

APPENDICES



Appendix 1. Questionnaire for Need Analysis

**KUISIONER NEED ANALYSIS PENGEMBANGAN ASESMEN UNTUK
LITERASI BAHASA INGGRIS DALAM PEMBELAJARAN CAMPURAN
(BLENDED LEARNING) UNTUK KELAS 7 SEMESTER I**

A. Front-end Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen yg dilakukan selama ini menekankan pada tes untuk menskor kemampuan siswa.		
2.	Asemen yang diberikan selama ini mengutamakan pada pengukuran kemampuan siswa tentang materi yang telah diberikan.		
3.	Asesmen yg sering dilakukan adalah tes objektif karena gampang dikoreksi dan penilaianya memiliki konsistensi tinggi.		
4.	Asesmen diberikan dengan menggunakan lembar kerja siswa.		
5	Asesmen jarang dilakukan secara online.		
6	Asesmen mestinya diberikan untuk menilai keterampilan berbahasa siswa secara terintegrasi.		
7	Menurut Kurikulum 2013, asesmen dilakukan secara otentik, dan menyeluruh menyangkut proses dan produk.		
8	Asesmen dilakukan secara berkelanjutan, bersifat ‘on-going’ di samping juga dilakukan pada akhir semester.		
9	Menurut Kurikulum 2013, asesmen bisa dilakukan secara otentik melalui kegiatan projek atau tugas yang diberikan.		
10	Asesmen diberikan untuk mendapatkan feedback untuk mengidentifikasi kelemahan-kelemahan proses pembelajaran dan kelemahan peserta didik.		

11	Asesmen diberikan sebagai kesempatan untuk melakukan refleksi.		
12	Asesmen diberikan untuk menentukan kemampuan peserta didik.		

B. Learner Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen diberikan sesuai dengan kemampuan siswa.		
2.	Asesmen diberikan berdasarkan topik yang telah dipelajari.		
3	Asesmen diberikan untuk memotivasi siswa.		
4	Asesmen diberikan sesuai dengan tingkatan kompetensi yang harus dicapai.		
5	Asesmen diberikan sesuai dengan karakteristik peserta didik		
6	Asesmen diberikan sesuai dengan perkembangan kemampuan siswa.		

C. Task Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen literasi dikembangkan untuk menilai kemampuan siswa menggunakan literasi Bahasa Inggris dalam dunia nyata.		
2	Asesmen digunakan untuk mendiagnose kelemahan siswa terhadap topik yang telah dipelajari.		
3	Asesmen digunakan untuk mendapatkan informasi tentang cakupan kompetensi yang dicapai siswa.		

4	Asesmen digunakan untuk menilai pencapaian siswa.		
5	Asesmen bisa dikembangkan dalam bentuk aktivitas yang dilakukan siswa dalam menggunakan bahasa Inggris.		
6	Asesmen menggunakan bentuk instrumen secara bervariasi agar bisa menilai kemampuan siswa dalam berbagai keterampilan.		
7	Asesmen sebaiknya dilakukan dengan berbagai metode baik menyangkut moda asinkronus, sinkronus, atau moda campuran untuk mendata kemampuan siswa secara holistic.		

D. Concept analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen digunakan untuk menilai pembelajaran yang dilakukan siswa berdasarkan topik yang telah dipelajari.		
2	Asesmen bisa dilakukan terhadap berbagai keterampilan berbahasa untuk menilai kemampuan nyata siswa dalam menggunakan Bahasa Inggris.		
3	Asesmen untuk peningkatan pembelajaran bisa dilakukan dengan memberikan feedback/masukan kepada siswa.		
4	Asesmen sebagai pembelajaran dilakukan oleh siswa dengan melakukan refleksi.		

E. Specifying instructional objective

No	Pernyataan	Respon	
		Ya	Tidak

1	Asesmen dilakukan di akhir semester sebagai asesmen sumatif.		
2	Asesmen bisa diberikan dalam bentuk assessment formatif.		
3	Asesmen sangat penting dilakukan untuk menjaring informasi tentang proses pembelajaran yang dilakukan siswa.		
4	ASsesmen diberikan dalam upaya menilai produk hasil belajar untuk menilai keberhasilan proses belajar yang dilakukan guru.		
5	Asesmen diberikan sebagai alat untuk mendiagnose kesulitan maupun kekuatan siswa.		



Appendix 2. Product Content Judge Instrument

Instrumen Penilaian Isi Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat membantu siswa untuk mengembangkan kemampuan berbahasa Inggris dalam konteks nyata (kemampuan literasi bahasa Inggris)						
2	Produk yang dikembangkan dapat membantu siswa serta guru mencapai tujuan serta hasil pembelajaran yang hendak dicapai						
3	Produk yang dikembangkan dapat digunakan untuk mengukur kemampuan siswa (<i>assessment of learning</i>)						
4	Produk yang dikembangkan dapat digunakan untuk meningkatkan proses pembelajaran melalui <i>feedback</i> (<i>assessment for learning</i>)						
5	Produk yang dikembangkan memberi kesempatan siswa untuk menilai perkembangannya sendiri (<i>assessment as learning</i>)						
6	Produk yang dikembangkan dapat membantu siswa untuk meningkatkan kemampuan literasi berbahasa Inggris melalui aktivitas yang ada						
7	Produk yang dikembangkan mencakup materi/topik yang sesuai dengan silabus						
8	Produk yang dikembangkan sesuai dengan kemampuan serta <i>level/grade</i> siswa						
9	Produk yang dikembangkan dapat digunakan pada konteks <i>blended learning</i> (<i>online/offline learning</i>)						
10	Produk yang dikembangkan dapat digunakan secara <i>synchronous/asynchronous</i>						

Ket: 5 = Sangat Layak

 4 = Layak

 3 = Cukup

 2 = Kurang

 1 = Sangat Kurang

Appendix 3. Product Quality Judge Instrument

Instrumen Penilaian Kualitas Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat meningkatkan kemampuan literasi berbahasa Inggris siswa						
2	Produk yang dikembangkan mencakup aktivitas yang mencerminkan kegiatan di dunia nyata (berbasis literasi)						
3	Produk yang dikembangkan menggunakan bahasa yang mudah dipahami siswa						
4	Produk yang dikembangkan mencakup aktivitas yang kreatif dan beragam sehingga mampu menumbuhkan kreativitas siswa						
5	Produk yang dikembangkan mencakup aktivitas yang membantu siswa mengetahui serta mengembangkan kemampuan literasi Bahasa Inggris serta karakternya						
6	Produk yang dikembangkan memiliki desain yang menarik sesuai dengan level siswa						
7	Produk yang dikembangkan mampu menarik perhatian pengguna						
8	Produk dirancang agar dapat digunakan pada pembelajaran <i>offline/online</i>						
9	Produk yang dikembangkan praktis digunakan (ringan/mudah dibawa)						
10	Produk yang dikembangkan mencakup aktivitas yang dapat digunakan untuk kegiatan individu/kelompok						

Ket:

5 = Sangat Layak

4 = Layak

3 = Cukup

2 = Kurang

1 = Sangat Kurang



Appendix 4. The Blueprint of Developed Assessment Instrument

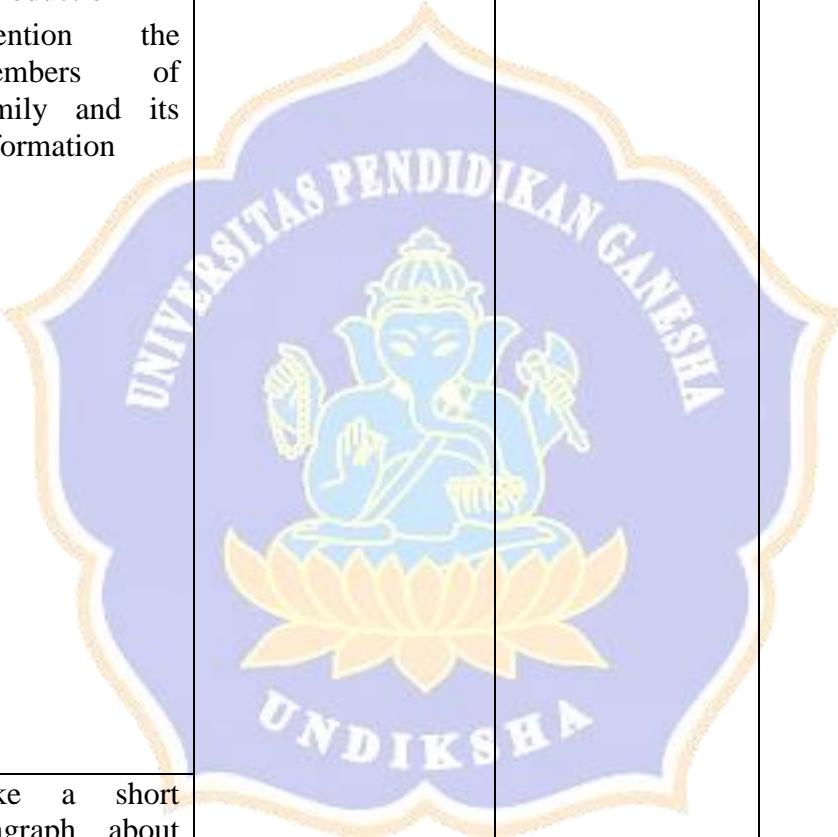
THE BLUEPRINT OF DEVELOPED ASSESSMENT INSTRUMENT

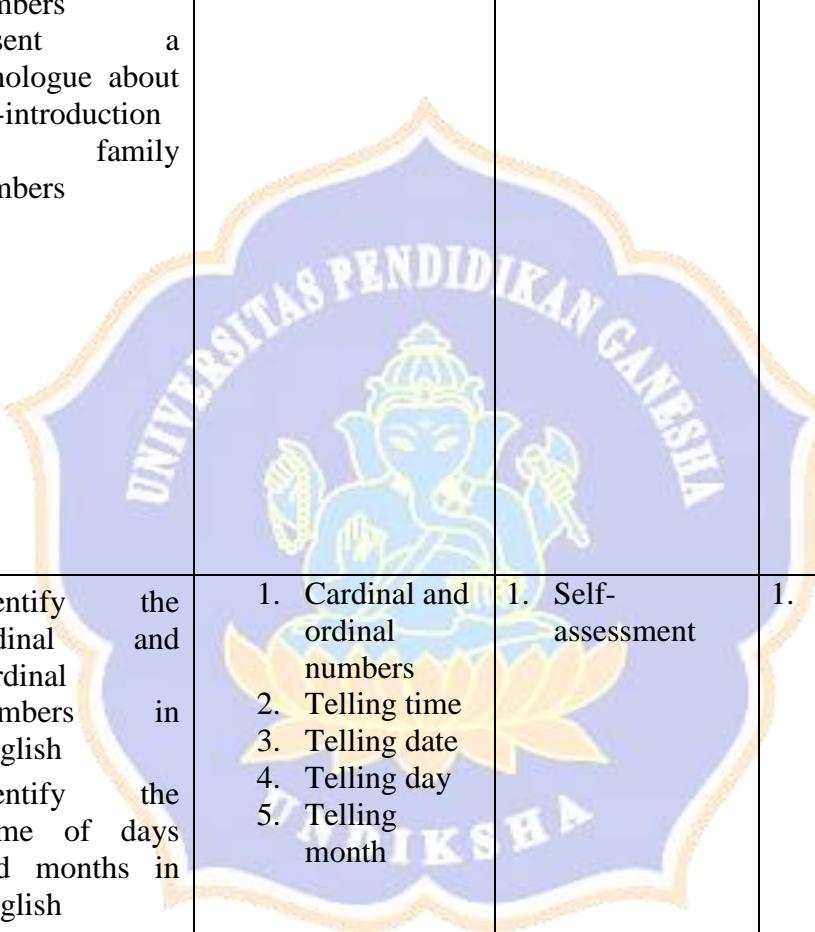
Class: 7 Semester 1

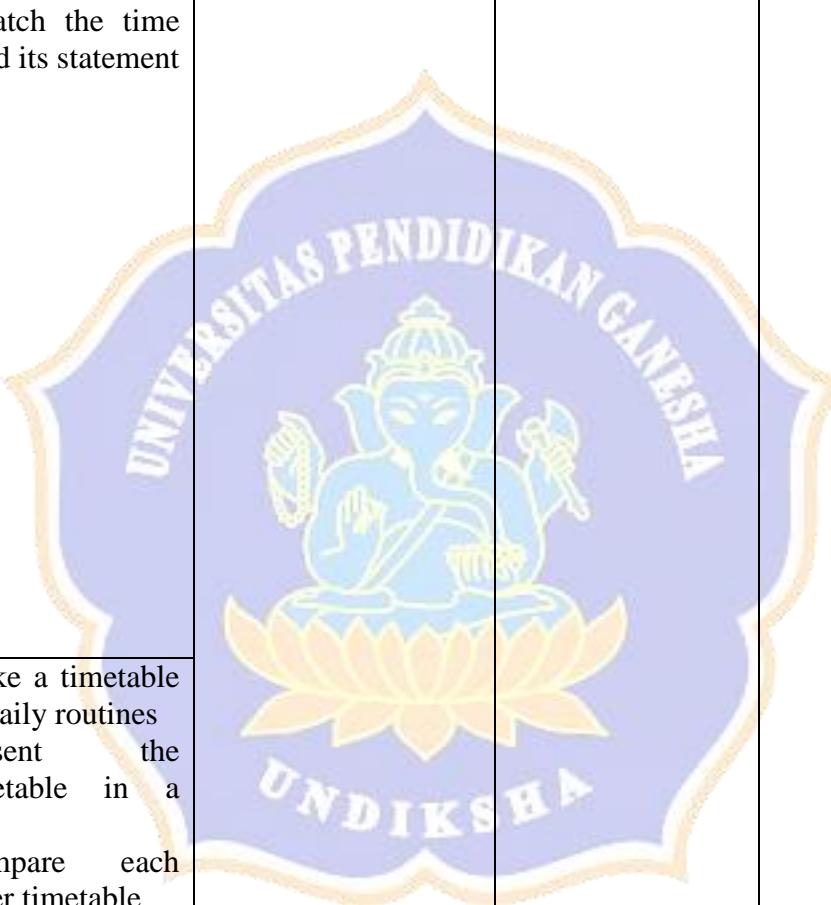
Table 1. Type of assessment instrument

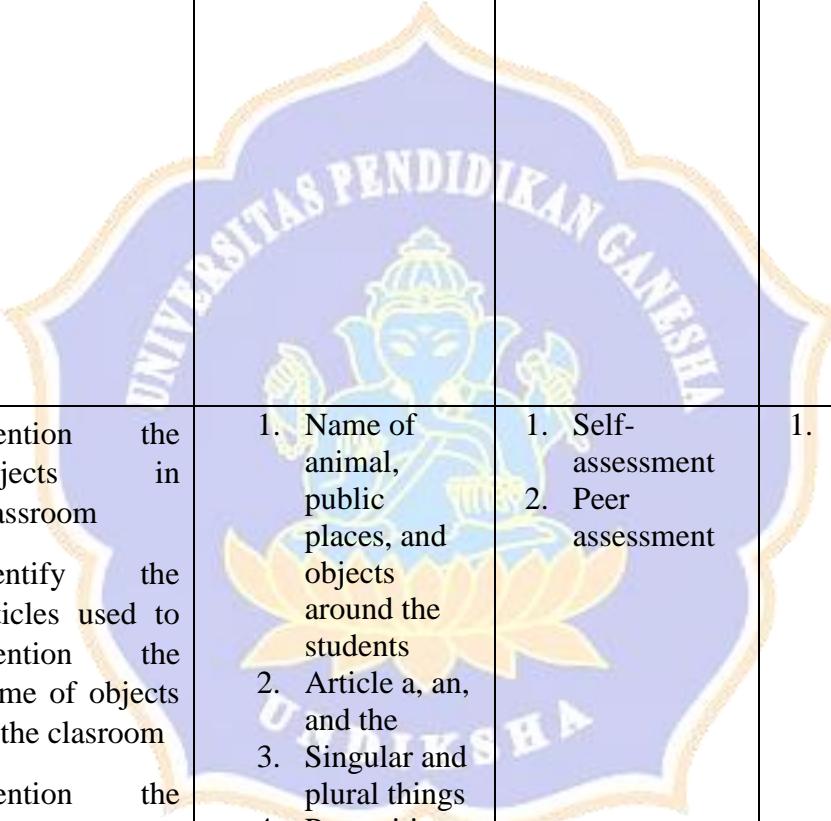
Basic Competency	Indicator	Topic	Type of Assessment		
			as learning	for learning	of learning
3.2 Identify social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve greeting, saying goodbye, thanking, and apologizing, and responding to them, according to the	3.1.3. Identifying greeting expressions according to context 3.1.4. Classify expressions based on the context	5. Greeting 6. Leave taking 7. Saying sorry 8. Saying thank you	2. Self-assessment (Journaling)	2. Performance assessment (Speaking and writing test)	2. Formative Assessment (Matching test, completion test)

context of its use.					
4.2. Compose the shortest and simple oral and written interpersonal interaction text that involve greeting, saying goodbye, thanking, and apologizing, and responding to them by paying attention to social functions, text structure, and linguistic elements that are correct and in context	4.1.3. Practice the greetings expressions according to the context in real life 4.1.4. Make a short conversation of greeting, saying thank you, sorry, leave and taking.				
3.3 Identify social functions, text structures, and linguistic elements of	3.2.3. Identify the information needed to introduce yourself	1. Introducing self 2. Hobby and preference 3. Members of	1. Peer assessment (Feedback)	1. Performance assessment (Speaking and writing test)	1. Formative assessment (Completion test)

<p>spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity, short and simple, according to the context of its use. Pay attention to linguistic elements and vocabulary related to family relationships; pronoun (subjective, objective, possessive)</p>	<p>3.2.4. Mention the hobby in self-introduction 3.2.5. Mention the members of family and its information</p>	<p>family</p> 			
<p>4. 3. Compose very short and simple oral and written transactional</p>	<p>4.2.1. Make a short paragraph about self-introduction and family</p>				

<p>interaction texts involving the act of giving and asking for information related to identity, short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context</p>	<p>4.2.2. Present a monologue about self-introduction and family members</p>				
<p>3.4 Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the expression of giving and</p>	<p>3.3.1. Identify ordinal cardinal numbers in English 3.3.2. Identify the name of days and months in English 3.3.3. Mention the national days in</p>	<p>the and in English</p>	<p>1. Cardinal and ordinal numbers 2. Telling time 3. Telling date 4. Telling day 5. Telling month</p>	<p>1. Self-assessment</p>	<p>1. Performance assessment (Speaking test) 1. Formative assessment (matching test, short answer test)</p>

<p>asking for information related to the name of the day, month, time of day, time in the form of numbers, dates, and years, according to the context in which they are used. (Pay attention to vocabulary related to cardinal and ordinal numbers)</p>	<p>Indonesia 3.3.4. Match the time and its statement</p>				
<p>4.4. Compose the shortest and simple spoken and written transactional interaction texts involving the act of giving and asking for</p>	<p>4.3.4. Make a timetable of daily routines 4.3.5. Present the timetable in a pair 4.3.6. Compare each other timetable</p>				

<p>information related to the name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context</p>					
<p>3.5 Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the</p>	<p>3.4.1 Mention objects in classroom 3.4.2 Identify the articles used to mention the name of objects in the classroom 3.4.3 Mention the name of public places around</p>	<p>1. Name of animal, public places, and objects around the students 2. Article a, an, and the 3. Singular and plural things 4. Preposition of place</p>	<p>1. Self-assessment 2. Peer assessment</p>	<p>1. Performance assessment (Writing test)</p>	<p>1. Formative assessment (True or false test, matching test, completion test).</p>

<p>names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)</p>	<p>the students</p> <p>3.4.4 Match the preposition of place with the pictures provided</p> <p>3.4.5 Mention the name of animals in the garden</p> <p>3.4.6 Match the plural forms of the animal</p>			
<p>4. 5. Compose the shortest and simple oral and written transactional interaction texts involving the act of giving and asking for information related to the</p>	<p>4.4.1. Write sentences to state the numbers of pet's the student have</p> <p>4.4.2. Explain the position of dream future house in a group</p>			

names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account the social functions, text structure, and linguistic elements involved correctly and in context.			
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Appendix 5. The Result of Questionnaire for Need Analysis from Teacher 1

**KUISIONER NEED ANALYSIS PENGEMBANGAN ASESMEN UNTUK
LITERASI BAHASA INGGRIS DALAM PEMBELAJARAN CAMPURAN
(BLENDED LEARNING) UNTUK KELAS 7 SEMESTER I**

A. Front-end Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen yg dilakukan selama ini menekankan pada tes untuk menskor kemampuan siswa.	✓	
2.	Asemen yang diberikan selama ini mengutamakan pada pengukuran kemampuan siswa tentang materi yang telah diberikan.	✓	
3.	Asesmen yg sering dilakukan adalah tes objektif karena gampang dikoreksi dan penilaianya memiliki konsistensi tinggi.	✓	
4.	Asesmen diberikan dengan menggunakan lembar kerja siswa.	✓	
5	Asesmen jarang dilakukan secara online.	✓	
6	Asesmen mestinya diberikan untuk menilai keterampilan berbahasa siswa secara terintegrasi.	✓	
7	Menurut Kurikulum 2013, asesmen dilakukan secara otentik, dan menyeluruh menyangkut proses dan produk.	✓	
8	Asesmen dilakukan secara berkelanjutan, bersifat ‘on-going’ di samping juga dilakukan pada akhir semester.	✓	
9	Menurut Kurikulum 2013, asesmen bisa dilakukan secara otentik melalui kegiatan projek atau tugas yang diberikan.	✓	
10	Asesmen diberikan untuk mendapatkan feedback untuk mengidentifikasi kelemahan-kelemahan proses pembelajaran dan kelemahan peserta didik.	✓	

11	Asesmen diberikan sebagai kesempatan untuk melakukan refleksi.	√	
12	Asesmen diberikan untuk menentukan kemampuan peserta didik.	√	

B. Learner Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen diberikan sesuai dengan kemampuan siswa.	√	
2.	Asesmen diberikan berdasarkan topik yang telah dipelajari.	√	
3	Asesmen diberikan untuk memotivasi siswa.	√	
4	Asesmen diberikan sesuai dengan tingkatan kompetensi yang harus dicapai.	√	
5	Asesmen diberikan sesuai dengan karakteristik peserta didik	√	
6	Asesmen diberikan sesuai dengan perkembangan kemampuan siswa.	√	

C. Task Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen literasi dikembangkan untuk menilai kemampuan siswa menggunakan literasi Bahasa Inggris dalam dunia nyata.	√	
2	Asesmen digunakan untuk mendiagnose kelemahan siswa terhadap topik yang telah dipelajari.	√	
3	Asesmen digunakan untuk mendapatkan informasi tentang cakupan kompetensi yang dicapai siswa.	√	

4	Asesmen digunakan untuk menilai pencapaian siswa.	√	
5	Asesmen bisa dikembangkan dalam bentuk aktivitas yang dilakukan siswa dalam menggunakan bahasa Inggris.	√	
6	Asesmen menggunakan bentuk instrumen secara bervariasi agar bisa menilai kemampuan siswa dalam berbagai keterampilan.	√	
7	Asesmen sebaiknya dilakukan dengan berbagai metode baik menyangkut moda asinkronus, sinkronus, atau moda campuran untuk mendata kemampuan siswa secara holistic.	√	

D. Concept analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen digunakan untuk menilai pembelajaran yang dilakukan siswa berdasarkan topik yang telah dipelajari.	√	
2	Asesmen bisa dilakukan terhadap berbagai keterampilan berbahasa untuk menilai kemampuan nyata siswa dalam menggunakan Bahasa Inggris.	√	
3	Asesmen untuk peningkatan pembelajaran bisa dilakukan dengan memberikan feedback/masukan kepada siswa.	√	
4	Asesmen sebagai pembelajaran dilakukan oleh siswa dengan melakukan refleksi.	√	

E. Specifying instructional objective

No	Pernyataan	Respon	
		Ya	Tidak

1	Asesmen dilakukan di akhir semester sebagai asesmen sumatif.	√	
2	Asesmen bisa diberikan dalam bentuk assessment formatif.	√	
3	Asesmen sangat penting dilakukan untuk menjaring informasi tentang proses pembelajaran yang dilakukan siswa.	√	
4	ASsesmen diberikan dalam upaya menilai produk hasil belajar untuk menilai keberhasilan proses belajar yang dilakukan guru.	√	
5	Asesmen diberikan sebagai alat untuk mendiagnose kesulitan maupun kekuatan siswa.	√	



Appendix 6. The Result of Questionnaire for Need Analysis from Teacher 2

KUISIONER NEED ANALYSIS PENGEMBANGAN ASESMEN UNTUK LITERASI BAHASA INGGRIS DALAM PEMBELAJARAN CAMPURAN (BLENDED LEARNING) UNTUK KELAS 7 SEMESTER I

A. Front-end Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen yg dilakukan selama ini menekankan pada tes untuk menskor kemampuan siswa.	✓	
2.	Asemen yang diberikan selama ini mengutamakan pada pengukuran kemampuan siswa tentang materi yang telah diberikan.	✓	
3.	Asesmen yg sering dilakukan adalah tes objektif karena gampang dikoreksi dan penilaianya memiliki konsistensi tinggi.	✓	
4.	Asesmen diberikan dengan menggunakan lembar kerja siswa.	✓	
5	Asesmen jarang dilakukan secara online.		✓
6	Asesmen mestinya diberikan untuk menilai keterampilan berbahasa siswa secara terintegrasi.	✓	
7	Menurut Kurikulum 2013, asesmen dilakukan secara otentik, dan menyeluruh menyangkut proses dan produk.	✓	
8	Asesmen dilakukan secara berkelanjutan, bersifat ‘on-going’ di samping juga dilakukan pada akhir semester.	✓	
9	Menurut Kurikulum 2013, asesmen bisa dilakukan secara otentik melalui kegiatan projek atau tugas yang diberikan.	✓	
10	Asesmen diberikan untuk mendapatkan feedback untuk mengidentifikasi kelemahan-kelemahan proses pembelajaran dan kelemahan peserta didik.	✓	

11	Asesmen diberikan sebagai kesempatan untuk melakukan refleksi.	√	
12	Asesmen diberikan untuk menentukan kemampuan peserta didik.	√	

B. Learner Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen diberikan sesuai dengan kemampuan siswa.	√	
2.	Asesmen diberikan berdasarkan topik yang telah dipelajari.	√	
3	Asesmen diberikan untuk memotivasi siswa.	√	
4	Asesmen diberikan sesuai dengan tingkatan kompetensi yang harus dicapai.	√	
5	Asesmen diberikan sesuai dengan karakteristik peserta didik	√	
6	Asesmen diberikan sesuai dengan perkembangan kemampuan siswa.	√	

C. Task Analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen literasi dikembangkan untuk menilai kemampuan siswa menggunakan literasi Bahasa Inggris dalam dunia nyata.	√	
2	Asesmen digunakan untuk mendiagnose kelemahan siswa terhadap topik yang telah dipelajari.	√	
3	Asesmen digunakan untuk mendapatkan informasi tentang cakupan kompetensi yang dicapai siswa.	√	

4	Asesmen digunakan untuk menilai pencapaian siswa.	√	
5	Asesmen bisa dikembangkan dalam bentuk aktivitas yang dilakukan siswa dalam menggunakan bahasa Inggris.	√	
6	Asesmen menggunakan bentuk instrumen secara bervariasi agar bisa menilai kemampuan siswa dalam berbagai keterampilan.	√	
7	Asesmen sebaiknya dilakukan dengan berbagai metode baik menyangkut moda asinkronus, sinkronus, atau moda campuran untuk mendata kemampuan siswa secara holistic.	√	

D. Concept analysis

No	Pernyataan	Respon	
		Ya	Tidak
1.	Asesmen digunakan untuk menilai pembelajaran yang dilakukan siswa berdasarkan topik yang telah dipelajari.	√	
2	Asesmen bisa dilakukan terhadap berbagai keterampilan berbahasa untuk menilai kemampuan nyata siswa dalam menggunakan Bahasa Inggris.	√	
3	Asesmen untuk peningkatan pembelajaran bisa dilakukan dengan memberikan feedback/masukan kepada siswa.	√	
4	Asesmen sebagai pembelajaran dilakukan oleh siswa dengan melakukan refleksi.	√	

E. Specifying instructional objective

No	Pernyataan	Respon	
		Ya	Tidak

1	Asesmen dilakukan di akhir semester sebagai asesmen sumatif.	√	
2	Asesmen bisa diberikan dalam bentuk assessment formatif.	√	
3	Asesmen sangat penting dilakukan untuk menjaring informasi tentang proses pembelajaran yang dilakukan siswa.	√	
4	ASsesmen diberikan dalam upaya menilai produk hasil belajar untuk menilai keberhasilan proses belajar yang dilakukan guru.	√	
5	Asesmen diberikan sebagai alat untuk mendiagnose kesulitan maupun kekuatan siswa.	√	



Appendix 7. The Result of Product Content Judge from Judge 1

Instrumen Penilaian Isi Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat membantu siswa untuk mengembangkan kemampuan berbahasa Inggris dalam konteks nyata (kemampuan literasi bahasa Inggris)				✓		
2	Produk yang dikembangkan dapat membantu siswa serta guru mencapai tujuan serta hasil pembelajaran yang hendak dicapai					✓	
3	Produk yang dikembangkan dapat digunakan untuk mengukur kemampuan siswa (<i>assessment of learning</i>)					✓	
4	Produk yang dikembangkan dapat digunakan untuk meningkatkan proses pembelajaran melalui <i>feedback</i> (<i>assessment for learning</i>)					✓	
5	Produk yang dikembangkan memberi kesempatan siswa untuk menilai perkembangannya sendiri (<i>assessment as learning</i>)					✓	
6	Produk yang dikembangkan dapat membantu siswa untuk meningkatkan kemampuan literasi berbahasa Inggris melalui aktivitas yang ada					✓	
7	Produk yang dikembangkan mencakup materi/topik yang sesuai dengan silabus					✓	
8	Produk yang dikembangkan sesuai dengan kemampuan serta <i>level/grade</i> siswa					✓	
9	Produk yang dikembangkan					✓	

	dapat digunakan pada konteks <i>blended learning</i> (<i>online/offline learning</i>)					
10	Produk yang dikembangkan dapat digunakan secara <i>synchronous/asynchronous</i>				✓	

Ket:

1 = Sangat baik 2 = Baik 3 = Cukup 4 = Kurang 5 = Sangat Kurang



Appendix 8. The Result of Product Content Judge from Judge 2

Instrumen Penilaian Isi Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat membantu siswa untuk mengembangkan kemampuan berbahasa Inggris dalam konteks nyata (kemampuan literasi bahasa Inggris)					✓	
2	Produk yang dikembangkan dapat membantu siswa serta guru mencapai tujuan serta hasil pembelajaran yang hendak dicapai					✓	
3	Produk yang dikembangkan dapat digunakan untuk mengukur kemampuan siswa (<i>assessment of learning</i>)					✓	
4	Produk yang dikembangkan dapat digunakan untuk meningkatkan proses pembelajaran melalui <i>feedback (assessment for learning)</i>					✓	
5	Produk yang dikembangkan memberi kesempatan siswa untuk menilai perkembangannya sendiri (<i>assessment as learning</i>)					✓	
6	Produk yang dikembangkan dapat membantu siswa untuk meningkatkan kemampuan literasi berbahasa Inggris melalui aktivitas yang ada					✓	
7	Produk yang dikembangkan mencakup materi/topik yang sesuai dengan silabus					✓	
8	Produk yang dikembangkan sesuai dengan kemampuan serta <i>level/grade</i> siswa					✓	
9	Produk yang dikembangkan dapat digunakan pada konteks <i>blended learning</i> (<i>online/offline learning</i>)					✓	

10	Produk yang dikembangkan dapat digunakan secara <i>synchronous/asynchronous</i>					✓	
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Ket:

1 = Sangat baik 2 = Baik 3 = Cukup 4 = Kurang 5 = Sangat Kurang



Appendix 9. The Result of Product Quality Judge from Judge 1

Instrumen Penilaian Kualitas Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat meningkatkan kemampuan literasi berbahasa Inggris siswa					✓	
2	Produk yang dikembangkan mencakup aktivitas yang mencerminkan kegiatan di dunia nyata (berbasis literasi)				✓		
3	Produk yang dikembangkan menggunakan bahasa yang mudah dipahami siswa					✓	
4	Produk yang dikembangkan mencakup aktivitas yang kreatif dan beragam sehingga mampu menumbuhkan kreativitas siswa					✓	
5	Produk yang dikembangkan mencakup aktivitas yang membantu siswa mengetahui serta mengembangkan kemampuan literasi Bahasa Inggris serta karakternya				✓		
6	Produk yang dikembangkan memiliki desain yang menarik sesuai dengan level siswa					✓	
7	Produk yang dikembangkan mampu menarik perhatian pengguna					✓	
8	Produk dirancang agar dapat digunakan pada pembelajaran <i>offline/online</i>					✓	
9	Produk yang dikembangkan praktis digunakan (ringan/mudah dibawa)					✓	
10	Produk yang dikembangkan mencakup aktivitas yang dapat digunakan untuk kegiatan individu/kelompok					✓	

Ket:

1 = Sangat baik 2 = Baik 3 = Cukup 4 = Kurang 5 = Sangat Kurang

Appendix 10. The Result of Product Quality Judge from Judge 2

Instrumen Penilaian Kualitas Produk

No	Pernyataan	Kriteria					Masukan
		1	2	3	4	5	
1	Produk yang dikembangkan dapat meningkatkan kemampuan literasi berbahasa Inggris siswa					✓	
2	Produk yang dikembangkan mencakup aktivitas yang mencerminkan kegiatan di dunia nyata (berbasis literasi)				✓		Tambahkan kegiatan yang mencerminkan meaningful learning
3	Produk yang dikembangkan menggunakan bahasa yang mudah dipahami siswa					✓	
4	Produk yang dikembangkan mencakup aktivitas yang kreatif dan beragam sehingga mampu menumbuhkan kreativitas siswa					✓	
5	Produk yang dikembangkan mencakup aktivitas yang membantu siswa mengetahui serta mengembangkan kemampuan literasi Bahasa Inggris				✓		
6	Produk yang dikembangkan memiliki desain yang menarik sesuai dengan level siswa					✓	
7	Produk yang dikembangkan mampu menarik perhatian pengguna					✓	
8	Produk dirancang agar dapat digunakan pada pembelajaran offline/online					✓	
9	Produk yang dikembangkan praktis digunakan (ringan/mudah dibawa)					✓	
10	Produk yang dikembangkan mencakup aktivitas yang dapat digunakan untuk kegiatan individu/kelompok					✓	

Ket:

1 = Sangat baik 2 = Baik 3 = Cukup 4 = Kurang 5 = Sangat Kurang

Appendix 11. The Developed Product



BLENDED ENGLISH LITERACY- BASED ASSESSMENT

GRADE 7 SEMESTER 1



Introduction

This assessment book was developed for all teachers who teach English for the seventh-grade students of junior high school in the first semester. This is to help English subject teachers to assess the students' English literacy skills either online or offline teaching and learning situation. This book contains the test items that are used in assessment of learning (AOL), assessment for learning (AFL), and assessment as learning (AAL). Four chapters are covered in this book including (1) Good Morning. How are you? (2) It is me! (3) What time is it? (4) This is my world.

How to Use the Book

These are some instructions on how to use the book:

1. The assessment instruments for assessment of learning is designed to be given at the end of Semester 1 in the form of summative test to judge the students' learning
2. The assessment instruments for assessment for learning is designed to be given during the learning process to support and improve the learning process
3. The assessment instruments for assessment as learning is designed to be given at the end of each chapter as a self-reflection

CHAPTER 1

Good Morning. How are you?



In this chapter you are going to:

1. Identify greeting expressions according to context
2. Differentiate the use of each expression based on the context
3. Practice the greeting expressions according to the context in real life
4. Make a short conversation of greeting, saying thank you, saying sorry, and leave taking.

Scan Me



A. You can find people around you and see what time you meet them. Greet them with the right expression of greeting! When you finish greeting them, put the information required in the table below

No	Who was that?	What time was that?	What did I say?
1	Putu	07.00 a.m	Good morning, Putu
2			
3			
4			
5			
6			
7			
8			
9			
10			

B. Let's read the conversation below and answer the questions provided!

Conversation 1

Dayu and Made were at school. They accidentally met in the corridor of school.

Dayu : Good morning, Made!

Made: Good morning, Dayu!

Dayu : How are you doing?

Made: I am doing well, thank you. How about you?

Conversation 2

Gusti was waiting a train in a railway station when he saw Agung got out from the train.

They were old friends.

Gusti : Hi, Agung!

Agung: Hello, Gusti.

Gusti : What's up?

Agung: Pretty well. How is

Dayu : I am fine. Thank you	your life?
Made: I need to meet Mr.	Gusti : It's pretty good.
Wayan at teacher	Thanks
office. So, I have to go	Agung: It's good to see you.
now. See you.	Anyway, my train has
Dayu : See you.	been here. Catch you
	up later. Bye!
	Gusti : Good to see you too.
	Bye

1. What situation are the conversation 1 and conversation 2 used?
-

2. Where does conversation 1 take place?
-

3. Where does conversation 2 take place?
-

- C. After reading the conversation, find your partner to make a short conversation about greeting, leave taking, saying thank you, and saying sorry based on the situation below! You can choose one situation.

1. You meet an old friend in a market. Please greet him/her and write the simple conversation you have with him/her.

2. You greet your teacher in the classroom. Please greet him/her and write the small interactions you have with her/him.

D. You have done a great job to write the conversation consisting of greeting with you partner. Now, it is your time to perform the conversation you and your partner have made in front of the class!

E. You have learned a lot. Now, please reflect yourself by filling in this journal! You may write your favorite activity or challenging activity you found during the lesson.

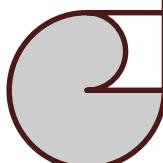
My Journal

I have learned:

My favorite part of this lesson:

The most challenging part of this lesson:

What I need to do better:



CHAPTER II

It is me!



In this chapter you are going to:

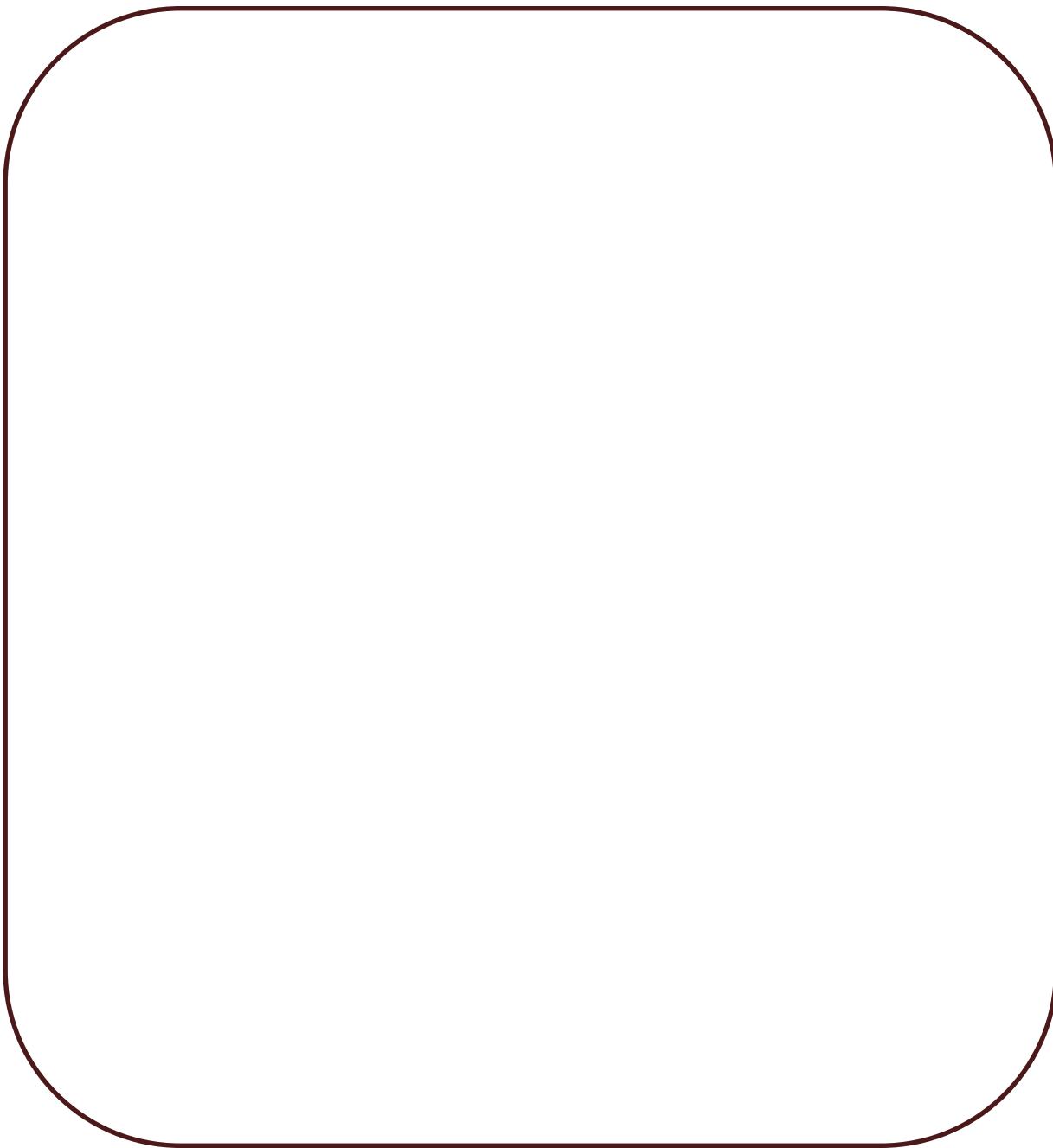
1. Identify the information needed to introduce yourself
2. Mention the hobby in introducing yourself
3. Mention the members of family and its information
4. Make a short paragraph about self-introduction and family members
5. Perform a monologue about self-introduction and family members

Scan Me



The Teacher Wants to Get to Know Your Family.

Draw a picture of you and your family. Add labels to say who each person is.



A. Let's read the following paragraph!

Hi! My name is Desak. I'm 13 years old. I'm from Bali. I'm Balinese. I was born in 2008 on May 4th. I live at Jalan Kamboja No 12 Denpasar. My hobby is swimming. My favorite food is *sate lilit*. My favorite colors are pink and blue. My favorite subject is English. I live with my family. My dad is an engineer. My mum is a banker. I have a brother. His name is Degus. He is 6 years old. He is a kindergarten student. I love them so much.

B. After reading the paragraph, it is your turn to write your own self-introduction paragraph below.

THIS IS ME!

C. Well done! Now, let's tell your friend about your family. In doing this, you will:

1. Find a partner
2. Tell about your family in turn
3. Listen to your friend
4. Take a note while your partner is speaking
5. Fill in the form below as the guidance
6. Retell your friend's family information

Name : _____

His/her members of family:

Origin: _____

Address: _____

Father's name: _____

Profession: _____

Workplace: _____

Mother's name: _____

Profession: _____

Workplace: _____

Sister's name: _____

Age: _____

Brother's name: _____

Age: _____

D. You have listened to your friend's performance about their family. Now, let's review your friend's performance by coloring the star and giving comment below!

PEER ASSESSMENT				
Name of Presenter	My name			
Star Rating				
Information: my friend told complete information about his/her family				
				
Effort: my friend gave his/her best effort to tell about their family				
				
Clarity: my friend spoke in clear pronunciation to tell about his/her family				
				
Comment: <hr/> <hr/> <hr/>				

CHAPTER III

What time is it?



In this chapter you are going to:

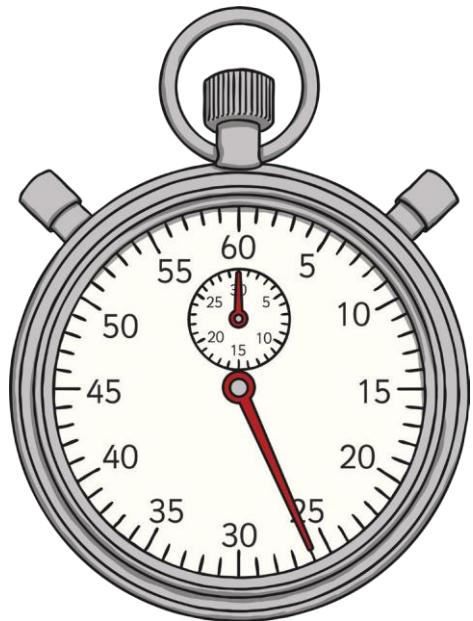
1. Match the time and its statement
2. Complete the timetable based on the audio recording
3. Make a timetable of daily routines
4. Present the timetable in a pair
5. Compare each other timetable

Scan Me



A. It is a game time! Let's play a time grid game. You just need to match the time in words to the correct time in numbers and then color the corresponding box on the grid, e.g. G1.

A.	It is five past nine	1.	12:00
B.	It is half past ten	2.	09:05
C.	It is seven o'clock	3.	04:45
D.	It is quarter past two	4.	00:00
E.	It is quarter to five	5.	02:15
F.	It is five to ten	6.	09:55
G.	It is noon	7.	10:30
H.	It is midnight	8.	07:00



B. It is listening time. Putu would like to share her daily schedule to you. Let's listen to Putu's daily schedule below!

Putu's Daily Schedule

You can listen to Putu's voice recording through the link below or directly scan the provided barcode:

Time	Activities
06.00	Wake up
06.15	Make a bed
06.30	Take a bath
06.45	Get dressed
07.00	Pray
07.15	Have a breakfast
07.30	Go to school
08.00	School time
12.00	Have a lunch
13.15	Go home
14.00	Take a nap
14.30	Do homework
15.30	Play outside
17.00	Take a bath
18.30	Have a dinner
19.00	Study time
21.00	Bed time

C. Now, it is your turn to make your own daily activities in a day. Fill out the following table! After that, tell your friend about your daily schedule in front of the class!

What I do in a day!

Date: _____

Self-Assessment

Name: _____

Date: _____

I have done a great job. To know better about myself, I need to assess my performance by giving checklist to the following table:

My performance	Never	Sometimes	Always
I made eye contact with my friend. I tried making eye contact with my friend			
I spoke clearly.			
I spoke loudly enough so my friend could hear me.			
I stayed on topic.			
I set a good pace.			

I took a slight pause between commas and at the end of sentences. I took a larger pause between paragraphs and at important points.			
I spoke straight forward and confident.			
I let my friend know when I was finished speaking.			

CHAPTER IV

This is my world!



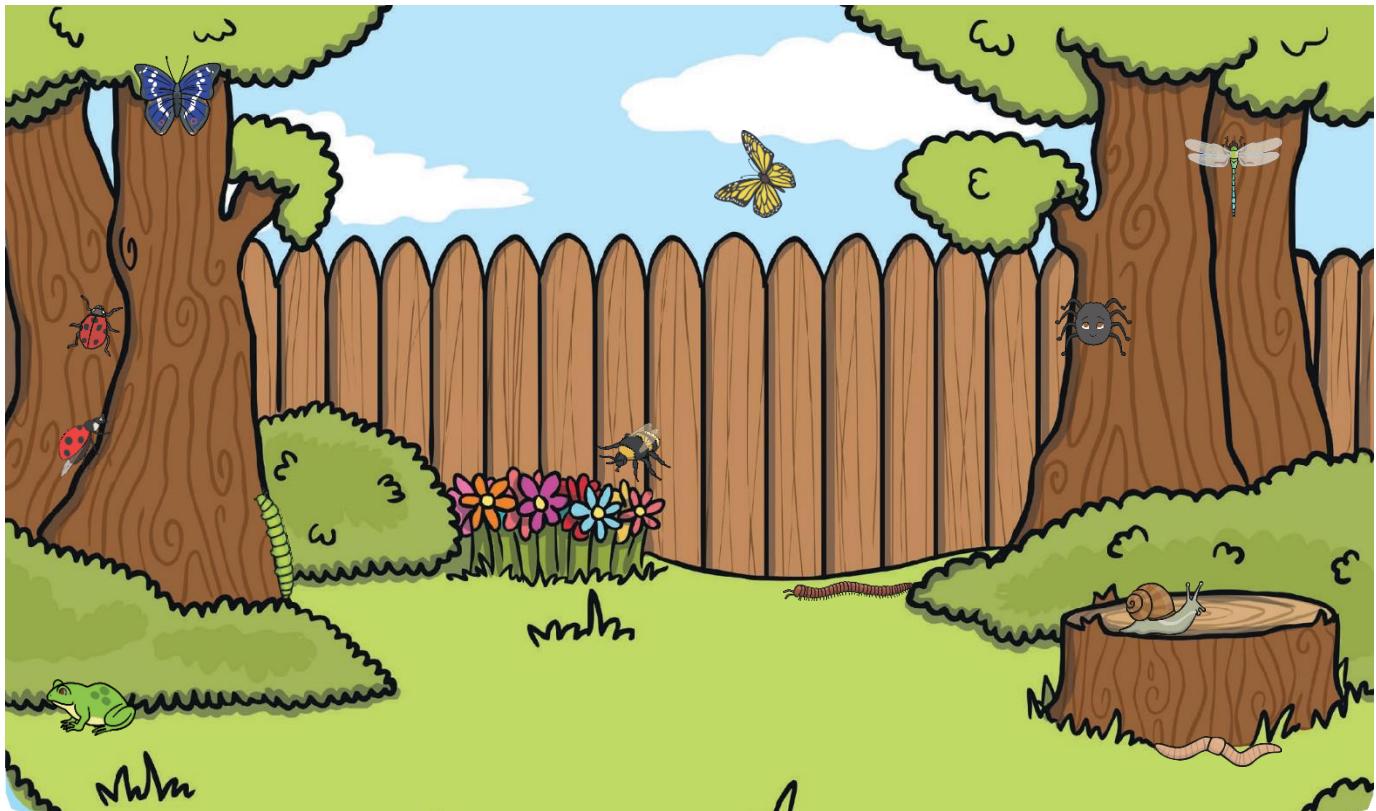
In this chapter you are going to:

1. Name the plural forms of the animal
2. Write sentences to state the numbers of pet's the student have
3. Explain the position of dream future house in a group

Scan Me



A. Look at the picture of the following garden. Find out the animals that you see below!



No	Name of an animal	Name of more than one animal
1	Spider	Spiders
2		
3		
4		
5		
6		

7		
8		
9		
10		

B. It is time to ask your friend about the animals that they have at home. Ask 10 friends and fill out the table below!

No	Name of my friend	My friend's pet	Number of their pet
1	Budi	Cat	1
2			
3			
4			
5			
6			
7			
8			
9			
10			

C. After you ask your friend, report your findings in the form of sentences below. Compare the animal that your friend's have with yours!

1. Budi has one cat, but I have two cats at home.

(No. 1 is done for you as an example)

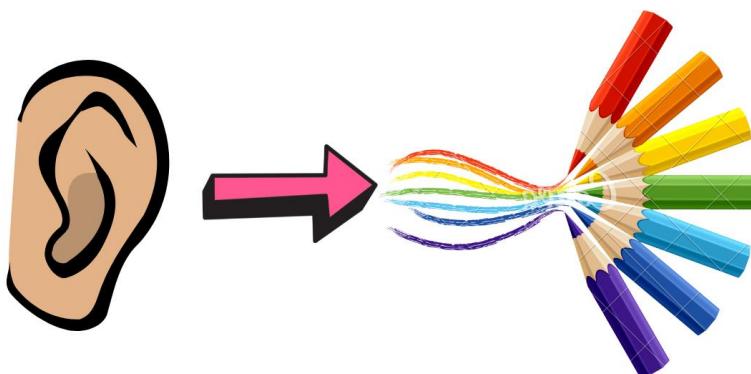
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

D. It is listen and color time!

You need to work in a pair. Your chair mate will be your pair. Before starting the game, you need to:

1. Prepare color pencils including red, blue, green, yellow, purple, pink, and brown.
2. Each of you take a coloring sheet and an instruction sheet provided.
3. The teacher may help cut the instruction sheet and coloring sheet for each student
4. Sit back to back while you are holding the instruction paper and the coloring sheet.

5. One student speaks at a time to tell the instruction one by one
6. Another student listens and does the instruction on the coloring sheet
7. After reading all the instructions, you may see your partner's coloring sheet
8. Check off each instruction to see if your partner was able/unable to follow the instructions.

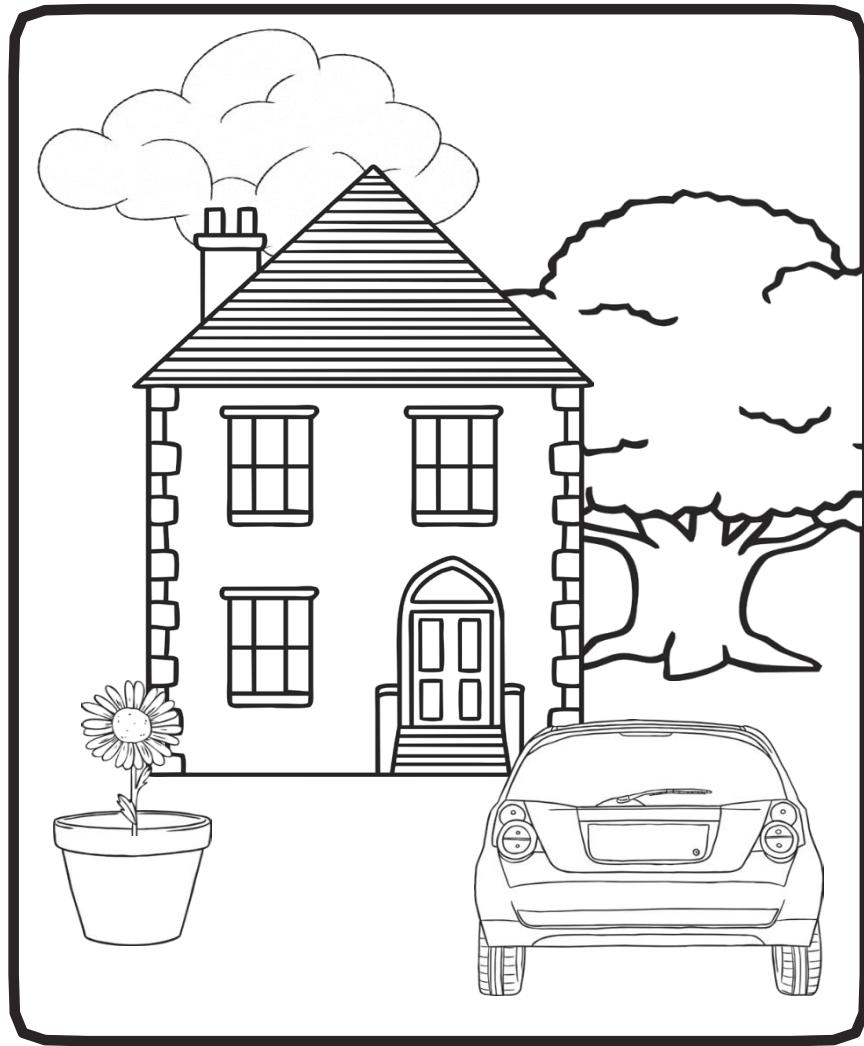


Cut the following instruction sheet for student 1 and student 2

Instruction Sheet for Student 1	
Color the door red.	
Color the chimney brown.	
Color the windows green.	
Color the cloud purple.	
Color the flower pink.	
Color the car yellow.	
Color the tree blue.	
Finish your picture with any colors you choose.	

Instruction Sheet for Student 2	
Color the door green.	
Color the chimney pink.	
Color the windows blue.	
Color the cloud red.	
Color the flower yellow.	
Color the car purple.	
Color the tree brown.	
Finish your picture with any colors you choose.	

Cut the following coloring sheet for student 1 and student 2



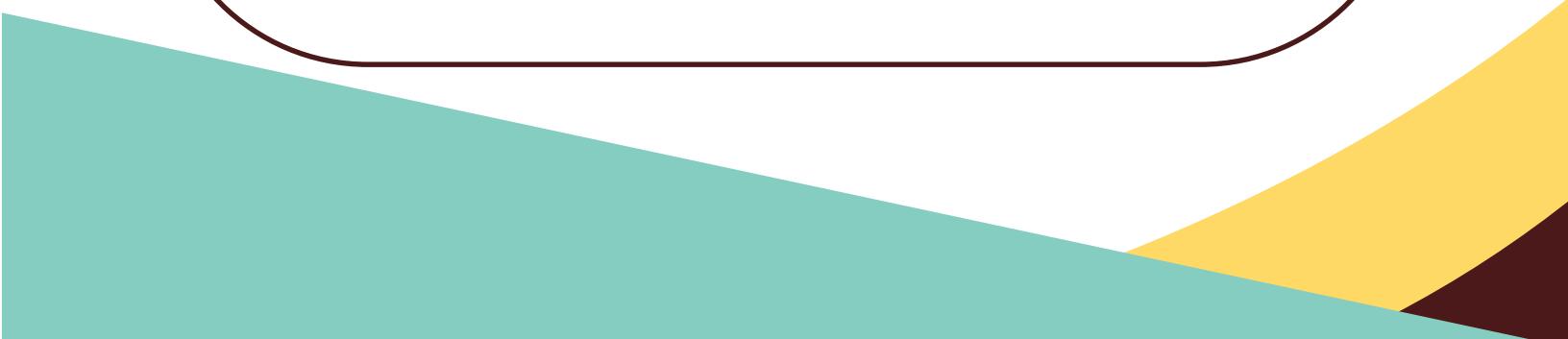
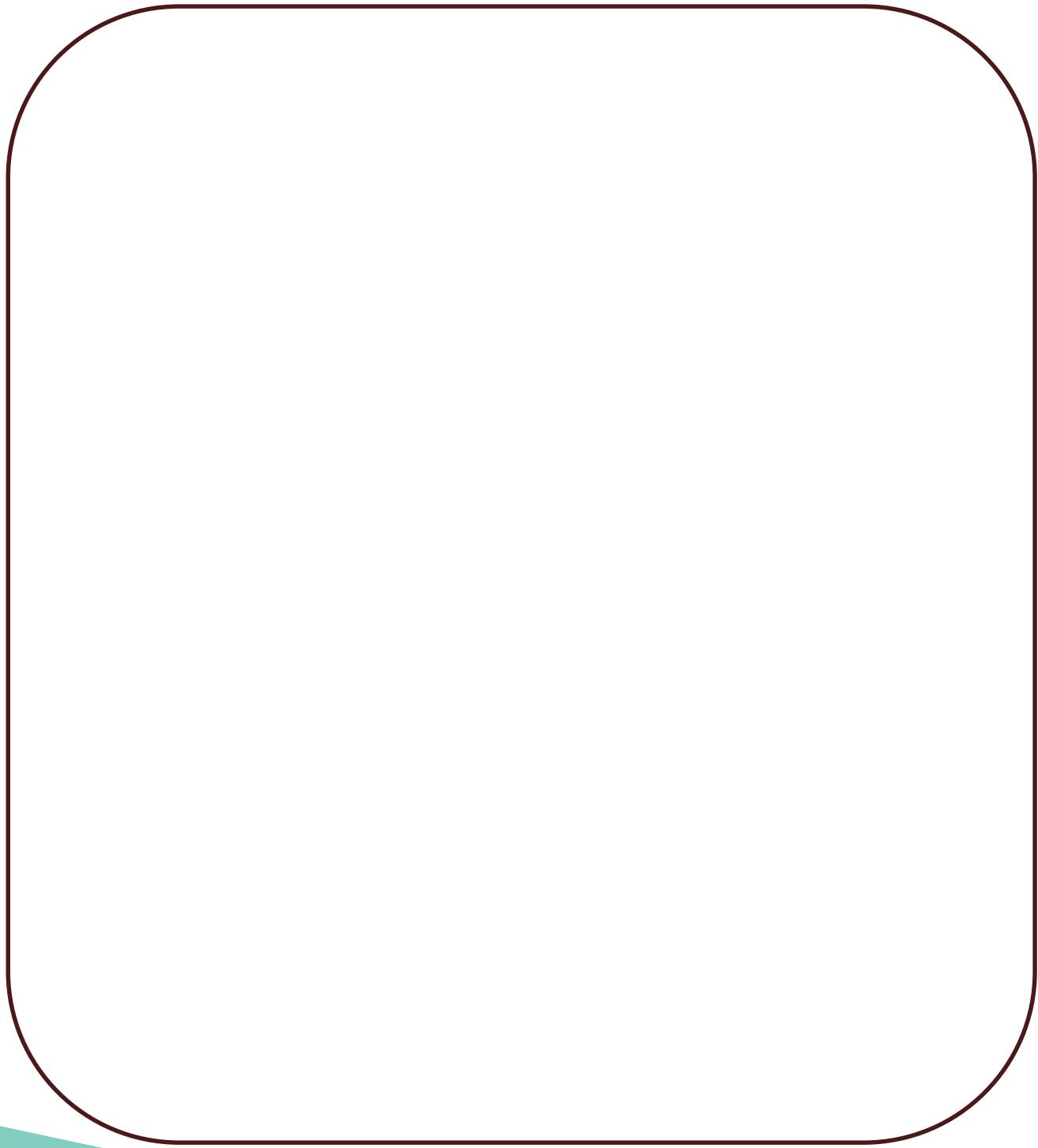
E. It is a teamwork time. Your team consists of 3 to 5 students. First, you will plan your future house. You will make a list of the rooms you will have in the house and the things you will have in every room. You will also make a list of the things and animals you will have. Second, everyone in the group will write the details of the plan in the notebook. Finally, each group will put their plan on the wall of the classroom and read it to the class. Look at the example below



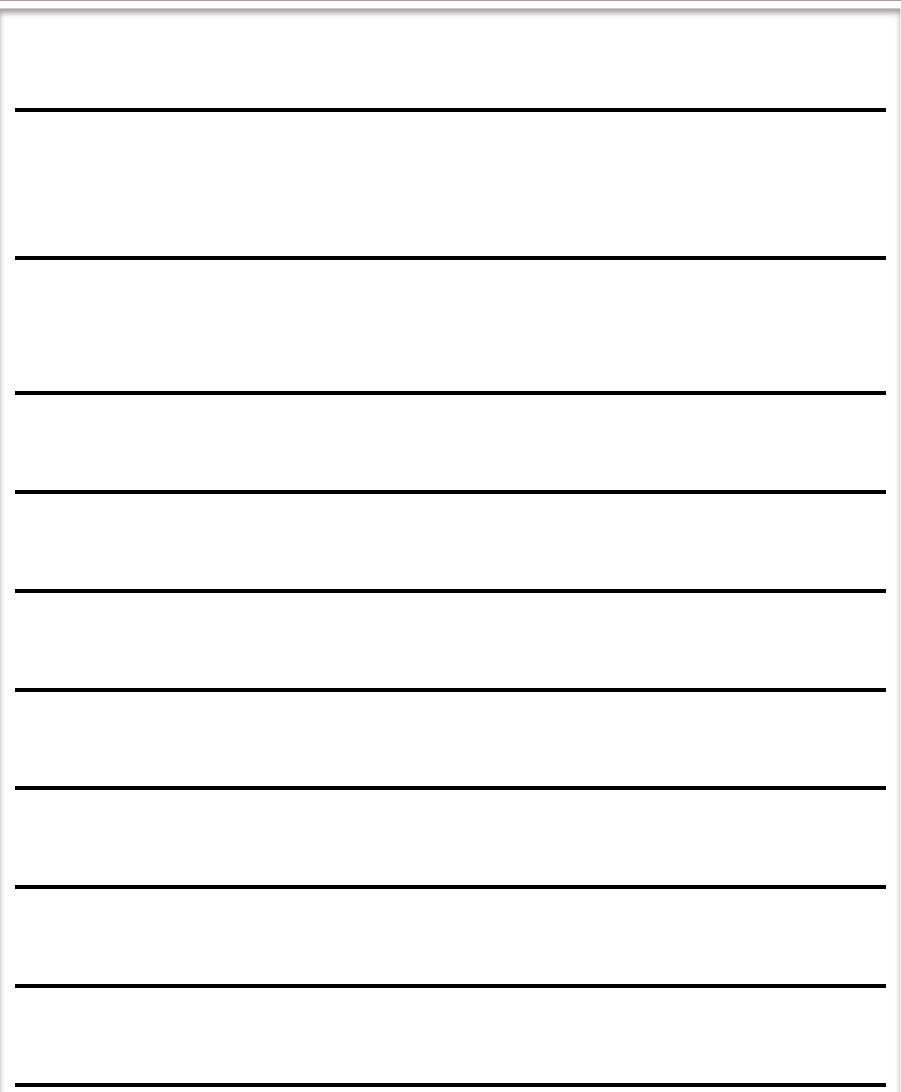
Our Dream House

Here is our dream house. It will have seven rooms. There are three floors in the house. The first floor is the basement. There are two rooms in the basement. The study room and laundry room will be next to each other. Kitchen and living room will be in the second floor. Meanwhile, the dining room is between the kitchen and the living room. The bedroom will be on the third floor. There is a bathroom in front of the bedroom. There is a garden outside the house. We will have a dog in the garden

Design Your Dream House



Write the description of your dream house here:



A white rectangular writing box with a thin black border, containing ten horizontal lines for handwriting practice.

Student Self-Assessment: Group Work

Name: _____

Date: _____

Topic of my lesson:

	No	Somewhat	Yes
The work was shared equally.			
Our group helped each other.			
We encouraged each other.			
I did my fair share of the work.			
We set clear obtainable objectives.			
We were respectful of each other.			
Everyone clearly understood their roles and objectives.			

We learned from our disagreements and used this to give constructive feedback and make our work better.			
I listened and tried to understand others.			

Student Self-Assessment: Writing

Name: _____

Date: _____

Topic of my lesson: _____

	Never	Sometimes	Always
I varied my sentences.			
I gave lots of detail information.			
I included many interesting thing.			
My sentences was well organized and easy to read.			
I had few spelling and grammatical errors.			
My sentences had good order of development.			
My sentences had a subject, verb, and object			

Final Examination



In this final examination, the teacher may:

1. Use the test items to judge the student's achievement during semester 1
2. Conduct the final examination either online or offline learning depending on your needs
3. Scan the barcode to get the online final examination
4. Look at the key answers provided at the end of the test

Scan Me



A. Let's match these words bank with the pictures!

Good afternoon

Good morning

Hello

Good bye

Good evening

Good night



Good Morning
(It is done as an example)





B. You have learned some expressions of greeting. Now, let's fill out the table with the exact time about when you say the greetings!

Greeting	From	To
Good morning	05.00 a.m.	11.59 a.m.
Good afternoon		
Good evening		
Good night		

C. Your teacher is just as excited as you to start this new school year! Help them get to know you even better by filling in this 'All about Me' and 'My Family'

All about Me

My full name is _____

You can call me _____

My favorite color is _____

My favorite food is _____

My hobby is _____

I am good at _____

I want to get better at _____

This year, I am most excited about _____

I am a little worried about _____

My Family

I live with _____

I am from _____ and I live at _____

My parents are _____

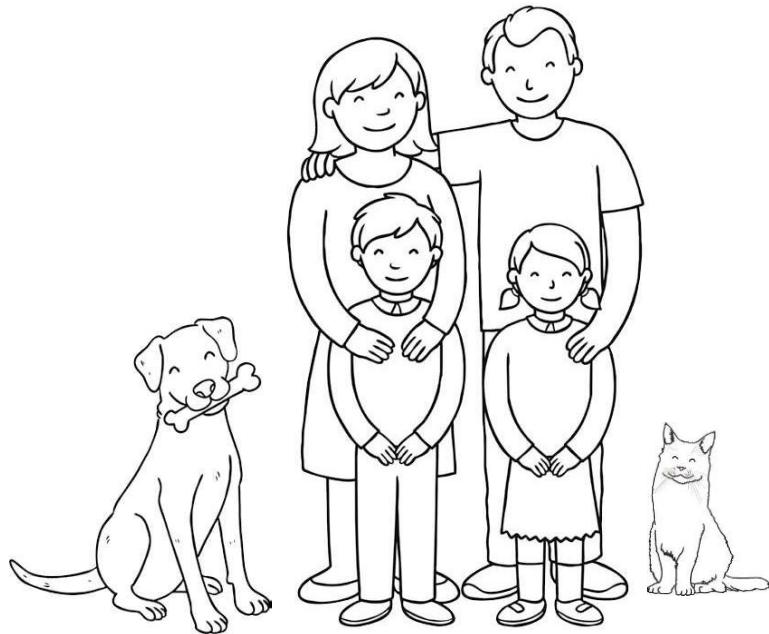
My dad works at _____. He is a _____

My mom works at _____. She is a _____

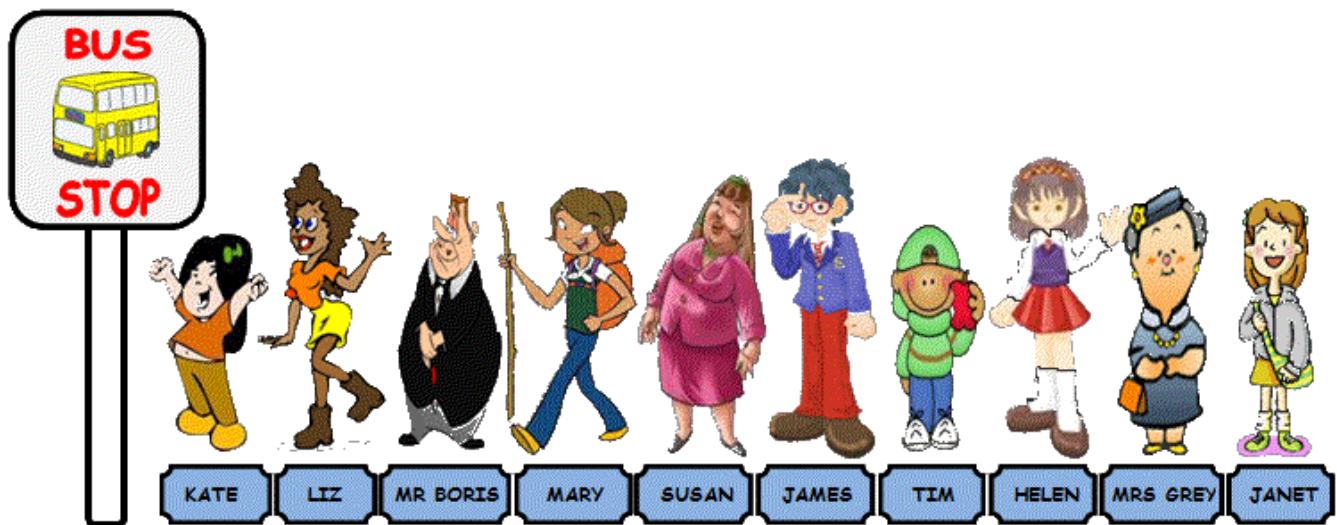
I have _____ brothers and _____ sisters.

My brother's name _____. He is _____ years old

My sister's name _____. She is _____ years old



D. Some people are waiting in a line to take the bus. Find them and tell us where they are!



1. Where is James?

Answer: James is in the sixth line

(No 1. is done for you as an example)

2. Where is Kate?

Answer: _____

3. Where is Helen?

Answer: _____

4. Where is Mrs. Grey?

Answer: _____

5. Where is Mr. Boris?

Answer: _____

6. Where is Tim?

Answer: _____

7. Where is Mary?

Answer: _____

8. Where is Janet?

Answer: _____

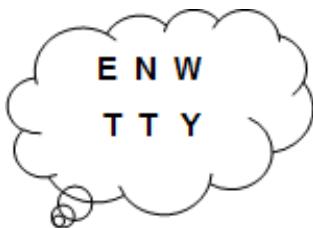
9. Where is Susan?

Answer: _____

10. Where is Liz?

Answer: _____

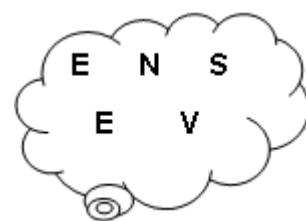
E. The following numbers are still incorrect. Please write the number in correct form!



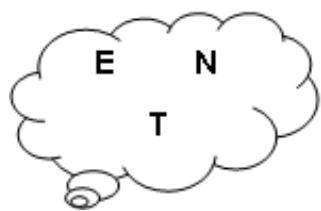
Eleven <i>(It is done as an example)</i>		
---	--	--



--	--	--



--	--	--



--	--	--

F. Let's learn about days of the week. Please answer the following questions by looking at the word bank.

Days of the Week

- What day is before Saturday?

Answer: It is Friday (It is done as an example)

- What day is after Wednesday?

Answer: _____

- What day is after Sunday?

Answer: _____

- What day is before Tuesday?

Answer: _____

5. What day is two days after Thursday?

Answer: _____

6. What day is before Monday?

Answer: _____

7. What day is after Monday?

Answer: _____

8. What day before Thursday?

Answer: _____

9. What is the first day of the week?

Answer: _____

10. What day does school begin?

Answer: _____

Sunday	Monday	Tuesday	Wednesday	Thursday
	Friday		Saturday	

G. Read each clue in each number to know the answer. Find the answer in the provided box and write it down in the blank space!

January	February	March	April	May	June
July	August	September	October	November	December

CLUE(S)

1. First month of the year

January (It is done as example) _____

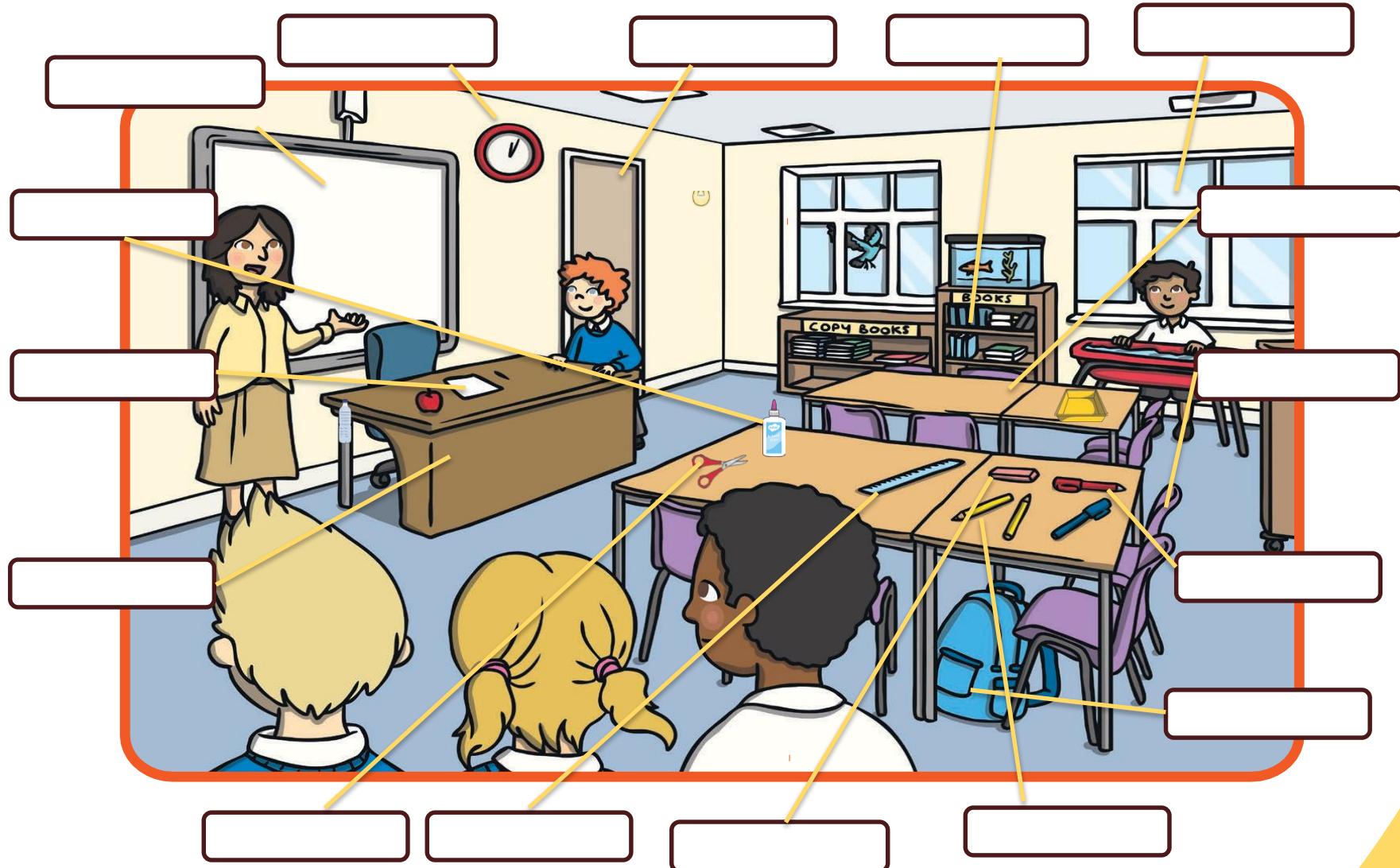
2. Last month of the year

3. Month after June _____
4. Month before September _____
5. Month between May and July _____
6. Second month of the year _____
7. Tenth month of the year _____
8. Third month of the year _____
9. Fifth month of the year _____
10. Month between July and _____
September

H. Let's get to know more about National Days in Indonesia.
Complete the following dialogs!

1. Ayu : When is Kartini Day?
Sekar : Kartini Day is on the twenty first of April, Ayu.
(Number 1 is done for you as an example)
2. Desak : When do we celebrate our Independence Day, Bagus?
Bagus : _____
3. Dewa : When is Mother's Day in Indonesia, Wayan?
Wayan : _____
4. Iluh : When do we celebrate National Education Day, Mr. Gede?
Mr. Gede : _____
5. Dewi : When is Pancasila Day, Kadek?
Kadek : _____

I. Name the objects in the classroom!



J. Now, please find 10 things in the previous picture of classroom and write it in the table below!

No	Name of the things in my classroom	Number of things in my classroom
1	Whiteboard	1
2		
3		
4		
5		
6		
7		
8		
9		
10		

K. Then, report your findings using expression "there is" or "there are" in the space provided below!

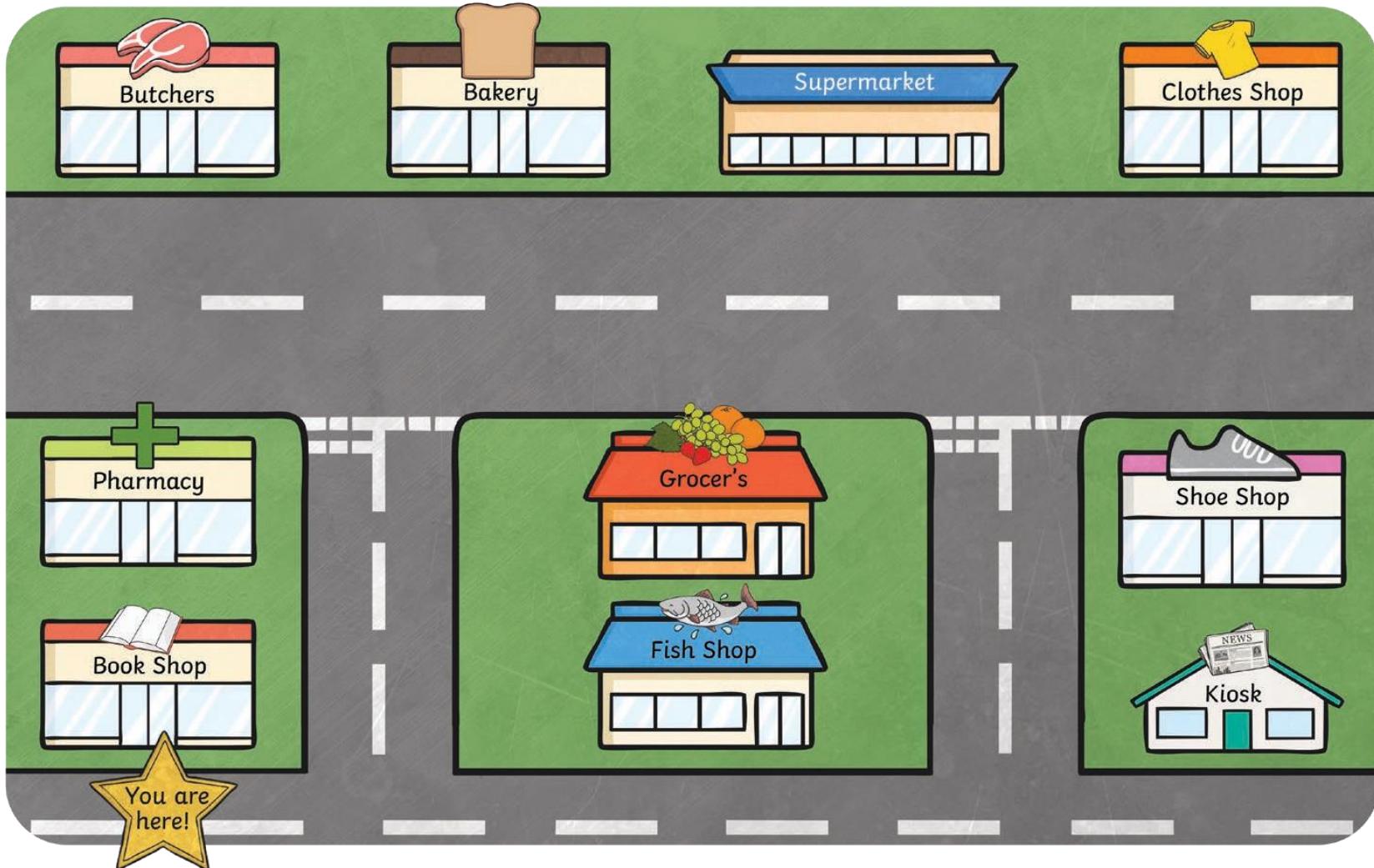
1. There is a whiteboard in my classroom

(No. 1 is done for you as an example)

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

L. Look at the map below carefully to complete the dialog on the next page!

MY TOWN



Dayu : Do you see the building with the blue roof?

Santi : Yes. What is that building?

Dayu : That is a fish shop

(It is done for you as an example).

Santi : I see. What about that building on the left of the supermarket?

Dayu : That is a _____.

Santi : I see. That building on the left of the supermarket is
the _____.

Dayu : Right. The supermarket and the _____ are next to each
other.

Santi : And, do you know that building on the right of the supermarket,
across from the shoe shop

Dayu : That building is a _____

Santi : I know. That building on the right is a _____.

Dayu : Remember. The _____ is across from shoe shop..

Santi : And what about that building in front of us?

Dayu : That is a _____.

Santi : Oh yeah. That building is a _____?

Dayu : Right. That building in front of us is a _____

Santi : And, that building on the left of the bakery?

Dayu : That is a _____.

Santi : I see. So, the _____ is on the left of the bakery.

Dayu : Yes, it is to the left of the tax office

Santi : And, what about that building across from the butcher?

Dayu : That building is a _____.

Santi : I see. So, the _____ is across from the butcher.

Dayu : Right. It is across from the butcher.