : VI / 2
Tema : Tempat – tempat umum
Pembelajaran : 2
Alokasi waktu : 1 x pertemuan (2 x 35 menit)

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mendengarkan siswa mampu menunjukkan jalan menuju tempat – tempat umum dan mengikuti perintah (petunjuk jalan)
2. Melalui kegiatan berbicara siswa mampu menyebutkan arah petunjuk jalan menemukan informasi tentang tempat – tempat umum

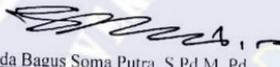
B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan pembelajaran yang berkaitan tentang tempat – tempat umum
3. Siswa membuat petunjuk jalan sesuai dengan tempat umum yang di berikan
4. Siswa mendiskripsikan petunjuk jalan tentang tempat – tempat umum
5. Siswa dan guru menyimpulkan pembelajaran hari itu
6. Guru dan siswa melakukan refleksi, umpan balik, dan tindak lanjut

C. PENILAIAN

1. Pengetahuan : mengidentifikasi informasi tentang tempat – tempat umum
2. Keterampilan : berbicara dengan benar

Mengetahui
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SDN 3 Banjar Jawa
Kelas / Semester : IV / 2
Tema : Pakaian
Pembelajaran : 1
Alokasi waktu : 1 x pertemuan (2 x 35 menit)

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mendengarkan siswa mampu mengidentifikasi nama – nama pakaian
2. Melalui kegiatan diskusi siswa mampu menyebutkan nama – nama pakaian yang sedang di pakai
3. Melalui kegiatan menulis siswa mampu menulis kalimat ataupun paragraph pendek tentang pakaian

B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan dengan seksama penjelasan guru
3. Siswa menyebutkan nama – nama pakaian yang sedang di pakainya maupun yang di pakai orang umum
4. Siswa menulis kata, kalimat dan paragraph pendek tentang pakaian
5. Guru dan siswa menyimpulkan kegiatan pembelajaran
6. Guru bersama siswa melakukan refleksi, umpan balik, dan tindak lanjut

C. PENILAIAN

1. Pengetahuan : menyebutkan nama – nama pakaian
2. Keterampilan : menulis dengan ejaan yang benar

Mengetahui
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Appendix 8. Lesson Plan of SD LAB Singaraja

RENCANA PROGRAM PEMBELAJARAN
Sekolah Dasar
Mata Pelajaran: Bahasa Inggris
Kelas/semester: IV/1

A. Kompetensi Dasar:

1. Menyapa dan mengucapkan salam perpisahan kepada teman dan guru.
2. Menanyakan nama teman.

B. Indikator:

- Menyapa teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
- Mengucapkan salam perpisahan kepada teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
- Menanyakan nama teman dengan menggunakan bahasa Inggris dengan lafal dan ucapan

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyapa teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
- mengucapkan salam perpisahan kepada teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
- menanyakan nama teman dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.

D. Materi Pembelajaran: How Do You Spell Your Name (A New Friend)

E. Alokasi Waktu: 4 jam pelajaran (4 kali pertemuan)

F. Metode: *Integrated Skills* (mendengarkan, memperagakan, menirukan, bercakap-cakap, menulis, penguasaan)

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal

Guru menyapa siswa dengan sapaan "*Hello my name's ...*" (menyebutkan nama diri) sambil melambaikan tangan. Siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian guru bertanya keadaan siswa dengan ungkapan "*How are you?*"

Keg. Inti

1. Dengan bimbingan guru, siswa diajak untuk mencermati gambar yang ada dibuku cetak halaman 2. Siswa mengidentifikasi karakter dalam gambar bersama guru. Lalu, siswa membaca soal bersama-sama dengan guru. Setelah itu, siswa mendiskusikan jawaban dengan teman sebangku. Selanjutnya guru dan siswa membahas jawaban yang tepat.
2. Guru mengarahkan siswa untuk melihat alfabet digambar pada hal 2 dan menanyakan huruf tersebut. Setelah itu siswa diarahkan untuk melihat alfabet bahasa Inggris di hal 3. Siswa menyimak audio cara mengucapkan huruf dalam

	<p>bahasa Inggris. Siswa dengan bimbingan guru berusaha membaca huruf per barisnya. Beberapa siswa membaca huruf yang ditunjuk oleh guru.</p> <p>3. Guru mengarahkan siswa untuk memperhatikan gambar lingkaran di hal 4. Siswa menghitung jumlah lingkaran yang ada. Siswa membaca nyaring huruf-huruf yang ada di dalam lingkaran. Setelah siswa siap dengan pensil warnanya, siswa mendengarkan audio lalu mewarnai lingkaran. Audio diputar sebanyak 2 kali. Bersama dengan guru, siswa membahas hasil pewarnaan mereka.</p> <p>4. Siswa diarahkan untuk membaca kata dalam kotak pada halaman 5. Lalu, siswa diminta untuk memperhatikan 2 pohon kategori dengan contohnya. Setelah itu siswa mengelompokkan kata-kata dalam kotak kedalam pohon kategori <i>shapes</i> dan <i>colors</i>. Bersama dengan guru, siswa membahas pengelompokan kata tersebut.</p>
Keg. Akhir	<p>Guru menanyakan apa yang sudah dipelajari. Guru meminta siswa mengeja nama guru mereka. Guru meminta siswa menyebutkan salah satu bentuk benda yang ditunjuk. Guru meminta siswa untuk menyebut salah satu warna yang ditunjuk.</p> <p>Guru menutup pembelajaran.</p>
Pert II – Keg. Awal	<p>Guru menyapa siswa dengan berkata, "Hello. How are you today?" Siswa menjawab sapaan guru dengan baik dan benar.</p>
Keg. Inti	<p>1. Guru mengarahkan siswa untuk membuka buku halaman 7. Siswa memperhatikan gambar dan menyebutkan gambar tersebut dalam bahasa Inggris. Lalu, siswa membaca lirik di buku. Setelah siswa, familiar dengan pengucapannya siswa mendengarkan <i>chant</i> pada halaman tersebut. Siswa menirukan bersamaan dengan audio. Yang terakhir siswa menyanyikan <i>chant</i> tanpa diiringi audio. Guru membuat alternative <i>chan</i> dengan mengubah kata dengan gambar pada buku.</p> <p>2. Guru mengarahkan siswa untuk membuka buku pada halaman 8. Siswa diminta memperhatikan gambar. Lalu siswa mendengarkan audio. Setiap mendengarkan instruksi dari audio, guru memberi contoh melakukan instruksi tersebut. Salah satu siswa diminta untuk melakukan instruksi yang sama. Setelah semua instruksi di laksanakan, siswa melakukan kegiatan tersebut secara berpasangan.</p> <p>3. Guru mengarahkan siswa untuk memperhatikan tabel pada halaman 9. Siswa membaca setiap kata dalam tabel. Guru memberi contoh mengerjakan soal. Siswa mendengarkan audio lalu memilih kata yang didengarnya.</p> <p>4. Guru mengarahkan siswa untuk memperhatikan gambar pada halaman 10. Siswa mengidentifikasi karakter dalam gambar. Siswa mendengarkan audio percakapan tersebut. Setelah itu siswa dibagi menjadi 2 kelompok: laki-laki dan perempuan.</p> <p>Kedua kelompok tersebut menirukan dialog. Setelah itu dua orang siswa mempraktikkan dialog di depan kelas. Terakhir siswa secara berpasangan mempraktikkan dialog tersebut.</p>
Keg. Akhir	<p>Siswa menyanyikan <i>chant</i> pada halaman 7 secara bersama sama.</p> <p>Guru menutup pembelajaran.</p>
Pert III – Keg. Awal	<p>Guru menyapa siswa, "Hello, how are you? Are you ready for English today?" Dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru mengulangi materi pembelajaran sebelumnya."</p>
Keg. Inti	<p>1. Guru mengarahkan siswa untuk membuka buku halaman 11. Siswa memperhatikan gambar dan mendengarkan audio. Lalu, siswa menirukan audio.</p> <p>2. Siswa membuka buku halaman 12. Siswa membaca pilihan jawaban secara bersama sama. Setelah itu, siswa memperhatikan gambar lalu memilih sapaan yang tepat. Bersama dengan guru, siswa membahas jawaban.</p> <p>3. Siswa membuka halaman 13 dan memperhatikan gambar. Siswa mengidentifikasi karakter yang ada di dalam gambar. Lalu, siswa mendengarkan percakapan lalu menjawab pertanyaan.</p> <p>4. Siswa membuka halaman 14 dan mengidentifikasi karakter di dalam gambar. Setelah itu, siswa mendengarkan percakapan. Lalu, siswa mendengarkan percakapan lagi dan menirukannya. Setelah itu, dua orang anak menjadi model di depan kelas untuk mempraktikkan percakapan. Terakhir, siswa mempraktikkan percakapan secara berpasangan.</p>
Keg. Akhir	<p>Guru bertanya pada siswa hal apa saja yang telah dipelajari hari ini.</p> <p>Guru menutup pembelajaran.</p>
Pert IV – Keg. Awal	<p>Guru memberi salam kepada siswa.</p>
Keg. Inti	<p>1. Guru mengarahkan siswa untuk membuka halaman <i>Cutting Page</i> untuk <i>Lesson 1</i>. Siswa memotong gambar sesuai dengan garis. Lalu, siswa memperhatikan guru mengeja kata dari potongan huruf. Siswa menyebutkan kata yang disebut. Secara berkelompok siswa bermain tebak kata dari huruf yang dieja.</p> <p>2. Siswa membaca lirik lagu di halaman 16. Setelah, siswa familiar dengan lirik, siswa mendengarkan lagu "Bingo." Setelah mendengarkan lagu, siswa menyanyi bersama diiringi audio. Guru memberikan huruf besar dari kata Bingo kelima anak. Lalu siswa menyanyikan lagu bersama, ketika huruf disebutkan, anak yg memegang huruf maju dan mengangkat hurufnya.</p> <p>3. Siswa diminta memperhatikan gambar dan situasi pada halaman 17. Lalu siswa membaca nyaring pilihan kata.</p>

Setelah itu siswa mendiskusikan kata untuk melengkapi dialog secara berpasangan. Bersama dengan guru siswa membahas jawaban dari latihan tersebut.

Keg. Akhir

Siswa menyanyikan lagu "Bingo" kemudian guru menutup pelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	8	Mendengarkan audio dan memilih jawaban.
	12	Menjodohkan gambar dengan sapaannya.
	13	Mendengarkan audio dan menuliskan jawabannya.
	17	Melengkapi dialogue.
Lisan	10	Berkenalan dan mengeja nama teman.
	11, 14	Mendengarkan audio dan menirukannya.

I. Sumber belajar: Buku *Grow With English 4 Lesson 1* halaman 1–18, *Audio Grow With English 4 Lesson 1*.

Mengetahui
Kepala Sekolah

Guru

Appendix 9. Syllabus

SILABUS

Satuan Pendidikan : SDN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV/1
Tujuan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana terkait dengan lingkungan terdekat dan sesuai dengan dunia anak-anak.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
<i>A New Friend</i>	<ol style="list-style-type: none"> Menyapa dan mengucapkan salam perpisahan kepada teman dan guru. Menanyakan nama teman. 	<i>Greetings Farewell Spelling Names</i>	<ul style="list-style-type: none"> Menyapa teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Mengucapkan salam perpisahan kepada teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Menanyakan nama teman dengan menggunakan bahasa Inggris dengan lafal 	<ul style="list-style-type: none"> Memperhatikan gambar dan menjawab pertanyaan. Mendengarkan alfabet dalam bahasa Inggris. Mendengarkan audio lalu menjawab. Mengelompokkan kata sesuai kategorinya. Menyanyi bersama dengan gerakan. Mendengarkan audio dan melakukan sesuatu. Mendengarkan audio dan memilih jawaban. Mendengarkan percakapan dan 	Autentik dengan unjuk kerja (<i>performance</i>)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> gambar benda buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
			dan ucapan yang benar <ul style="list-style-type: none"> • Mengeja kata dan nama dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. 	<ul style="list-style-type: none"> • menirukannya • Mendengarkan sapaan dan menirukannya • Menjodohkan gambar dengan kata • Mendengarkan percakapan lalu menjawab • Bermain mengeja • Melengkapi percakapan 			
<i>Schedule</i>	<ol style="list-style-type: none"> 1. Menanyakan dan menyebut nama hari 2. Menanyakan dan memberitahu mata pelajaran favorit 	<i>Days School Subjects</i>	<ul style="list-style-type: none"> • Menanyakan nama hari dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Menyebut nama hari dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. 	<ul style="list-style-type: none"> • Memperhatikan gambar dan menjawab pertanyaan • Mendengarkan audio dan melakukan sesuatu • Menyanyi bersama dengan gerakan • Membaca nyaring • Men cari kata dalam puzzle • Menjodohkan gambar dengan 	Autentik dengan unjuk kerja (<i>performance, role play, project</i>)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
			<ul style="list-style-type: none"> • Menanyakan mata pelajaran favorit dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Memberitahu mata pelajaran favorit dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. 	<ul style="list-style-type: none"> • kata • Mendengarkan audio lalu melengkapi table • Mendengarkan percakapan dan menirukannya • Menanyakan mata pelajaran favorit teman dan melaporkannya • Membaca jadwal pelajaran lalu menentukan pernyataan benar atau salah • Melengkapi teks • Membuat prakarya tentang hari kesukaan 			
<i>My Living Room</i>	<ol style="list-style-type: none"> 1. Menanyakan dan memberitahu lokasi benda 2. Mendeskripsikan ruang tamu secara singkat 3. Memberi instruksi singkat 	<i>Things in the Living room Simple instructions</i>	<ul style="list-style-type: none"> • Menanyakan lokasi suatu benda dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Memberitahu lokasi suatu benda dengan 	<ul style="list-style-type: none"> • Memperhatikan gambar dan menjawab pertanyaan • Membaca waring • Menyanyi bersama dengan gerakan • Memperhatikan gambar lalu menentukan pernyataan benar 	Autentik dengan unjuk kerja (<i>student's drawing & performance</i>)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
			<p>menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.</p> <ul style="list-style-type: none"> Mendeskrripsikan ruang tamu secara singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Memberi instruksi singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. 	<p>atau salah.</p> <ul style="list-style-type: none"> Bertanya jawab lokasi suatu benda berdasarkan informasi pada gambar. Mendengarkan audio lalu menentukan pernyataan benar atau salah. Menanyakan dan memberitahu letak barang berdasarkan ingatan terhadap gambar. Mendengarkan audio dan melakukan sesuatu. Membuat intruksi berdasarkan gambar. Menyusun gambar acak dan menjawab pertanyaan berdasarkan gambar. Menggambaran ruang tamu di rumah dan mendeskripsikannya secara singkat. Melengkapi teks. 			
<i>In the Garden</i>	1. Mendeskripsikan kebun secara singkat.	<i>Things in the Garden</i>	<ul style="list-style-type: none"> Mendeskrripsikan kebun secara singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Meminta sesuatu dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Mengikuti prosedur yang diberikan dalam bahasa Inggris. 	<ul style="list-style-type: none"> Memperhatikan gambar dan menjawab pertanyaan. Membaca nyaring. Memberikan gambar dan menulis. Memperhatikan gambar lalu menentukan pernyataan benar atau salah. Mendengarkan dan menirukan. Mendengarkan audio dan melakukan sesuatu. Menyanyi bersama dengan gerakan. Mendengarkan audio dan menandai gambar yang disebutkan. Mendengarkan audio lalu mengurutkan gambar. Memperhatikan gambar dan membacanya. Berdialog berdasarkan gambar. Mencari kata di dalam puzzle. Melengkapi teks prosedur. 	Autentik dengan unjuk kerja	4 jam pelajaran	Realia yang ada di dalam kelas dan

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
	<ul style="list-style-type: none"> Meminta sesuatu Mengikuti suatu prosedur. 	<i>Asking for something Procedure</i>	<p>n kebun secara singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.</p> <ul style="list-style-type: none"> Meminta sesuatu dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Mengikuti prosedur yang diberikan dalam bahasa Inggris. 	<ul style="list-style-type: none"> Memperhatikan gambar dan menjawab pertanyaan. Membaca nyaring. Memberikan gambar dan menulis. Memperhatikan gambar lalu menentukan pernyataan benar atau salah. Mendengarkan dan menirukan. Mendengarkan audio dan melakukan sesuatu. Menyanyi bersama dengan gerakan. Mendengarkan audio dan menandai gambar yang disebutkan. Mendengarkan audio lalu mengurutkan gambar. Memperhatikan gambar dan membacanya. Berdialog berdasarkan gambar. Mencari kata di dalam puzzle. Melengkapi teks prosedur. 	(performance)		<p>benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> gambar benda buku bergambar yang relevan pemutar audio (mp3 player, CD/DVD player/smartphone)

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
				<ul style="list-style-type: none"> Memperhatikan gambar. Mencari kata di dalam puzzle. Melengkapi teks prosedur. 			

Appendix 10. Rubric Blueprint and Draft Before Revision

No.	Theme	Sub Theme	Basic Competencies	Teaching Method	Activity	Assessment Type
1.	A New Friend	<ul style="list-style-type: none"> - Greeting - Farewell - Spelling names 	1. Greeting and saying goodbye to friends and teachers. 2. Asking for a friend's name.	PjBL	Make a simple self-introduction.	<ul style="list-style-type: none"> - Project assessment - Self-assessment
				PBL	Students are given a problem that they have to solve. They are in a new school and they do not know where is their new class. What should they do?	<ul style="list-style-type: none"> - Portfolio - Self-assessment
				Discovery learning	Find out how to make a good impression of self-introduction. Students are given a phenomenon in which they are new students and the teacher ask them to introducing their self an make a good first impression.	<ul style="list-style-type: none"> - Performance
2.	Schedule	- Days	1. Asking and	PBL	Teacher gives the students a problem to be	<ul style="list-style-type: none"> - Performance

		- School subjects	saying the name of the day. 2. Asking and telling favourite subjects.		solved. Problem: Andi and Ari are in the same group in English subject. The teacher asks them to make a video of simple conversation. However, they have different schedule so they are difficult to shoot the video since they are having their own activities. It will provide Andi and Ari's schedule	- Self-assessment
				PjBL	simple video talks about favourite subjects	- Project assessment
				Task-based learning	Students are given a task about days and school subjects	- Portfolio
3.	My living	- Things in living room - Simple	1. Asking and telling the location of	PBL	Find out the vocabulary about things in living room and make a simple instruction	- Performance - Product assessment (video)

	room	instruction	objects 2. Briefly describe the living room 3. Give brief instructions	Students are given a problem. Problem: Anisa will celebrate her 10th birthday party. She wants to celebrate it in her house. However, she is confused where should she conduct the party since her family do not have a backyard. She also does not have any idea how to decorate a birthday party. Please help Anisa to solve her problem and guide her to do the decoration!	
				Cooperative learning (Mix a match technique) Students work in a group and given cards with pictures and description	- Performance assessment - Self-assessment

				PjBL	<ul style="list-style-type: none"> - Make a simple dialogue about asking for a lost object in the living room. - Drawing things in living room with its description 	<ul style="list-style-type: none"> - Project (video) - Product (drawings)
4.	In the garden	<ul style="list-style-type: none"> - Things in the garden - Asking for something - Procedure 	<ol style="list-style-type: none"> 1. Describing the garden briefly. 2. Asking for something 3. Following a procedure. 	PBL	<p>Find out the way to plant a flower.</p> <p>Students are given a problem to be solved.</p> <p>Problem:</p> <p>Ana's mother is planting some roses in her garden, but suddenly she remembers that she should pick up her son Raka in the kindergarten. She left Ana with her eldest brother and asked Ana to plant the roses. However, Ana does not know how to plant it. Help Ana to solve her problem!</p>	<ul style="list-style-type: none"> - Performance assessment - Self-assessment
				Task-based learning	Students are given a task about kinds of plants with description, and procedure of	<ul style="list-style-type: none"> - Portfolio assessment

					planting plants. They should work in a group and discuss it.	
				Cooperative learning (STAD)	Students work in a group and find out the way of gardening. The tools, kind of plants, and the procedure.	- Portfolio assessment - Self-assessment
5.	My big family's picnic	- Picnic - Family members - The present continuous tense	1. Mentioning the activity. 2. Asking and telling the activities carried out by oneself, friends, and family. 3. Describing the family briefly.	Task-based learning	Students are asked to work in a group and do a task about family members and present continuous tense	- portfolio
				Cooperative learning (TGT)	Students work in a group and given random pictures. They should analyse the pictures and guess the activity. After that they have to connect all the pictures and make a story.	- Performance assessment (speaking)
				Inquiry	Find out the way to release stress. They will explain activities that can be done to relieve stress. Students are shown pictures of father and	- Performance

					mother that are tired of working and pictures of sister or brother that are exhausted from full day of school.	
6.	Food and drink	<ul style="list-style-type: none"> - Foods - Drinks - Ordering foods 	<ol style="list-style-type: none"> 1. Asking and answering questions about food and drink. 2. Ordering food. 3. Describing the taste briefly. 	PBL	<p>Find out how to order foods and drinks via online</p> <p>Problem:</p> <p>The government limit the social activity to decrease Covid-19 cases. However, Budi really wants to go out to eat something sweet and he still confused what kinds of sweet foods and drinks that he wants. Please recommend some sweet foods and drinks for Budi and help him to buy it without violating the government rules!</p>	<ul style="list-style-type: none"> - Portfolio - Self-assessment
				Task based learning	Students given a task about kinds of foods and drinks	- Portfolio assessment

				Project-based learning	Make a role play about ordering foods and drink in a restaurant.	- Project assessment (video)
7.	Toys (possession)	- Toys - Pronouns	1. Asking and informing about ownership. 2. Confirming the ownership of the things.	PjBL	Make a simple dialogue asking and giving information about toys.	- Project assessment (video)
				Task-based learning	Students work in a group and given a worksheet about possession and toys.	- portfolio
				Inquiry	Find out the way how to use or express possessions from pictures given.	- Performance
8.	Weather	Weather	1. Asking and telling the weather	PjBL	- Make a role play as weather reporter - Dialogue asking and giving information about weather	- Product assessment (video) - Project assessment
				Cooperative learning (Make a match)	Students given random cards with pictures (ciri-ciri cuaca) and cards with answers. They have to discuss and match it.	- Performance - Self-assessment

				Discovery	Find out kinds of weather in different area	- performance
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Rubric Draft

Theme : A New Friend

Teaching Method : Project-based learning

Assessment Type : Project assessment and self-assessment

Make a simple video of self-introduction to a new friend.

Syntax:

1. Preparation

Teacher introduce the topic to the students and ask them to discuss it with their chair mates.

2. Planning

The students plan the script and how they will shoot or edit the video of their self-introduction.

3. Research

Students find information about how to make a good video of self-introduction.

4. Conclusion

Students conclude the information they have gathered and start to make the video.

5. Presentation

Students present their video to the class or upload it on YouTube.

6. Evaluation

Teacher assess the videos and give feedback to the students.

Rubric for assessing the video

Grading Criteria	Beginning 1	Developing 3	Distinguished 5	Score
Content and Organization	The self-introduction aspect is very lacking. No greetings and no farewells.	The self-introduction aspect is quite complete. Well explained starting with greetings, biodata and closed with farewells.	The self-introduction aspect is very complete. Well explained with logical flow starting with greetings, biodata, and closed with farewells.	
Creativity and Element of Design	No editing elements and poor-quality video.	Inappropriate effects or editing elements (excessive or insufficient). The video has a pretty	Great sense of design. Appropriate effects or editing. The video has good quality and focus.	

		good quality and focus.		
Speaking skills	Speaks with many pauses and the voice cannot be heard clearly. Lots of mispronunciations and cannot be understood.	Speaks with pauses or mumbling, but it can still be heard. There were some mispronunciations but still understandable.	Speaks fluently and can be heard clearly. There is no mispronunciation.	
Mechanics	Many grammatical errors and cannot be understood. Inappropriate choice of word.	There are some grammar mistakes in speaking, but still understandable. The choice of words is quite diverse and appropriate.	Speaks with correct and appropriate grammar. The choice of words is diverse and in accordance with the context of use.	
Total:				
Final score: total score x 5				

Rubric for assessing the process

Grading Criteria	Beginning 1	Developing 3	Distinguished 5	Score
Preparation and planning	Students are still confused in preparing and planning the project they will make. The script still has many grammatical errors, misspelling, capitalization, and punctuation.	Students are able to prepare and plan projects to be worked on. The script has some grammatical errors, misspellings, capitalization, and punctuation.	Students can prepare and plan projects well. There are no errors in writing the script either grammar, spelling, use of capital letters, and punctuation.	
Variety of sources	The information collected is obtained from only one source or from an unreliable source.	The information collected is obtained from several reliable and appropriate sources.	The information collected regarding the project is obtained from various and reliable sources such as books, internet, YouTube and so on.	
Total:				
Final score: total x 20				

Self-assessment

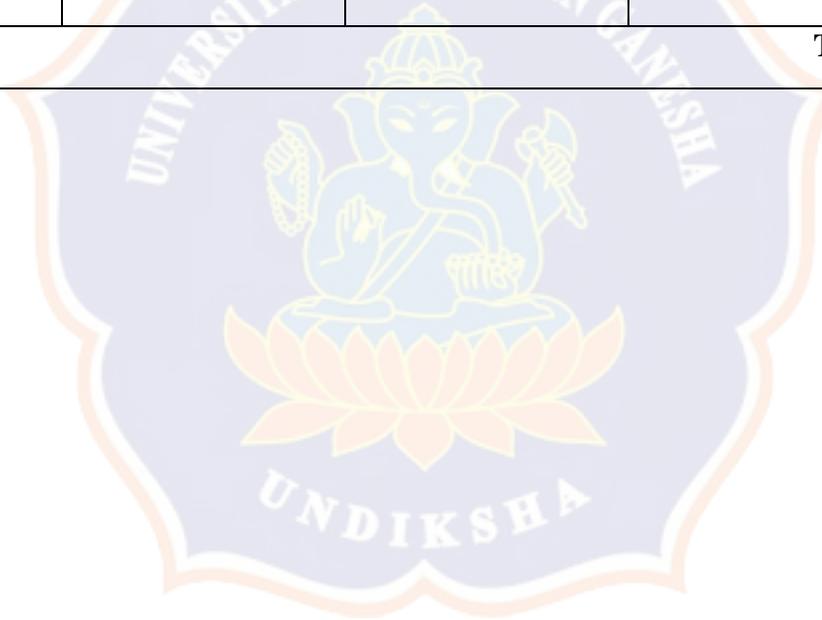
Put ✓ on the column that suits your level.

Project Criteria	Limited 	Adequate 	Proficient 	Excellent 
I can greet people properly.				
I can explain my biodata properly and completely.				
I can spell my name correctly.				
I can say farewell expression properly.				
I understand how to introduce myself.				
What I need to improve is/are....				

Rubric for assessing students' social attitude

Grading Criteria	Poor 1	Seen 2	Developing 3	Entrust 4	Score
Honesty	Action or behaviour do not match with what is said	Action or behaviour less likely not match with what is being said	Action or behaviour sometimes correspond to what is said	Action or behaviour is always in accordance with what is said.	
Discipline	Very incapable of following the rules	Unable to follow the rules	Able to follow rules with teacher directions	Able to follow the rules with self-awareness	
Responsibility	Disorganized and not completing school assignments	Less orderly in following instructions and not on time in completing school assignments	Not orderly in following the instructions but completing the school assignments on time	Orderly in following the instructions and completing the school assignments on time	
Politeness	Speaks with bad words and no manners.	Speaks with bad words and lacks manners.	Speaks in good language but acts impolite.	Speaks in good language and acts polite.	

Care	Have no empathy for friends and the environment	Sometimes have a sense of empathy for friends and the environment.	Often have a sense of empathy with friends and the environment.	Always have a sense of empathy with friends and the environment.	
Confidence	Have not shown confidence yet.	Requires teacher's help to be confident.	Still hesitates to do something	Confident in doing something.	
					Total:

Description**Total score:****Very good : 15-16****Good : 12-14****Fair : 7-11****Poor : 3-6**

Appendix 11. Expert Judgement Rubric for Educational Expert

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Educational Experts”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric to Assess the English Skills of 4th Grade Students in Buleleng.

Researcher : Ni Luh Sri Wahyu Purnami

Evaluator :

Occupation/Position :

Grade : 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.						
2.	The rubrics help teachers to vary the method of learning process.						
3.	The rubrics help teachers to vary the learning activity process.						
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.						
5.	The rubrics are suitable for the students' needs.						
6.	The activities are relevant to						

	the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.						
8.	The learning methods used in the rubrics are suitable for the students to learn English.						
9.	The steps are presented systematically to make teachers easier to understand.						
<p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.						
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.						
12.	The activities in the rubrics are elaborated by using the clear language.						
13.	The rubrics are easy to understand and used for the teachers.						

14.	The activities in the rubrics are delivered briefly and straight to the point.						
<p>D. Presentation attributes</p> <p><i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.						
16.	The instructions are presented by using various pictures.						
17.	The learning activities in the rubrics are suitable for the topics.						
18.	The learning activities in the rubrics are suitable for the students' level.						
19.	The assessment of the processes are well-designed to assess students' process.						
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.						

21.	The instructions are easy to understand.						
22.	The font use and size is appropriate.						
23.	The important parts are marked by bolded words.						
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.						
25.	The elements of the rubrics are integrated suitably.						
26.	The rubrics are objective and unbiased.						
27.	The rubrics are new and innovative.						
Total:							

Singarja,

Have been acknowledge by:

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Appendix 12. Expert Judgement Rubric for Teacher

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Teacher”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric to Assess the English Skills of 4th Grade Students in Buleleng.

Researcher : Ni Luh Sri Wahyu Purnami

Evaluator :

Occupation/Position :

Grade : 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.						
2.	The rubrics help teachers to vary the method of learning process.						
3.	The rubrics help teachers to vary the learning activity process.						
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.						
5.	The rubrics are suitable for the students' needs.						
6.	The activities are relevant to						

	the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.						
8.	The learning methods used in the rubrics are suitable for the students to learn English.						
9.	The steps are presented systematically to make teachers easier to understand.						
<p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.						
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.						
12.	The activities in the rubrics are elaborated by using the clear language.						
13.	The rubrics are easy to understand and used for the teachers.						

14.	The activities in the rubrics are delivered briefly and straight to the point.						
<p>D. Presentation attributes</p> <p><i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.						
16.	The instructions are presented by using various pictures.						
17.	The learning activities in the rubrics are suitable for the topics.						
18.	The learning activities in the rubrics are suitable for the students' level.						
19.	The assessment of the processes are well-designed to assess students' process.						
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.						

21.	The instructions are easy to understand.						
22.	The font use and size is appropriate.						
23.	The important parts are marked by bolded words.						
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.						
25.	The elements of the rubrics are integrated suitably.						
26.	The rubrics are objective and unbiased.						
27.	The rubrics are new and innovative.						
Total:							

Singarja,

Have been acknowledge by:

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Appendix 13. Result of Expert Judgement from 1st Expert

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Educational Experts”

Target	: Elementary School Students Research
Title	: Developing Authentic Assessment Rubric to Assess the English Skills of 4 th Grade Students in Buleleng.
Researcher	: Ni Luh Sri Wahyu Purnami
Evaluator	: Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation/Position	: Supervisor
Grade	: 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.		√				
6.	The activities are relevant to		√				

	the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the t rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
<p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.	√					
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.	√					
12.	The activities in the rubrics are elaborated by using the clear language.		√				
13.	The rubrics are easy to understand and used for the teachers.		√				

14.	The activities in the rubrics are delivered briefly and straight to the point.	√					
<p>D. Presentation attributes</p> <p><i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.	√					
16.	The instructions are presented by using various pictures.	√					
17.	The learning activities in the rubrics are suitable for the topics.	√					
18.	The learning activities in the rubrics are suitable for the students' level.	√					
19.	The assessment of the processes are well-designed to assess students' process.	√					
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.	√					
21.	The instructions are easy to understand.		√				
22.	The font use and size is appropriate.	√					
23.	The important parts are marked	√					

	by bolded words.						
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.	√					
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					
Total:		129					

Singarja, January 19, 2022

Have been acknowledge by:

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

NIP: 196206261986032002

Appendix 14. Result of Expert Judgement from 2nd Expert

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Educational Experts”

Target	: Elementary School Students Research
Title	: Developing Authentic Assessment Rubric to Assess the English Skills of 4 th Grade Students in Buleleng.
Researcher	: Ni Luh Sri Wahyu Purnami
Evaluator	: Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation/Position	: Supervisor
Grade	: 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.		√				
6.	The activities are relevant		√				

	to the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.		√				
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.		√				
12.	The activities in the rubrics are elaborated by using the clear language.		√				
13.	The rubrics are easy to understand and used for the	√					

	teachers.						
14.	The activities in the rubrics are delivered briefly and straight to the point.	√					
<p>D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.	√					
16.	The instructions are presented by using various pictures.	√					
17.	The learning activities in the rubrics are suitable for the topics.	√					
18.	The learning activities in the rubrics are suitable for the students' level.	√					
19.	The assessment of the processes are well-designed to assess students' process.	√					
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.	√					

21.	The instructions are easy to understand.		√				
22.	The font use and size is appropriate.		√				
23.	The important parts are marked by bolded words.		√				
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.		√				
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					
Total:		123					

Singarja, January 20, 2022

Have been acknowledge by:

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP: 199309192018032001

Appendix 15. Result of Expert Judgement from 3rd Expert

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Educational Experts”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric to Assess the English Skills of 4th Grade Students in Buleleng.

Researcher : Ni Luh Sri Wahyu Purnami

Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Occupation/Position : Supervisor

Grade : 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.	✓					
2.	The rubrics help teachers to vary the method of learning process.		✓				
3.	The rubrics help teachers to vary the learning activity process.	✓					
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.	✓					
5.	The rubrics are suitable for the students' needs.		✓				

6.	The activities are relevant to the students daily life.		✓				
7.	The learning activities are suitable for the students' cognitive level.	✓					
8.	The learning methods used in the rubrics are suitable for the students to learn English.	✓					
9.	The steps are presented systematically to make teachers easier to understand.	✓					
<p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.	✓					
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.	✓					
12.	The activities in the rubrics are elaborated by using the clear language.		✓				

13.	The rubrics are easy to understand and used for the teachers.	✓					
14.	The activities in the rubrics are delivered briefly and straight to the point.	✓					
<p>D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.	✓					
16.	The instructions are presented by using various pictures.	✓					
17.	The learning activities in the rubrics are suitable for the topics.	✓					
18.	The learning activities in the rubrics are suitable for the students' level.	✓					
19.	The assessment of the processes are well-designed to assess students' process.	✓					
20.	The assessment of the product or performance is well-designed to assess the	✓					

	students' product or performance.						
21.	The instructions are easy to understand.	✓					
22.	The font use and size is appropriate.	✓					
23.	The important parts are marked by bolded words.	✓					
E.Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
24.	The contents of the rubrics are appropriate.	✓					
25.	The elements of the rubrics are integrated suitably.	✓					
26.	The rubrics are objective and unbiased.	✓					
27.	The rubrics are new and innovative.	✓					
Total:		131					

Singarja, January 21, 2022

Have been acknowledged by:



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIR. 19890408 2013050214

Appendix 16. Result of Rubric Judgement from 1st Teacher

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Teacher”

Target	: Elementary School Students Research
Title	: Developing Authentic Assessment Rubric to Assess the English Skills of 4 th Grade Students in Buleleng.
Researcher	: Ni Luh Sri Wahyu Purnami
Evaluator	: Ni Luh Ayu Supariasari S.Pd.
Occupation/Position	: Teacher
Grade	: 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4, 5, and 6 grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.		√				
6.	The activities are relevant		√				

	to the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.		√				
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.		√				
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.		√				
12.	The activities in the rubrics are elaborated by using the clear language.		√				
13.	The rubrics are easy to understand and used for the		√				

	teachers.						
14.	The activities in the rubrics are delivered briefly and straight to the point.		√				
<p>D. Presentation attributes <i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.		√				
16.	The instructions are presented by using various pictures.	√					
17.	The learning activities in the rubrics are suitable for the topics.	√					
18.	The learning activities in the rubrics are suitable for the students' level.	√					
19.	The assessment of the processes are well-designed to assess students' process.		√				
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.		√				

21.	The instructions are easy to understand.	√					
22.	The font use and size is appropriate.		√				
23.	The important parts are marked by bolded words.	√					
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.		√				
25.	The elements of the rubrics are integrated suitably.		√				
26.	The rubrics are objective and unbiased.		√				
27.	The rubrics are new and innovative.	√					
Total		120					

Singarja, January 20, 2022

Have been acknowledge by:



Ni Luh Ayu Supariasari S.Pd.

Appendix 17. Result of Rubric Judgement from 2nd Teacher

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 4th Grade Students by Teachers”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric to Assess the English Skills of 4th Grade Students in Buleleng.

Researcher : Ni Luh Sri Wahyu Purnami

Evaluator : Putu Yogi Arshita Dewi, S.Pd

Occupation/Position : Teacher

Grade : 4

Description: This evaluation sheet is used to assess the rubrics quality based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery Based Learning for 4th grade of elementary students. The rubrics are developed in order to be implemented in online or offline learning situations. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Rubric as an assessment for learning process							
1.	The rubrics help teachers to assess students' learning process.	√					
2.	The rubrics help teachers to vary the method of learning process.	√					
3.	The rubrics help teachers to vary the learning activity process.	√					
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, and organization or structure of content)</i>							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to		√				

	the students daily life.						
7.	The learning activities are suitable for the students' cognitive level.	√					
8.	The learning methods used in the rubrics are suitable for the students to learn English.	√					
9.	The steps are presented systematically to make teachers easier to understand.	√					
<p>C. Language Attributes (complexity of vocabulary and sentence structures) <i>(Choice of vocabularies, complexities or sentence structures, verbs, consistency, clarity, and conciseness)</i></p>							
10.	The rubrics use the proper words that match to the topic, sub-topic, students' grade, and students' activities.	√					
11.	The rubrics use the proper phrase/clause/sentences that match to the topic, sub-topic, students' grade, and students' activities.	√					
12.	The activities in the rubrics are elaborated by using the clear language.		√				
13.	The rubrics are easy to understand and used for the teachers.	√					

14.	The activities in the rubrics are delivered briefly and straight to the point.	√					
<p>D. Presentation attributes</p> <p><i>(space, titles, heading, and subheadings, use of numbers, graphics, illustrations, and visuals, format, layout)</i></p>							
15.	The learning activities are designed in an interesting way.	√					
16.	The instructions are presented by using various pictures.		√				
17.	The learning activities in the rubrics are suitable for the topics.		√				
18.	The learning activities in the rubrics are suitable for the students' level.		√				
19.	The assessment of the processes are well-designed to assess students' process.	√					
20.	The assessment of the product or performance is well-designed to assess the students' product or performance.	√					

21.	The instructions are easy to understand.	√					
22.	The font use and size is appropriate.	√					
23.	The important parts are marked by bolded words.		√				
E.Subject matter attributes							
<i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
24.	The contents of the rubrics are appropriate.		√				
25.	The elements of the rubrics are integrated suitably.	√					
26.	The rubrics are objective and unbiased.	√					
27.	The rubrics are new and innovative.	√					
Total:		128					

Singarja, January 20, 2022

Have been acknowledge by:



Putu Yogi Arshita Dewi, S.Pd
NPY. 707 1126

Appendix 18. Link of the Rubric

The product of this study is accessible through this link

https://docs.google.com/document/d/10dGRA-NQq7ucfY_hzdiVV2vGaesFvpYL/edit?usp=sharing&oid=100017766723149911921&rtpof=true&sd=true

Appendix 19. The Documentation



CURRICULUM VITAE



Ni Luh Sri Wahyu Purnami was born in Pergung, 16th of July 2000. Now, she is 21 years old. She started her education in 2006 in Putra Semadi kindergarten. Then, in 2007 she continued to elementary school namely SDN 1 Pergung and graduated in 2012. After that, she joined the junior high school at SMP N 4 Mendoyo and graduated in 2015. The next education that she joined was senior high school at SMA N 2 Negara and took language class. Graduated in 2018, she decided to join educational university in Bali, Universitas Pendidikan Ganesha. She was accepted in English Language Education in 2018. She was a part of B class which known as Brilliant class. She finished the undergraduate degree program by writing research entitled “Developing Authentic Assessment Rubric for Assessing the English Skills of 4 Grade Students in Buleleng”.