

APPENDICES

Appendix 1 Teacher's Interview Guide Theory

Num.	Theories	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,	8

	attitudes, or abilities and makes it easier for teachers to analyse the learning outcomes that have been obtained by students (Afriana & Festiyed, 2020).	
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

Appendix 2 Interview Guide for Teacher

No	Questions
1	Apakah Anda menggunakan metode mengajar abad 21 seperti PBL, PjBL, Inkuiri, Discovery, Task Based, atau Cooperative 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 3 Theories for students' interview guide

No.	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.	<p>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).</p> <p>Assessment is carried out continuously at all stages of the learning process to collect data about students' language understanding, skills, strategies and attitudes (Irdiyansyah & Gusnadi, 2018).</p>	5
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 4 Interview guide for students

No	Questions
1.	Apakah guru bahasa Inggris pernah mengajak siswa untuk berdiskusi kelompok dalam pembelajaran online maupun tatap muka?
2.	Seberapa sering guru bahasa Inggris mengajak siswa untuk mengadakan diskusi kelompok dalam pembelajaran online maupun tatap muka?
3.	Apakah ada sesi tanya jawab dalam pembelajaran bahasa Inggris?
4	Seberapa sering sesi tanya jawab dilaksanakan dalam pembelajaran bahasa Inggris?
5.	<p>Bagaimana guru mengadakan penilaian kepada siswa? (Siswa dapat memilih lebih dari satu jawaban)</p> <ul style="list-style-type: none"> - Memberikan tugas proyek yang dikerjakan berkelompok seperti video dll. - Mengadakan tes (pilihan ganda, essay dll) - Memberikan latihan soal sebagai tugas harian - Mengadakan kuis - Melakukan presentasi - Dll (sebutkan)
6.	Apakah guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa?
7.	Seberapa sering guru bahasa Inggris mengembalikan tugas bahasa Inggris siswa?
8.	Apakah tugas yang telah dinilai dan dikembalikan berisi komentar atau umpan balik tentang tugas yang telah dikerjakan?

9.	Seberapa sering guru bahasa Inggris memberikan komentar pada tugas yang telah dikerjakan?
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Questionnaire for students if interview cannot be conducted

<https://forms.gle/U6u4YFxTVwHezPFw6>



Appendix 5 Theory for observation sheet

Related Theories
<p>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).</p>
<p>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).</p>
<p>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.</p>
<p>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).</p>
<p>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).</p>
<p>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)</p>

Appendix 6 Observation sheet

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

Appendix 7 Blue print of the future assessment rubric

Blueprint for Authentic Assessment Rubric of 5th Grade Elementary School' Students

1 st SEMESTER						
Num.	Basic Competency (s)	Theme	Sub-theme	Activity (s)	Teaching Method	Assessment
1.	1. Respond to very simple instructions verbally in a classroom context 2. Introducing self and get acquainted 3. Make a mind map about yourself using the right vocabulary.	All about me	Self-introduction	Making a simple and short video to introduce students' self	Project based learning	<ul style="list-style-type: none"> • Product assessment • Project assessment
			Dream job	The teacher presents the picture or simple characteristics of the occupations, students do the simple individual investigation to find the information about job/occupation exist to	Inquiry learning	Performance assessment

				construct their own knowledge, then make a decision about job they have dreamed and present it to the class		
			Hobby	Students given the problem about hobby, they need to solve the problem by identifying what exactly the picture show and guess the hobby meant, they make a mind map about it and the hobby belongs to them	<ul style="list-style-type: none"> • Problem based learning • Task based learning 	<ul style="list-style-type: none"> • Performance assessment • Project assessment

2.	1. Provide directions using appropriate language 2. Respond to very simple verbal instructions regarding directions to a room at school.	School (direction)	Imperatives	Students given a task about imperatives topic, they asked to do the task based on the direction given	Task based learning	<ul style="list-style-type: none"> • Performance assessment • Self-assessment
			Preposition of place	Students given a task about direction, they try to identify the topic, then start to do the task, and the last do the activity that can encourage to be able to use and practice with the language	Task based learning	<ul style="list-style-type: none"> • Performance assessment • Self-assessment
			Name of room	Students face with a problem, they asked to find the solution and the answer	<ul style="list-style-type: none"> • Problem based learning • Task based learning 	<ul style="list-style-type: none"> • Performance assessment • Portfolio assessment

				<p>of the problem related to the topic to be able to point the direction of room verbally, or on the other hand, students given a task to identify the topic, then start to do the task given, and finally encourage to be able to practice and use the target language</p>		
			Ordinal numbers	<p>The teacher presents the pictures of things, students do the simple individual</p>	Inquiry learning	Performance assessment

				<p>investigation to find the information about order/sequence of those to construct their own knowledge, then make a decision about each picture's order related with the ordinal number (1st, 2nd, etc.)</p>		
3.	<ol style="list-style-type: none"> 1. Describe the body parts 2. Respond to very simple verbal instructions about body parts 		Symptom/illness	<p>Students work in a group (with STAD method), they work together to accomplish and completing a given task</p>	Cooperative learning	Performance assessment

	<p>3. Asking and giving information using appropriate language</p> <p>4. Identify a short message containing the hope of someone's healing by using the right language</p>	<p>At the doctor's</p>	<p>Part of body</p>	<p>Students make a simple poster about part of body and then mentioned or make a short explanation about the name and the function of each part</p>	<p>Project based learning</p>	<ul style="list-style-type: none"> • Product assessment • Project assessment
			<p>Sympathy</p>	<p>Students given a task related to the material, identify the topic and do the task based on the direction, or given the problem about the topic and try to find the solution of it, and then perform it in front of the</p>	<ul style="list-style-type: none"> • Task based learning • Problem based learning 	<ul style="list-style-type: none"> • Performance assessment • Self-assessment

				class (students can be directed to make a simple conversation to asking about someone condition with the correct language)		
4.	<ol style="list-style-type: none"> 1. Describe a person's physical characteristics 2. Respond to very simple instructions regarding forms 3. Identify a person through his/her physical characteristics 	Describing people	Parts of body	Students make a simple picture of someone, can be their own self or another with their own part of body characteristic as their uniqueness and then mentioned or make a short explanation about it	Project based learning	<ul style="list-style-type: none"> • Product assessment • Project assessment

			Adjectives	Students directed to do a task related to the topic to know which people related to the characteristic mentioned, or students asked to make a video to describe people in term of their unique part of body as their unique characteristics.	<ul style="list-style-type: none"> • Task based learning • Project assessment 	<ul style="list-style-type: none"> • Performance assessment • Product assessment • Project assessment
2nd SEMESTER						
1.	1. Describing appropriate clothing for a particular weather		Clothes	Students make a role play in a small group then perform it together to talk about clothes	Project based learning	Performance assessment

<p>2. Responds to very simple instructions regarding to the clothing</p> <p>3. Asking and responding to the clothing needs in appropriate language</p>	<p>At the clothes shop</p>	<p>Weather</p>	<p>Students create a picture of one weather they decide to make and make a simple explanation of it, or on the other hand, students can be directed to work together in a group to find out, build, and share the knowledge about weather</p>	<ul style="list-style-type: none"> • Project based learning • Cooperative learning (by using jury process with jigsaw method) 	<ul style="list-style-type: none"> • Product assessment • Project assessment • Performance assessment
		<p>Colors</p>	<p>Students work independently to identify the phenomenon (can be the rainbow phenomenon), to know the basic colors with curiosity</p>	<ul style="list-style-type: none"> • Discovery learning 	<ul style="list-style-type: none"> • Performance assessment • Portfolio assessment

				and answer every question appear about color and the color that match with the clothes, students also can be invited to do shorting color activity		
			Size	Students try to observe things around them and identify the size of them (small, smaller, big, bigger, smallest, or biggest), they construct their knowledge of size. Besides that, students can	<ul style="list-style-type: none"> • Inquiry learning • Task based learning 	<ul style="list-style-type: none"> • Performance assessment

				be asked to do the task related to the topic of size, to identify the size of the clothes		
2.	<ol style="list-style-type: none"> 1. Describing farm animals 2. Identify the function and food of farm animals 3. Respond to very simple instructions about farm animals 	Farm animals	Fam animals	Students work together in group, the teacher gives the pictures of animals, students try to find out the name of each animals, the characteristic, and which are belongs to farm animals	Cooperative learning (with STAD method)	Performance assessment
			Animal's food	Students are given pictures of animals and foods; students are asked to decide and match the	Task based learning	<ul style="list-style-type: none"> • Self-assessment • Performance assessment

				proper animals with their proper food		
			Animal's function	Students try to find out what is the function of each animal told by the teacher, and then able to share it with the class	Inquiry learning	Performance assessment
			Animal's sound	Students make a simple video about animals and can imitate the sounds of them	<ul style="list-style-type: none"> • project based learning • task based learning 	<ul style="list-style-type: none"> • Product assessment • Project assessment • Performance assessment
3.	<ol style="list-style-type: none"> 1. Describing hobby (s) 2. Responds to very simple instructions regarding to the hobbies 	Leisure and sports	Hobbies	Students are given the pictures of people' activity, they try to identify what are those and try to	<ul style="list-style-type: none"> • Task based learning • Project based learning 	<ul style="list-style-type: none"> • Performance assessment • Project assessment

				<p>work with their self to think about their own hobby and then make an description about their hobbies clearly and tell it to the class, in the other side, students also can be asked to make a simple conversation and work in pair to talk about hobby with their friend</p>		
			Ability	<p>Students are given a task, they do the task related with the topic and direction</p>	Task based learning	<ul style="list-style-type: none"> • Performance assessment • Self-assessment

				given, such as match the picture with the correct verb, filling the blank, etc.		
			Adverb of frequency	<p>Students make a complete and creative schedule of their daily life activity, then present it to the class.</p> <p>Students also able to be given a task related to the material, can be filling the blank space, answering the question, etc.</p>	<ul style="list-style-type: none"> • Project based learning • Task based learning 	<ul style="list-style-type: none"> • Project assessment • Performance assessment
4.	1. Responding to very simple instructions in		Activities on holiday	Students find out the possible activities that	Inquiry learning	Performance assessment

	<p>the context of a holiday</p> <p>2. Describing the holiday by using the right and correct language</p>			<p>can be done during the holiday, they can tell how to do it and where, based on the problem given</p>		
		<p>Places to Go</p>	<p>Tourist destination</p>	<p>Students are given the problem, then they try to identify the destination place that are in question, on the other hand, students can be directed to draw the destination place questioned and able to make the simple description of it.</p>	<ul style="list-style-type: none"> • Problem based learning • Project based learning 	<ul style="list-style-type: none"> • Portfolio assessment • Project assessment • Performance assessment

Notes:

This rubric assessment will be developed in English. The rubric will be arranged in a model adapted to the learning model and type of assessment that allows it to be used in accordance with the basic competencies, themes, sub-themes, and learning activities that are displayed in the classroom, and of course in accordance with the learning syllabus for grade 5 of elementary school in Buleleng Regency.



Appendix 8 Draft of Authentic Assessment Rubric for Assessing 5th Grade Elementary School Students in Buleleng Regency

TOPIC	: All about me
SUB-TOPIC	: Self introduction
ACTIVITY	: Making a simple and short video to introduce students' self
LEARNING METHOD	: Project based learning
SYNTAX OF LEARNING	: (1) preparation, (2) planning, (3) doing research, (4) conclusion, (5) presentation, (6) evaluation
ASSESSMENT TYPE	: Project assessment

Grading Criteria	Poor	Burgeon	Advance	Score
Critical thinking and creativity	Student has no idea with the topic and project given, have no question to be discussed. Student makes a video in very simple way, no editing, low video quality, lack of interest and does not match with the topic given	Student has a little thing to discuss about the topic and project given. Student creates the video in medium quality of video, adding enough editing, bit interesting, and still related to the topic given	Student has a lot of idea to be discussed regarding to the topic and project given. Student creates a video in very good and clear quality, great editing, really interesting to be watch and related to the topic given	
Organizing the project	Student has unclear step to organize the project given related to the learning topic	Student has some steps to organize the project given related to the learning topic but still has inappropriate step (s)	Student has clear steps to organize the project and really appropriate and related to the topic given	

Collecting information and execute the project	Student does not able to find and collect the proper information related to the project dan topic given that cannot drive his/her to execute the project itself	Student is able to find and collect the proper information but still does not enough to execute the project in proper way	Student is able to find the proper information and fulfill the project given related to the topic	
Concluding	Student cannot make a proper conclusion related to the project and topic given or only makes a conclusion that is lack of the information	Student is able to make a conclusion related to the project and topic given, but not conclude the whole information yet	Student is able to make a conclusion related to the project and topic given and include the whole information needed	
Communication and presentation	Student is lack of confident in presenting the material, less of eye contact, the voice is not audible, and show inappropriate gesture. The information delivered is not clear and hard to be understood	Student presents the material in an audible voice, showing good eye contact and gesture, but still seems not confident. The information delivered is enough clear and enough understandable	Student is really confident in presenting the material, the voice is really clear with proper gesture and eye contact. The information delivered is really clear and understandable	
SCORE IN TOTAL				

TOPIC	: All about me
SUB-TOPIC	: Dream job
ACTIVITY	: The teacher presents the picture or simple characteristics of the occupations; students do the simple individual investigation to find the information about job/occupation exist to construct their own knowledge, then make a decision about job they have dreamed and present it to the class
LEARNING METHOD	: Inquiry learning
SYNTAX OF LEARNING	: (1) observation, (2) asking question, (3) investigative activity, (4) analysis, (5) communication
ASSESSMENT TYPE	: Performance assessment

Grading Criteria	Poor	Burgeon	Advance	Score
Observation skill	Student cannot observe the material and problem given in a well way and have really lack understanding about what to do	Student can observe the material and problem given, but still has a little misunderstanding about what to do	Students can observe the material and problem given very well and understand what to do	
Critical thinking	Student has no idea with the topic and project given, have no question to be discussed, and really confuse about what to do	Student has a little thing to discuss about the topic and project given, but still has a little confusion about what to do	Student has a lot of idea to be discussed regarding to the topic and project given and really understand about what going to do	

Collecting the information	Student does not able to find and collect the proper information related to the problem dan topic given	Student is able to find and collect the proper information but still does not enough to fulfill the process instructed	Student is able to find the proper information and able to fulfill the proses instructed	
Analyzing skill	Student does not able to analyze and determine which information is proper to the problem and topic given, then he/she is driven to the confusion	Student is able to analyze and determine which information is proper to the problem and topic given, but still has a little confusion	Student is able to analyze and determine which information is proper to the problem and topic given, and has no confusion	
Communication skill	Student is lack of confident in presenting the material, less of eye contact, the voice is not audible, and show inappropriate gesture. The information delivered is not clear and hard to be understood, students also cannot answer the question given	Student presents the material in an audible voice, showing good eye contact and gesture, but still seems not confident. The information delivered is enough clear and enough understandable, but sometimes cannot answer the question given clearly	Student is really confident in presenting the material, the voice is really clear with proper gesture and eye contact. The information delivered is really clear and understandable, when given a question the student can answer it clearly	
SCORE IN TOTAL				

TOPIC	: All about me
SUB-TOPIC	: Hobby
ACTIVITY	: Students given the problem about hobby; they need to solve the problem by identifying what exactly the picture show and guess the hobby meant, they make a mind map about it and the hobby belongs to them
LEARNING METHOD	: Problem based learning
SYNTAX OF LEARNING	: (1) elaborating a problem, (2) investigation, (3) doing examine, (4) making investigation report, (5) evaluation
ASSESSMENT TYPE	: Performance assessment

Grading Criteria	Poor	Burgeon	Advance	Score
Observation skill	Student cannot observe the material and problem given in a well way and have really lack understanding about what to do	Student can observe the material and problem given, but still has a little misunderstanding about what to do	Students can observe the material and problem given very well and understand what to do	
Critical thinking	Student has no idea with the topic and project	Student has a little thing to discuss about the topic	Student has a lot of idea to be discussed regarding to	

	given, have no question to be discussed, and really confuse about what to do	and project given, but still has a little confusion about what to do	the topic and project given and really understand about what going to do	
Collecting the information	Student does not able to find and collect the proper information related to the problem dan topic given	Student is able to find and collect the proper information but still does not enough to fulfill the process instructed	Student is able to find the proper information and able to fulfill the proses instructed	
Doing the exam	Student has unclear understanding and step to do the exam given related to the learning topic, student is not serious in doing the exam and almost wrong	Student has enough clear understanding and step to do the exam given related to the learning topic, student is enough serious in doing the exam and almost correct	Student has clear understanding and step to do the exam given related to the learning topic, student is really serious in doing the exam and all in correct	
Reporting skill	Student is lack of confident in reporting the material, less of eye contact, the voice is not audible, and show inappropriate gesture. The report delivered is not clear and hard to be understood, students also cannot answer the question given	Student is confident enough in reporting the material, good eye contact, the voice is audible, and show appropriate gesture. The report delivered clear enough and easy enough to be understood, students also can answer the question given even	Student is really confident in reporting the material, good eye contact, the voice is audible, and show appropriate gesture. The report delivered is really clear and easy to be understood, students also can answer the question given in a proper way	

		sometime has inappropriate answer		
SCORE IN TOTAL				



Appendix 9 Syllabus for 5th Grade English Learning Subject

SILABUS

Satuan Pendidikan : SDN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/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>All About Me</i>	1. Merespons instruksi sangat sederhana secara verbal dalam konteks kelas 2. Memperkenalkan diri dan berkenalan,	<i>Self-introduction</i> <i>Dream job</i> <i>Hobby</i>	<ul style="list-style-type: none"> Memberikan dan menanyakan nama, hobi, jenjang kelas, alamat, cita-cita, dan usia dengan lafal dan ucapan yang benar. Mengeja nama 	<ul style="list-style-type: none"> Mendengarkan dan melakukan Mendengarkan dan mengulangi Menyanyikan lagu Memperagakan 	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>)

	3. Membuat <i>mind map</i> mengenai diri sendiri dengan menggunakan kosa kata yang tepat.		<ul style="list-style-type: none"> • Membuat <i>mind map</i> sederhana sendiri 				
School (Direction)	<ol style="list-style-type: none"> 1. Memberikan instruksi petunjuk arah dengan menggunakan bahasa yang tepat. 2. Merespons instruksi sangat sederhana secara verbal mengenai petunjuk arah menuju ruangan di sekolah. 	<p><i>Imperatives</i></p> <p><i>Preposition of place</i></p> <p><i>Name of room</i></p> <p><i>Ordinal numbers</i></p>	<ul style="list-style-type: none"> • Menyebutkan ruangan di sekolah, <i>ordinal numbers</i> dan <i>imperative</i> dengan ucapan dan lafal yang benar. • Menjawab pertanyaan mengenai denah ruangan dari gambar peta yang tersedia. • Memberikan dan menanyakan arah menuju ruangan yang ada di sekolah dengan 	<ul style="list-style-type: none"> • Mendengarkan dan mengulangi • Mendengarkan dan berbicara (dialog). • Menyanyikan lagu. • Mendengarkan dan melakukan. • Menulis. 	Autentik dengan unjuk kerja (<i>performance /role play</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			penggunaan bahasa yang tepat.				
<i>At the Doctor's</i>	<ol style="list-style-type: none"> 1. Mendeskripsikan bagian-bagian tubuh. 2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh. 3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat. 4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan 	<p><i>Symptom/ illness</i></p> <p><i>Part of body</i></p> <p><i>Sympathy</i></p>	<ul style="list-style-type: none"> • Menyebutkan bagian-bagian tubuh dan penyakit dengan ucapan dan lafal yang benar. • Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat. • Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar. • Membuat dialog singkat tentang kabar seseorang. • Menjawab pertanyaan dari 	<ul style="list-style-type: none"> • Menyanyikan lagu • Mendengarkan dan menulis. • Mendengarkan dan melakukan. • Mendengarkan dan mengulangi • Mendengarkan dan mencocokkan • Mendengarkan dan berbicara (dialog). • Menulis. 	Autentik dengan unjuk kerja (<i>performance</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

	n bahasa yang tepat.		pesan singkat dengan tepat.				
<i>Describing People</i>	<ol style="list-style-type: none"> 1. Mendeskripsikan ciri fisik seseorang. 2. Merespons instruksi sangat sederhana mengenai bentuk. 3. Mengidentifikasi seseorang melalui ciri fisiknya. 	<p><i>Parts of body</i></p> <p><i>Adjectives</i></p>	<ul style="list-style-type: none"> • Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar. • Mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar. • Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar. • Mengisi teks rumpang. 	<ul style="list-style-type: none"> • Mendengarkan dan mengulangi. • Mendengarkan dan melakukan. • menyanyikan lagu. • Mendengarkan dan berbicara (dialog). • Membaca dan menggambar. 	Autentik dengan unjuk kerja (<i>students' drawing & performance</i>)	6 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan <p>pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</p>

SILABUS

Satuan Pendidikan : SDN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/2

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>At The Clothes Shop</i>	<ol style="list-style-type: none"> 1. Mendeskripsikan pakaian yang tepat untuk cuaca tertentu. 2. Merespons instruksi sangat sederhana mengenai pakaian. 3. Menayakan dan memberi respons mengenai kebutuhan pakaian dengan bahasa yang tepat. 	<p><i>Clothes</i></p> <p><i>Weather</i></p> <p><i>Colors</i></p> <p><i>Size</i></p>	<ul style="list-style-type: none"> • Menyebutkan nama-nama pakaian dan ukuran dengan ucapan dan lafal yang benar. • Merespons instruksi sangat sederhana mengenai pakaian dengan menunjukkan 	<ul style="list-style-type: none"> • Mendengarkan dan mengulangi • Mendengarkan dan menunjukkan/ memperagakan • Menyanyikan lagu • Mewarnai • Membaca dan menjodohkan 	Autentik dengan unjuk kerja (<i>performan-ce</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			<p>gambar yang tepat.</p> <ul style="list-style-type: none"> • Mencocokkan pakaian yang tepat dengan cuaca. • Menanyakan dan menjawab mengenai pakaian yang digunakan dicuaca tertentu dengan bahasa yang tepat. • Mewarnai gambar berdasarkan petunjuk dari teks. • Merespons instruksi sangat sederhana mengenai pakaian. • Mencocokkan gambar dengan teks yang sesuai. 	<ul style="list-style-type: none"> • Mendengarkan dan menjodohkan 			
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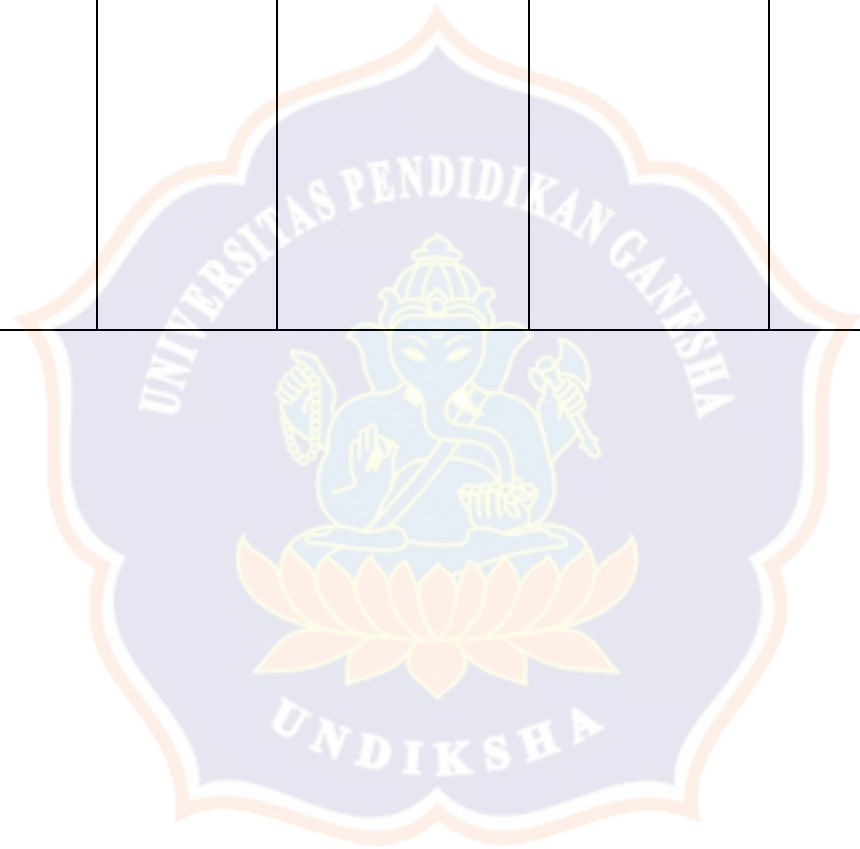
			<ul style="list-style-type: none"> • Mengisi kalimat rumpang. 				
Farm Animals	<ol style="list-style-type: none"> 1. Mendeskripsikan binatang ternak. 2. Mengidentifikasi fungsi dan makanan hewan ternak. 3. Merespons instruksi sangat sederhana mengenai binatang ternak. 	<p><i>Farm animals</i></p> <p><i>Animal's food</i></p> <p><i>Animal's function</i></p> <p><i>Animal's sound</i></p>	<ul style="list-style-type: none"> • Menyebutkan fungsi dan makanan hewan ternak dengan ucapan dan lafal yang benar. • Mencocokkan gambar dengan pernyataan yang tepat. • Menyebutkan dan menebak deskripsi hewan ternak. • Memperagakan instruksi sederhana mengenai suara hewan ternak. • Mengisi paragraph rumpang. • Menggambar dan membacakan deskripsi 	<ul style="list-style-type: none"> • Membaca dan mencocokkan • Mendengarkan dan melakukan/ memperagakan • Menggambar dan menjelaskan. • Menyanyikan lagu. • Mendengarkan dan mengulangi. • Menulis. 	<p>Autentik dengan unjuk kerja (<i>student's drawing, performan -ce, role play</i>)</p>	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			hewan yang digambar.				
<i>Leisure and Sports</i>	<ol style="list-style-type: none"> 1. Mendeskripsikan hobi. 2. Merespons instruksi sangat sederhana mengenai hobi. 	<p><i>Hobbies</i></p> <p><i>Ability</i></p> <p><i>Adverb of frequency</i></p>	<ul style="list-style-type: none"> • Menyebutkan hobi dengan menggunakan kalimat yang tepat sertamengucap kan dengan lafal yang benar. • Mencocokkan rekaman audio dengan gambar yang paling sesuai berdasarkan informasi mengani hobi yang terdapat dalam rekaman. • Menyatakan kemampuan melakukan suatu hal dengan menggunakan bahasa yang 	<ul style="list-style-type: none"> • Mendengarkan dan mencocokkan. • Mendengarkan dan memperagakan . • Mendengarkan dan mengulangi. • Menyanyikan lagu. • Menulis. 	Autentik dengan unjuk kerja (<i>performan -ce, role play</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			<p>benar dan tepat.</p> <ul style="list-style-type: none"> • Menyatakan frekuensi dalam melakukan suatu hal dengan menggunakan bahasa yang benar dan tepat. • Mengisi kalimat rumpang. 				
Places to Go	<ol style="list-style-type: none"> 1. Merespons instruksi sangat sederhana dalam konteks liburan. 2. Mendeskripsikan liburan dengan penggunaan bahasa yang tepat dan benar. 	<p><i>Activities on holiday</i></p> <p><i>Tourist destination</i></p>	<ul style="list-style-type: none"> • Menyebutkan tempat wisata dan aktifitas saat liburan dengan ucapan dan lafal yang benar. • Menanyakan dan memberikan saran rencana liburan dengan menggunakan bahasa yang 	<ul style="list-style-type: none"> • Mendengarkan dan memperagakan • Menyanyikan lagu. • Mendengar dan mengulangi. • Mendengarkan dan berbicara (dialog). • Menulis. 	Autentik dengan unjuk kerja (<i>performance/roleplay</i>)	6 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			<p>benar dan tepat.</p> <ul style="list-style-type: none">• Menjawab pertanyaandari rekaman audio dengan tepat berdasarkan informasi mengani liburan yang terdapat dalam rekaman.• Menanyakan dan menceritakan liburan yang sudah berlalu dengan menggunakan bahasa yang benar dan tepat.• Mengisi kalimat rumpang dalam paragraph.• Mencocokkan gambar dan keterangannya berdasarkan			
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			informasi yang terdapat dalam teks.				
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Appendix 10 Lesson Plan in SD N 3 Banjar Jawa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mendengarkan siswa mampu mengidentifikasi makna kata tentang binatang yang disampaikan secara lisan
2. Melalui kegiatan diskusi siswa mampu mengetahui ungkapan yang berkaitan dengan binatang
3. Melalui kegiatan menulis siswa mampu menulis kalimat pernyataan tentang binatang

B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan dan menyebutkan kata –kata tentang binatang
3. Siswa dan guru berdiskusi tentang ungkapan yang berkaitan dengan binatang
4. Siswa kalimat pernyataan maupun pertanyaan tentang binatang
5. Guru dan siswa menyimpulkan kegiatan pembelajaran
6. Guru bersama siswa melakukan refleksi, umpan balik, dan tindak lanjut

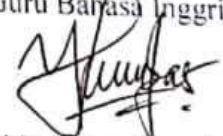
C. PENILAIAN

1. Pengetahuan : mengidentifikasi kata – kata tentang binatang
2. Keterampilan : menulis dengan ejaan yang benar

Mengetahui
Kepala SD Negeri 3 Banjar Jawa

Ida Bagus Soma Putra, M. Pd
NIP : 196209231986061002

Singaraja, 29 – 01 - 2020
Guru Bahasa Inggris


Ni Luh Ayu Supariasri, S. Pd
NIP :

**Appendix 11 Lesson Plan Used in SD Laboratorium Undiksha
Singaraja**

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: V/1

A. Kompetensi Dasar:

1. Merespons instruksi sangat sederhana secara verbal dalam konteks kelas
2. Memperkenalkan diri dan berkenalan,
3. Membuat *mind map* mengenai diri sendiri dengan menggunakan kosa kata yang tepat.

B. Indikator:

- Memberikan dan menanyakan nama, hobi, jenjang kelas, alamat, cita-cita, dan usia dengan lafal dan ucapan yang benar.
- Mengeja nama
- Membuat *mind map* sederhana sendiri

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menanyakan dan menjawab nama, hobi, jenjang kelas, alamat, cita-cita, dan usia dengan ucapan dan lafal yang benar.
- memperkenalkan diri dan berkenalan.
- Membuat *mind map* diri sendiri.

D. Materi Pembelajaran: What Grade Are You In?

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

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

G. Langkah-langkah Kegiatan Pembelajaran:

- | | |
|--------------------|--|
| Pert I – Keg. Awal | Guru menyapa siswa dengan sapaan “ <i>hello</i> ” sambil melambaikan tangan. Siswa menjawab sapaan tersebut dengan baik dan benar. Guru harus memastikan bahwa setiap siswa telah menjawab, apabila ada yang belum menjawab, guru dapat mengulangi sapaan “ <i>hello</i> ” lagi. Kemudian guru menanyakan kabar siswa. |
| Keg. Inti | Dengan bimbingan guru, siswa diajak untuk mencermati gambar yang ada dibuku cetak halaman 2 dengan berkata “ <i>Look and answer</i> ” (sambil menunjuk mata dan |

mulut). Guru meminta siswa menjawab secara bersama-sama pertanyaan berdasarkan gambar.

Kemudian, siswa diminta untuk menirukan kegiatan yang ada di buku cetak halaman 3 setelah guru mengucapkan kalimat yang tertera pada gambar.

Guru menjelaskan kepada siswa mengenai cara mengucapkan jenjang kelas dan kemudian memperdengarkan rekaman percakap yang ada di buku cetak halaman 4. Kemudian, siswa diminta membuat percakapan berdasarkan keterangan yang ada di buku cetak.

Untuk memeriksa pemahaman siswa, guru meminta siswa untuk melingkari jawaban yang benar pada halaman 5 dan 6.

Keg. Akhir

Guru mengisyaratkan angka ke beberapa siswa secara acak, siswa menjawab dengan “*first grade*”, “*second grada*” atau “*fifth grade*” dan seterusnya.

Guru menutup pembelajaran.

Pert II – Keg. Awal

Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar.

Keg. Inti

Guru meminta siswa untuk mengambil buku dan membukanya dengan berkata “*Please open your book to page 7*”. Kemudian, guru memutar audio dan meminta siswa mendengar dan memperhatikan dialog yang ada dibuku. Setelah itu guru meminta murid untuk mengulangi apa yang diucapkan dalam rekaman dan menjelaskan informasi yang terkandung dalam dialog percakapannya. Pastikan semua siswa menguasai dialog tersebut dengan meminta mereka berlatih secara berpasangan. Setelah selesai, guru meminta siswa membuka

halaman berikutnya dan meminta siswa mengulang kembali apa yang disebut didalam rekaman. Kemudian, guru meminta siswa melingkari kosa kata di *word puzzle* mengenai profesi yang sedang dipelajari.

Keg. Akhir

Guru menanyakan siswa secara acak mengenai pelajaran yang dipelajari hari itu dan juga menanyakan bahasa Inggris dari suatu profesi.

Guru menutup pembelajaran.

Pert III – Keg. Awal

Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru mengulangi materi pembelajaran sebelumnya.

Keg. Inti

Guru meminta siswa untuk mendengarkan audio dan memperhatikan dengan berkata “*Listen and look*” (menunjuk telinga dan mata). Siswa memperhatikan dialog yang ada di buku sambil mendengarkan rekaman. Setelah itu guru meminta murid untuk mengulangi apa yang diucapkan dalam rekaman dan menjelaskan informasi yang terkandung dalam dialog percakapannya. Pastikan semua siswa menguasai dialog tersebut dengan meminta mereka berlatih secara berpasangan. Kemudian, guru meminta siswa untuk membuat daftar hobi dan cita-cita teman, minimal 5 dengan menggunakan percakapan yang sudah dijelaskan sebelumnya.

Keg. Akhir

Guru meminta siswa untuk mengumpulkan daftar hasil wawancara mereka kemudian memutar lagu “*Jobs chant*”.

Guru menutup pembelajaran.

Pert IV – Keg. Awal

Guru memberi salam kepada siswa dan menanyakan kabar dengan mengucapkan,

“Hello How Are You.” Guru mengevaluasi seluruh materi yang telah diberikan sebelumnya mengenai perkenalan diri.

Keg. Inti

Guru meminta siswa untuk mengambil buku dan membukanya dengan berkata “*Please open your book to page 13*”. Guru memutar audio dan meminta siswa untuk melengkapi bagian yang rumpang dalam *mind map*. Kemudian guru meminta siswa melengkapi paragraf yang ada di halaman 16 dengan memperhatikan *mind map* yang tersedia. Setelah itu guru meminta siswa untuk membuat *mind map* nya sendiri dengan melengkapi *mind map* yang ada di halaman 14. Kemudian guru meminta siswa membacakan *mind map* nya secara singkat dan tepat di depan kelas.

Keg. Akhir

Guru memutar lagu “*Job Song*” kemudian menutup pembelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	5	Melingkari jawaban yang benar
	9	Mencari kata dalam <i>word puzzle</i>
	11	Menulis hasil wawancara
	13	Mengisi bagian rumpang
	16	Melengkapi paragraf rumpang
Lisan	2	Menjawab pertanyaan secara lisan
	4	Bercakap-cakap dengan teman-temannya mengenai jenjang kelas
	7	Bercakap-cakap dengan teman-temannya mengenai nama, jenjang kelas, dan alamat

	10	Bercakap-cakap dengan teman-temannya mengenai hobi dan cita-cita
	11	Mewawancarai teman-teman di kelas
Praktik	14	Membuat <i>mind map</i>

I. Sumber belajar: Buku *Grow With English 5* Unit 1 halaman 1 - 16, Audio *Grow With English 5* Unit 1.



RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: V/1

A. Kompetensi Dasar:

1. Memberikan instruksi petunjuk arah dengan menggunakan bahasa yang tepat.
2. Merespons instruksi sangat sederhana secara verbal mengenai petunjuk arah menuju ruangan di sekolah.

B. Indikator:

- Menyebutkan ruangan di sekolah, *ordinal numbers* dan *imperative* dengan ucapan dan lafal yang benar.
- Menjawab pertanyaan mengenai denah ruangan dari gambar peta yang tersedia.
- Memberikan dan menanyakan arah menuju ruangan yang ada di sekolah dengan penggunaan bahasa yang tepat.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan ruangan di sekolah, *ordinal numbers* dan *imperative* dengan ucapan dan lafal yang benar.
- menjawab pertanyaan mengenai denah ruangan dari gambar peta yang tersedia.
- memberikan dan menanyakan arah menuju ruangan yang ada di sekolah dengan penggunaan bahasa yang tepat.

D. Materi Pembelajaran: **Where's The Teacher's Office?**

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

F. Metode: *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, penugasan)

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal Guru menyapa siswa "*Hello, how are you?*" dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru meminta siswa memperhatikan gambar di halaman 18 dan menjawab bersama-sama pertanyaan yang guru bacakan. Lalu guru menyatakan tujuan pembelajaran hari ini.

Keg. Inti Guru meminta siswa melihat ke halaman selanjutnya. Kemudian, guru berkata "*Look and say*" sambil menunjuk mata dan mulut. Kemudian, guru menunjuk gambar pertama lalu berkata "*A canteen*" dan seterusnya.

Lalu guru melanjutkan ke halaman 20 dan meminta siswa mengulangi kalimat yang dibacakan. Kemudian guru menjelaskan kosa kata *preposition* kepada murid. Selanjutnya guru meminta siswa menjawab pertanyaan yang ada di halaman 21.

Guru membimbing siswa sampai siswa dapat berbincang dengan teman tentang lokasi ruangan yang ada di sekolah dengan penggunaan bahasa yang tepat serta lafal dan ucapan yang benar dengan melakukan kegiatan yang ada di halaman 22.

Keg. Akhir

Guru menutup pembelajaran.

Pert II – Keg. Awal

Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar.

Guru mengajak siswa kembali mengingat pelajaran yang dipelajari pada pertemuan sebelumnya dengan menanyakan kosa kata *preposition*.

Keg. Inti

Dengan bimbingan guru, siswa diajak untuk mencermati gambar yang ada di buku cetak halaman 24. Guru meminta siswa mengulangi ucapan mengenai *ordinal number* dan melanjutkan ke halaman berikutnya mengenai instruksi memberikan arah dan meminta siswa memperagakan dengan tangannya arah kanan dan kiri. Kemudian, guru meminta siswa menjawab soal yang ada di halaman 26.

Setelah itu siswa diperdengarkan audio percakapan mengenai memberikan petunjuk arah dan siswa secara berpasangan diminta untuk berdialog seperti contoh yang telah diberikan (buku cetak halaman 27).

Keg. Akhir

Guru memutarkan lagu “*Where is the toilet?*” dan meminta murid bernyanyi bersama.

	Guru menutup pembelajaran.
Pert III – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Untuk mereview pembelajaran sebelumnya, guru mengajak siswa menyanyikan lagu <i>“Upstairs, Downstairs”</i>
Keg. Inti	Guru meminta siswa membuka halaman 29 dengan berkata, <i>“Ok, let’s open to page 29.”</i> Kemudian, guru meminta siswa mengulangi kalimat yang dibacakan guru. Setelah itu, murid diminta menjawab pertanyaan yang ada di halaman 30. Guru membimbing siswa berlatih dialog mengenai bertanya dan memberikan informasi arah dengan memutar rekaman percakapan yang ada di halaman 31 dan meminta siswa memperhatikan kalimatnya. Setelah itu siswa diminta membuat percakapan serupa dengan melihat denah yang ada di halaman 31.
Keg. Akhir	Guru memberikan PR buku cetak halaman 32. Guru menutup pembelajaran.
Pert IV – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mereview pembelajaran sebelumnya dengan cara memeriksa PR pada pertemuan sebelumnya bersama-sama.
Keg. Inti	Guru mengevaluasi seluruh materi yang telah diberikan sebelumnya mengenai menanyakan dan memberikan informasi arah menuju suatu ruangan di sekolah.
Keg. Akhir	Guru menutup pembelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	21	Melingkari jawaban yang benar
	26	Menjawab pertanyaan
	30	Mencentang jawaban yang benar
	32	Melengkapi paragraf rumpang
Lisan	18	Menjawab pertanyaan secara lisan
	22	Bercakap-cakap dengan teman-temannya mengenai denah sekolah.
	27	Bercakap-cakap dengan teman-temannya mengenai denah sekolah.
	31	Bercakap-cakap dengan teman-temannya mengenai denah sekolah.

I. Sumber belajar: Buku *Grow With English 5* Unit 2 halaman 17 - 32,
Audio *Grow With English 5* Unit 2.

Mengetahui

Kepala Sekolah

Guru

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: V/1

A. Kompetensi Dasar:

1. Mendeskripsikan bagian-bagian tubuh.
2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh.
3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat.
4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat.

B. Indikator:

- Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- Membuat dialog singkat tentang kabar seseorang.
- Menjawab pertanyaan dari pesan singkat dengan tepat.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- membuat dialog singkat tentang kabar seseorang.
- menjawab pertanyaan dari pesan singkat dengan tepat.

D. Materi Pembelajaran: I Have A Fever

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

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

G. Langkah-langkah Kegiatan Pembelajaran:

- | | |
|--------------------|---|
| Pert I – Keg. Awal | Guru menyapa siswa “ <i>Hello, how are you?</i> ” dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru menyatakan tujuan pembelajaran hari ini. |
| Keg. Inti | Guru mengajak siswa membuka buku cetak halaman 35. Kemudian, guru meminta siswa |

mendengarkan lagu “*Head, Shoulders, Knees And Toes*”

Setelah selesai mendengarkan lagu, siswa diminta untuk menyanyikan lagu tersebut bersama-sama.

Selanjutnya, siswa diajak untuk mencermati gambar pada buku cetak halaman 36. Guru meminta siswa mencocokkan gambar bagian tubuh dengan kosa kata yang sesuai. Setelah itu, Guru memberikan instruksi sangat sederhana untuk mengecek pemahaman siswa dengan berkata “*Touch your head, knee, ...*” dan seterusnya kemudian siswa menunjuk bagian tubuh yang disebutkan.

Keg. Akhir

Guru memutarakan lagu “*Two Eyes*” dan meminta siswa bernyanyi bersama.

Guru menutup pembelajaran.

Pert II – Keg. Awal

Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas sedikit pelajaran di pertemuan sebelumnya.

Keg. Inti

Guru meminta siswa membuka halaman 39 dan menyebutkan kalimat mengenai mengungkapkan kondisi tubuh yang sakit dan meminta siswa mengulanginya dengan ucapan dan lafal yang benar. Kemudian, guru memeriksa pemahaman siswa dengan meminta siswa menjawab pertanyaan dalam latihan di halaman 41.

Selanjutnya dengan bimbingan guru, siswa diminta untuk mendengarkan dialog dalam rekaman dan memperhatikan tulisannya lalu siswa diminta berlatih dialog serupa seperti yang tertera di halaman 43.

Keg. Akhir	Guru mengulas pelajaran hari itu dengan bertanya secara acak kepada siswa bagaimana cara mengatakan kondisi tubuh yang sakit.
	Guru menutup pembelajaran.
Pert III – Keg. Awal	Guru menyapa siswa <i>“hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulang pelajaran minggu lalu dengan berekspresi misalnya memegang perut dan terlihat seperti sakit, lalu siswa diminta menyebutkan kalimatnya dengan ucapan dan lafal yang benar.
Keg. Inti	Guru meminta siswa membuka buku cetak halaman 45 dan selanjutnya menyebutkan <i>“Take the medicine, take a rest, drink water, dan do exercise”</i> dan meminta siswa mengulangi dengan ucapan dan lafal yang benar. Kemudian, guru memeriksa pemahaman siswa dengan meminta siswa menjawab pertanyaan dalam latihan di halaman 46. Selanjutnya dengan bimbingan guru, siswa diminta untuk mendengarkan dialog dalam rekaman dan memperhatikan tulisannya lalu siswa diminta berlatih dialog serupa seperti yang tertera di halaman 48.
Keg. Akhir	Guru menutup pembelajaran.
Pert IV – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulang pelajaran minggu lalu dengan meminta siswa menebak ekspresi yang dilakukan guru.
Keg. Inti	Siswa diajak untuk membaca contoh teks mengenai harapan kesembuhan untuk seseorang. Kemudian guru meminta siswa menjawab pertanyaan berdasarkan teks yang ada di halaman 49. Selanjutnya, siswa diminta melengkapi paragraf rumpang yang ada di halaman 50.

Keg. Akhir

Guru mengulas materi yang sudah dipelajari kemudian menutup pembelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	34	Menjawab pertanyaan dengan tepat
	36	Mencocokkan gambar dan jawaban
	41	Melingkari jawaban yang benar
	46	Menjawab pertanyaan
	49	Menjawab pertanyaan
	50	Melengkapi paragraf rumpang
Lisan	43	Bercakap-cakap dengan teman-temannya mengenai kondisi tubuh.
	48	Bercakap-cakap dengan teman-temannya mengenai kondisi tubuh.

I. Sumber belajar: Buku *Grow With English 5* Unit 3 halaman 33 – 50,
Audio *Grow With English 5* Unit 3.

Mengetahui

Kepala Sekolah

Guru

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: V/1

A. Kompetensi Dasar:

1. Mendeskripsikan ciri fisik seseorang.
2. Merespons instruksi sangat sederhana mengenai bentuk.
3. Mengidentifikasi seseorang melalui ciri fisiknya.

B. Indikator:

- Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- Mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- Mengisi teks rumpang.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- mengisi teks rumpang.

D. Materi Pembelajaran: She Has Long Hair

E. Alokasi Waktu: 6 jam pelajaran (6 kali pertemuan)

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

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru menyatakan tujuan pembelajaran hari ini.
Keg. Inti	Guru meminta siswa membuka buku cetak halaman 52 dengan berkata <i>“Come on. Open the book to page 52. Now, everybody please look and answer”</i> Guru meminta siswa untuk mencermati gambar 3 murid kemudian menanyakan hal-

hal yang berkaitan dengan gambar tersebut. Setelah itu guru meminta siswa membuka buku cetak halaman 53 dan selanjutnya mengatakan “*Look! They are Dimas and Tigor. Is Dimas tall?*” Kemudian siswa menjawab dan kemudian guru menunjukkan gambar yang lain dan bertanya hal yang serupa. Untuk memeriksa pemahaman siswa, siswa diminta mengerjakan latihan di halaman 54.

Keg. Akhir	Guru menutup pembelajaran.
Pert II – Keg. Awal	Guru menyapa siswa “ <i>Hello, how are you?</i> ” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru memberikan latihan ringan dengan mengucapkan “ <i>Draw a short line, long line, straight line, dan curly line.</i> ” Kemudian siswa menggambaranya di buku mereka.
Keg. Inti	Guru meminta siswa membuka halaman 56 dan membacakan kalimat yang terdapat di halaman tersebut mengenai ciri fisik seseorang dan meminta siswa mengulangi kalimat tersebut dengan ucapan dan lafal yang benar. Pastikan siswa paham dengan materi yang diberikan dengan meminta siswa mengerjakan latihan di halaman 57.
Keg. Akhir	Guru menanyakan siswa materi yang dipelajari hari ini dan menutup pembelajaran.
Pert III – Keg. Awal	Guru menyapa siswa “ <i>Hello, how are you?</i> ” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas materi di pertemuan sebelumnya dengan mengajak siswa menyanyikan lagu “ <i>She Has A Pretty Face</i> ” bersama-sama.
Keg. Inti	Guru memeriksa pemahaman siswa mengenai materi yang sudah dijelaskan di pertemuan sebelumnya dengan meminta

	siswa mengerjakan latihan soal di halaman 60 dan 62
Keg. Akhir	Guru bersama-sama siswa memeriksa dan membahas jawaban yang benar. Kemudian, guru menutup pembelajaran.
Pert IV – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengajak siswa untuk mengingat pembelajaran minggu lalu dengan menyanyikan bersama-sama lagu <i>“Pretty And Handsome”</i>
Keg. Inti	Guru mengajak siswa membuka buku cetak halaman 63. Kemudian, guru meminta siswa untuk mendengarkan rekaman dialog mengenai cara bertanya dan memberikan informasi mengenai ciri fisik seseorang sambil memperhatikan kalimat bahasa yang digunakan di buku cetak. Selanjutnya, siswa diminta untuk membuat percakapan serupa dengan mengikuti petunjuk yang ada di buku.
Keg. Akhir	Guru menutup pembelajaran.
Pert V – Keg. Awal	Guru menyapa siswa <i>“Hello, how are you?”</i> dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengajak siswa untuk mengingat pembelajaran sebelumnya mengenai ciri fisik seseorang.
Keg. Inti	Guru mengajak siswa membuka buku cetak halaman 66. Siswa diminta mengisi kalimat rumpang dengan kosa kata yang telah disediakan. Selanjutnya, siswa diminta membuka halaman 65 dan menggambarkan bentuk fisik Janice dengan mengikuti petunjuk yang terdapat dalam teks. Kemudian, siswa diminta untuk membuat gambarnya sendiri dan menuliskan kalimat keterangannya yang selanjutnya digunakan

untuk menerangkan gambarnya secara lisan didepan kelas.

- Keg. Akhir Guru memperhatikan pekerjaan setiap siswa dan meminta siswa mempresentasikan hasil gambarnya di pertemuan selanjutnya. Guru menutup pembelajaran.
- Pert VI – Keg. Awal Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru memeriksa hasil gambar siswa di pertemuan sebelumnya.
- Keg. Inti Guru meminta seluruh siswa secara bergantian menjelaskan gambar yang dibuat di pertemuan sebelumnya di depan kelas.
- Keg. Akhir Guru menutup pembelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	52	Menjawab pertanyaan
	54	Menuliskan nama pada gambar
	55	Menggambar bentuk
	57	Melingkari jawaban
	60	Menjawab pertanyaan
	62	Mencocokkan gambar
	66	Melengkapi paragraf rumpang
Lisan	63	Bercakap-cakap dengan teman-temannya mengenai ciri fisik seseorang.
Praktek	65	Membuat dan menjelaskan gambar

- I. **Sumber belajar:** Buku *Grow With English 5* Unit 4 halaman 51 – 66, Audio *Grow With English 5* Unit 4.

Mengetahui

Kepala Sekolah

Guru

Appendix 12 Authentic Assessments Rubrics

1. Link access for the authentic assessment rubrics:
https://drive.google.com/drive/folders/1Ht_oYyUyG7A3V7pIGetLt6GworELPxCW?usp=sharing



Appendix 13 Expert Judgments

**“Evaluation Sheet for Authentic Assessment Rubric based on
Problem-Based Learning, Project-Based Learning, Task-Based
Learning and Discovery-Based Learning for 5 Grade Elementary
School Students by Teachers”**

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for
Assessing 5th Grade Elementary School Students at
Buleleng Regency

Researcher : Luh Metri Sulistya Sudeni

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

Occupation/Position : 1st Supervisor

Grade 5

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 5 grades 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 (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum.	√					

5.	The rubrics are suitable for the students' needs.	√					
6.	The activities are relevant to the student's 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					

Singaraja, January 18th 2022

Have been acknowledged by,

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

NIP. 196206261986032002

**“Evaluation Sheet for Authentic Assessment Rubric based on
Problem-Based Learning, Project-Based Learning, Task-Based
Learning and Discovery-Based Learning for 5 Grade Elementary
School Students by Teachers”**

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for
Assessing 5th Grade Elementary School Students at
Buleleng Regency

Researcher : Luh Metri Sulistya Sudeni

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

Occupation/Position : 2nd Supervisor

Grade 5

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 5 grades 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	
C. 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.	√					
D. 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 student's 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 (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		128					

Singaraja, January 19th 2022

Have been acknowledged by,



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

NIP. 199309192018032001

“Evaluation Sheet for Authentic Assessment Rubric based on Problem-Based Learning, Project-Based Learning, Task-Based Learning and Discovery-Based Learning for 5 Grade Elementary School Students by Teachers”

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for
Assessing 5th Grade Elementary School Students at
Buleleng Regency

Researcher : Luh Metri Sulistya Sudeni

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

Occupation/Position : 3rd Supervisor

Grade 5

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 5 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	
E. 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.	√					
F. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.	√					

6.	The activities are relevant to the student's 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		132					

Singaraja, January 22nd 2022

Have been acknowledged by,



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

NIR. 198904082013050214

**“Evaluation Sheet for Authentic Assessment Rubric based on
Problem-Based Learning, Project-Based Learning, Task-Based
Learning and Discovery-Based Learning for 5 Grade Elementary
School Students by Teachers”**

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for
Assessing 5th Grade Elementary School Students at
Buleleng Regency

Researcher : Luh Metri Sulistya Sudeni

Evaluator : Putu Yogi Arshita Dewi, S.Pd.

Occupation/Position : Teacher

Grade 5

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 5 grades 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:

5. This evaluation sheet is filled out by educational experts.
6. In the response range, there are 5 (five) levels.
7. Put a check mark [√] in the column according to your opinion according to the actual situation.
8. 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	
G. 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.	√					
H. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, and organization or structure of content)							
4.	The scope of rubrics are made in accordance with the curriculum.	√					
5.	The rubrics are suitable for the students' needs.	√					

6.	The activities are relevant to the students daily life.	√					
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		131					

Singaraja, January 18th 2022

Have been acknowledged by,



Putu Yogi Arshita Dewi, S.Pd.

NPY. 707 1126

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Problem-Based Learning, Project-Based Learning, Task-Based
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School Students by Teachers”**

Target : Elementary School Students Research

Title : Developing Authentic Assessment Rubric for
Assessing 5th Grade Elementary School Students at
Buleleng Regency

Researcher : Luh Metri Sulistya Sudeni

Evaluator : Ni Luh Ayu Supariasri S.pd

Occupation/Position : Teacher

Grade 5

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 5 grades 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.

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

6.	The activities are relevant to the student's 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.		√				
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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.	√					

Singaraja, January 19th 2022



Ni Luh Ayu Supariasri S.pd

Appendix 14 Documentations of Teachers' Interviews

APPENDIX 15 CURRICULUM VITAE

Luh Metri Sulistya Sudeni was born in Nagasepaha, January 5th 2000. Now, she is 22 years old. She started her first education in 2005 in which in the kindergarten stage, the school was TK Sandhy Putra Singaraja. She continued her study to the elementary school in 2006 at SD N 2 Gesing. She graduated in 2012 and then continued to SMP N 1 Singaraja. She graduated from junior high school in 2015. She joined senior high school at 2015 until 2018. She was graduated from SMA N 1 Singaraja, in which from science class. In 2018 she decided to enter herself to Ganesha University of Education as one of the best universities in Bali. She was in English Language Education Department. She was in B class or know as Brilliant Class. She finished her undergraduate degree program in 2022 with the thesis title “Developing Authentic Assessment Rubric for Assessing 5th Grade Elementary School Students at Buleleng Regency”.