



APPENDICES

Appendix 1.ATP (Alur Tujuan Pembelajaran) or Flow of Learning Objectives

Alur Tujuan Pembelajaran Mata Pelajaran Bahasa Inggris Fase D

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| <p>Mata Pelajaran : Bahasa Inggris</p> <p>Fase : D</p> <p>Penulis : A.A Ayu Puteri S.Pd</p> <p>Instansi : SMP Negeri 1 Payangan</p> | <p>Capaian Fase D: Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi</p> |
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| teks tulisan dan visual dalam bahasa Inggris. |
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Rasional

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini fokus menjelaskan pada kelas 7 SMP.

Alur dan tujuan pembelajaran ini disusun berdasarkan Edisi Revisi Taksonomi Bloom, dengan pendekatan berbasis genre. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan grammatical semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

Konteks Sekolah (Brief Explanation of School Condition)

1. Input Siswa : Gaya belajar dengan tipe Visual dan Auditori
2. Lokasi Sekolah : Desa Melinggih. Kecamatan Payangan Kabupaten Gianyar
3. Budaya di Sekolah : Sekolah fokus kepada kemampuan menyimak, membaca (melafalkan) dan menulis sederhana

4. Ketersediaan Daya Dukung Sekolah : Sekolah memiliki laboratorium TIK, sarana prasarana yang memadai, akses internet yang baik dan guru yang mengajar/mengampu sesuai dengan kualifikasinya.

Elemen Capaian Pembelajaran

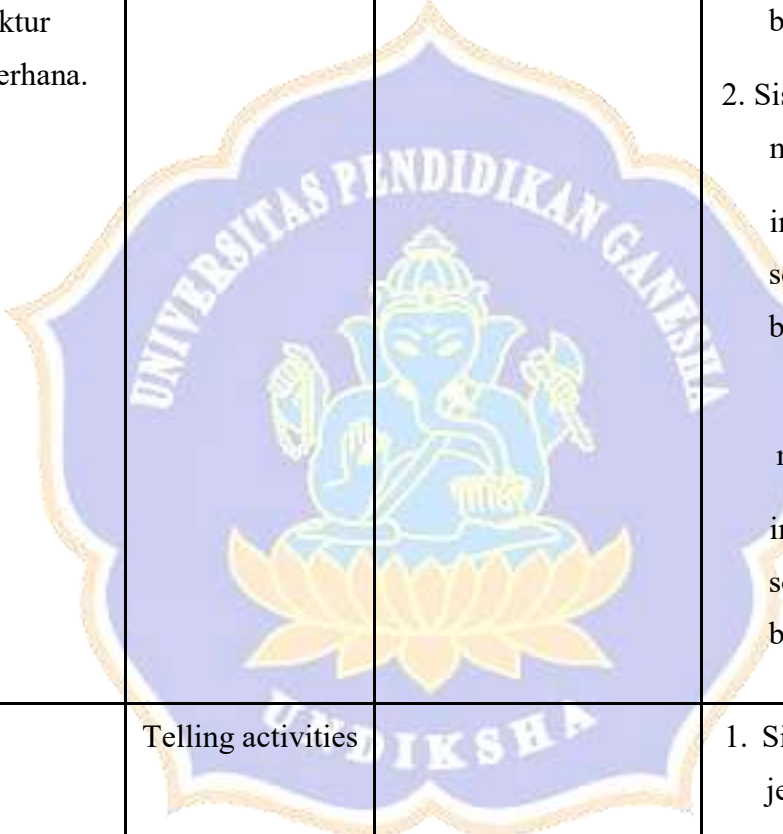
| Menyimak-Berbicara | Membaca - Memirsa | Menulis – Mempersentasikan |
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| <p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat,</p> | <p>Pada akhir fase D, peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familier secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><i>By the end of Phase D, students</i></p> | <p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat</p> <p><i>By the end of Phase D, students</i></p> |

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| <p>membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating</i></p> | <p><i>independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p> | <p><i>communicate their ideas and experiences through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and details, and also vary their sentence constructions in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p> |
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| <i>preferences. They explain and clarify their answers using basic sentence structure and verb tenses</i> | | |
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| <p>1. Elemen Menyimak – Berbicara Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang</p> | <p>Greeting: saying hello, leave taking, apologize, grateful.</p> | <ol style="list-style-type: none"> 1. Beriman, bertakwa Terhadap Tuhan Yang Maha Esa, dan Berakhlak mulia 2. Berkebinekaan Global 3. Bergotong Royong 4. Kreatif 5. Bernalar Kritis 6. Mandiri | <ol style="list-style-type: none"> 1. Siswa mampu mengenal teks greeting: saying hello, leave taking, apologize, grateful. lewat tayangan video 2. Siswa mampu mengemukakan greeting: saying hello, leave taking, apologize, grateful secara berkelompok. 3. Siswa mampu | <p>7</p> <p>7</p> |
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| relevan dari diskusi atau | | | | |
| presentasi mengenai berbagai macam 159 topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat | | | mendemonstrasikan teks greeting: saying hello, leave taking, apologize, grateful. secara berpasangan. | 7 |

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| <p>perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> | <p>Introducing self and someone</p> |  | <p>1. Siswa mampu mengenal ungkapan introducing self and someone secara berkelompok.</p> <p>2. Siswa mampu mengemukakan introducing self and someone secara berpasangan.</p> <p>3. Siswa mampu mendemonstrasikan introducing self and someone secara berpasangan.</p> | <p>7</p> <p>7</p> <p>7</p> |
| | <p>Telling activities</p> | | <p>1. Siswa mampu mengenal jenis aktivitas melalui tayangan video dan atau gambar.</p> | <p>7</p> |

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| | | | 2. Siswa mampu mengemukakan jenis aktivitas secara berkelompok. | 7 |
| | | | 3. Siswa mampu mendemonstrasikan jenis aktivitas secara individu berdasarkan gambar. | 7 |



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| | Telling time | | <ol style="list-style-type: none"> 1. Siswa mampu mengenal waktu melalui tayangan video dan atau gambar. 2. Siswa mampu mengemukakan waktu secara berkelompok. 3. Siswa mampu mendemonstrasikan waktu secara individu.berdasarkan gambar. | <p>7</p> <p>7</p> <p>7</p> |
| | Like and dislike | | <ol style="list-style-type: none"> 1. Siswa mampu mengenal ungkapan like and dislike melalui tayangan video dan atau gambar. 2. Siswa mampu mengemukakan like and | <p>7</p> <p>7</p> |

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| | | | <p>dislike secara berkelompok.</p> <p>3. Siswa mampu mendemonstrasikan like and dislike secara individu berdasarkan gambar/kreatif.</p> | 7 |
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| | Capability | | <p>1. Siswa mampu mengenal ungkapan capability</p> <p>melalui tayangan video dan atau gambar.</p> <p>2. Siswa mampu mengemukakan ungkapan capability secara berkelompok.</p> <p>3. Siswa mampu mendemonstrasikan ungkapan capability secara individu berdasarkan gambar.</p> | <p>7</p> <p>7</p> <p>7</p> |
| <p>2. Elemen Membaca – Memirsa:</p> <p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah</p> | <p>Teks deskripsi, prosedur, pesan singkat,</p> | <p>1. Beriman, bertakwa Terhadap Tuhan Yang Maha Esa, dan</p> | <p>1. Siswa mampu mengidentifikasi unsur kebahasaan dari teks melalui teks tulis dan atau video secara</p> | <p>7</p> |

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| dipelajari dan kosakata yang familiar | iklan naratif | Berakhlak mulia 2. Berkebinekaan | berkelompok. | |
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| secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. | Global 3. Bergotong Royong 4. Kreatif 5. Bernalar Kritis 6. Mandiri | 2. Siswa mampu mengemukakan ide atau gagasan utama dan | 7 |
| | | terperinci dari teks secara berkelompok. 3. Siswa mampu menganalisis struktur teks secara mandiri. | 7 |

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| <p>3. Elemen Menulis</p> <p>Mempresentasikan: Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p> | <p>Teks deskripsi, prosedur, naratif</p> | <p>1. Beriman, bertakwa Terhadap Tuhan Yang Maha Esa, dan Berakhlak mulia</p> <p>2. Berkebinekaan Global</p> <p>3. Bergotong Royong</p> <p>4. Kreatif</p> <p>5. Bernalar Kritis</p> <p>6. Mandiri</p> | <p>1. Siswa mampu mengidentifikasi ide dan pengalaman melalui paragraf sederhana secara berkelompok.</p> <p>2. Siswa mampu menggunakan struktur teks sederhana secara berkelompok.</p> | <p>7</p> <p>7</p> |
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| Alur Tujuan Pembelajaran | Elemen | Referensi/Catatan/Inspirasi Adaptasi |
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| 7.1 Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif | Membaca dan Memirsa | Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana |
| 7.2 Memahami ide utama dan detail yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah | Menyimak dan Berbicara | Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana |
| 7.3 Merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif | Membaca dan Memirsa | Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosakata dan kalimat yang sederhana |
| 7.4 Melakukan pengulangan dan | Menyimak-Berbicara | Kosa kata yang diulang dari topik yang |

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| <p>penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah</p> | | <p>familiar dan unfamiliar dengan jumlah kosakata yang sedikit dengan memperhatikan pelafalan</p> |
| <p>7.5 Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif</p> | <p>Membaca - Memirsa</p> | <p>Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana</p> |
| <p>7.6 Membuat inferensi untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif</p> | <p>Membaca dan Memirsa</p> | <p>Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana</p> |
| <p>7.7 Menyusun paragraph tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhana.</p> | <p>Menulis-Mempersentasikan</p> | <p>Menyusun outline menggunakan contoh teks sederhana kosa kata, dan struktur kalimat dengan menggunakan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense, adjective</i>, dsb.</p> |
| <p>7.8 Mengomunikasikan ide,</p> | <p>Menulis-Mempersentasikan</p> | <p>Kalimat yang dihasilkan sederhana</p> |

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| <p>pengalaman teks informasi mereka melalui paragraph sederhana dan terstruktur</p> | | <p>dengan memperhatikan jeda, kapitalisasi dan menggunakan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense, adjective</i>, dsb.</p> |
| <p>7.9 Mengungkapkan jawaban, ide, pengalaman, minat, pendapat, pandangan dan preferensi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal menggunakan struktur kalimat dan kata kerja sederhana</p> | <p>Menyimak-Berbicara</p> | <p>Menggunakan bahasa Inggris untuk mengungkapkan minat, pendapat dengan guru.</p> |



Appendix 2. Blueprints for English Learning Supplementary Materials Descriptive Text Canva design for Grade 7 students in English learning

Blueprints for English Learning Supplementary Materials Descriptive Text Using Canva Design For Grade 7 students In English Learning

(Source: ATP or Learning Objective Flow for English Language Courses in Junior High Schools)

| No | Learning Objective | Topics | Indicators | Writing Materials | Level Cognitive Domain | | | | Types of Exercise | Number of Item |
|----|------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------|----|----|---------------------------------------------|----------------|
| | | | | | C1 | C2 | C3 | C4 | | |
| 1. | Write simple, structured paragraphs showing progress in using specific vocabulary and simple sentence structure. | Pronoun | <ol style="list-style-type: none"> Students are able to recognize the parts of personal pronouns. Students are able to apply personal pronoun sentences in | Personal Pronoun <ol style="list-style-type: none"> Person <ul style="list-style-type: none"> - First person - Second person - Third person Number <ul style="list-style-type: none"> - Singular - Plural Gender <ul style="list-style-type: none"> - Masculine - Feminine - Neutral | | 1-12 | | | Fill-in-the-blank Essay (Open-ended) | 12 |

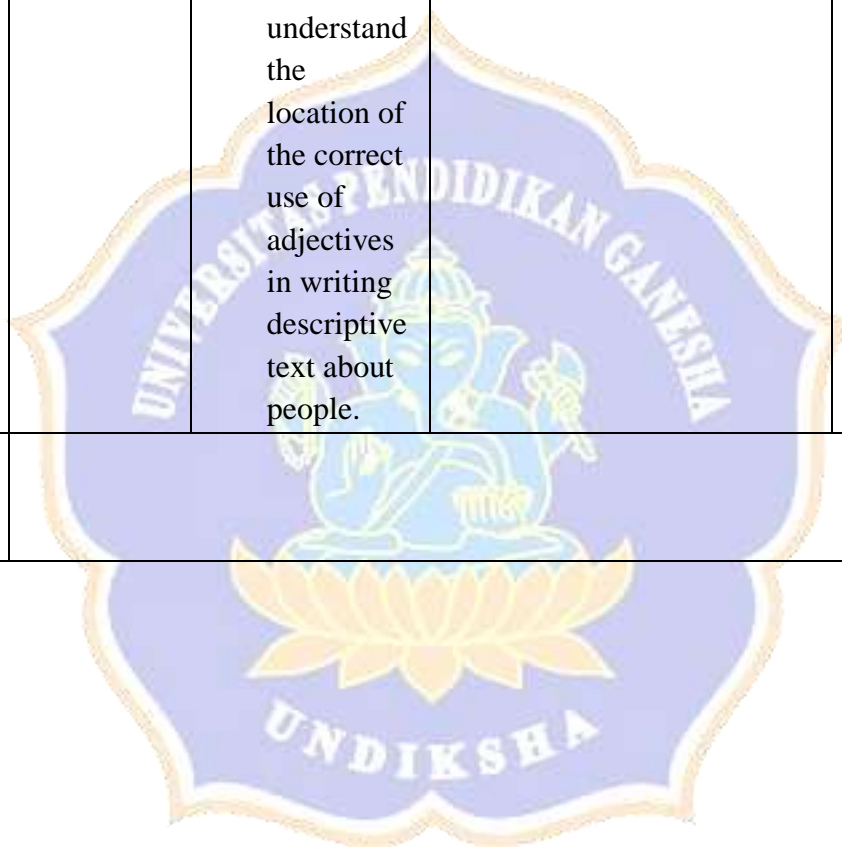
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| | | | <p>everyday life</p> <p>3. Students are able to identify the text of adjectives, verbs, nouns, adverbs, and personal pronouns.</p> | <p>Subjective pronoun and Objective pronoun</p> <p>I Me you you he him she her it it we us they them</p> <p>Possessive Pronoun</p> <p>- Mine - Yours - Hers - His - Ours - Theirs</p> <p><i>how to use possessive pronoun;</i></p> <p>1. <i>Possessive pronouns can be used as subject</i></p> <p>2. <i>Possessive pronoun as object</i></p> <p>3. <i>Apostrophes do not apply to possessive pronouns</i></p> | | | | | |
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| | | | | <p>Possessive Adjective</p> <ul style="list-style-type: none"> - My - Yours - His - Her - Its - Our - Their <p><i>Know which use of possessive adjectives which do not</i></p> <p>Reflexive Pronoun</p> <ul style="list-style-type: none"> - Myself (first person and singular) - Yourself (Second person and singular) - Himself, herself, itself (third person and singular) - Ourselves (first person and plural) - Yourselves (second person and plural) - Themselves (third person and plural) | | | | | |
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| <p>2.</p> | <p>Can design the text structure and content of a descriptive text about people/figures</p> | <p>Information about a person with descriptive text</p> | <ol style="list-style-type: none"> 1. Detailing the parts of the structure of the descriptive text 2. Determine the part identification and description of the part in the description text presented 3. Determine variations in the development pattern of descriptive text 4. Examine the | <p>Describing person</p> <ol style="list-style-type: none"> 1. Describe family 2. Describe a close friend 3. Someone school with 4. Or someone else <p>Describing appearance</p> <ol style="list-style-type: none"> 1. How to describe height 2. Describe build 3. Describe hair 4. Describe eyes 5. Describe skin color 6. Describe lips 7. Describe face shape 8. Describe nose 9. Describe a person look like 10. Describe age <p>Describing Positive personality</p> <p>My father was a <u>hard worker</u>. He sometimes comes home late at night</p> | <p>1-9</p> | | <p>Fill-in-the-blank</p> <p>Essay (Open-ended)</p> | <p>9</p> |
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| | | | <p>appropriate structural parts to complete the descriptive text that is superimposed</p> <p>5. Determine and correct errors in the use of words, sentences, spelling and punctuation</p> <p>6. Students can recognize the adjectives used and contained in writing</p> | <p>from work. He is a very <u>reliable</u> father in my family. He is very <u>kind</u> person and <u>warm</u> to the family.</p> <p>Describing Negative personality</p> <p>My sister is a bit <u>stubborn</u> sometimes. And very <u>careless</u> in storing things. She promised it would never be like that again. Talk too much</p> | | | | |
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| | | | <p>descriptive text.</p> <p>7. Students can understand the location of the correct use of adjectives in writing descriptive text about people.</p> | | | | | | | |
| Total Number of Item | | | | | | | | | | 21 |



Appendix 3. Instrument Validation Sheet

Content Expert Judgment's Sheet

Validator : Made Hery Santosa, Ph.D

Institution : Undiksha

The evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

| No | Name of Instrument | Criteria | Relevant | Irrelevant | Comments |
|----|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|
| 1. | Content expert evaluation sheet | a. The learning objectives stated clearly | √ | | |
| | | b. Interactivity in design | √ | | |
| | | c. The learning objectives in accordance with ATP (flow of learning objectives)/CP (learning achievement/ Curriculum/Teaching modules | √ | | |
| | | d. The scope and depth of learning objectives | √ | | |
| | | e. Contextuality between learning achievement and teaching module | √ | | |
| | | f. Boost motivation | √ | | |

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| | g. Compatibility of the learning strategies | √ | | |
| | h. Ease to understand | √ | | |
| | i. Suitability of the learning material. | √ | | |

Singaraja, 18 October 2022



Made Hery Santosa, Ph.D.
NIP. 197910232003121001

Media Expert Judgment's Sheet

Validator : Made Hery Santosa, Ph.D

Institution : Undiksha

The evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

| No | Name of Instrument | Criteria | Relevant | Irrelevant | Comments |
|----|-------------------------------|-----------------------------------------|----------|------------|----------|
| 1. | Media Expert evaluation sheet | a. Clarity of the program Instruction | √ | | |
| | | b. Effectiveness of the learning media | √ | | |
| | | c. Compatibility in smartphones and web | √ | | |
| | | d. The ease of application management | √ | | |
| | | e. Utilization of interactive design | √ | | |
| | | f. Sound Clarity | √ | | |
| | | g. Carrying capacity music | √ | | |
| | | h. Creativity of the design | √ | | |

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| | | i. Appropriate selection of application software or tool types for development | √ | | |
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Singaraja, 18 October 2022



Made Hery Santosa, Ph.D.
NIP. 197910232003121001

Content Expert Judgment's Sheet

Validator : Made Hery Santosa, Ph.D

Institution : Undiksha

The evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

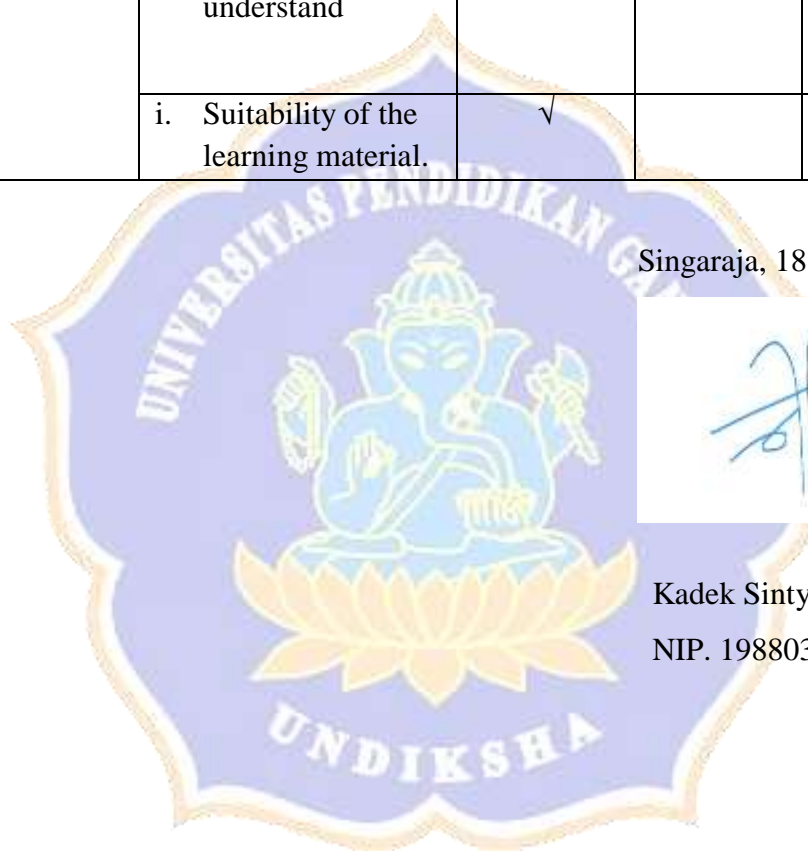
| No | Name of Instrument | Criteria | Relevant | Irrelevant | Comments |
|----|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|
| 1. | Content expert evaluation sheet | a. The learning objectives stated clearly | √ | | |
| | | b. Interactivity in design | √ | | |
| | | c. The learning objectives in accordance with ATP (flow of learning objectives)/CP (learning achievement/ Curriculum/Teaching modules | √ | | |
| | | d. The scope and depth of learning objectives | √ | | |
| | | e. Contextuality between learning achievement and | √ | | |

| | | | | | |
|--|--|---------------------------------------------|---|--|--|
| | | teaching module | | | |
| | | f. Boost motivation | √ | | |
| | | g. Compatibility of the learning strategies | √ | | |
| | | h. Ease to understand | √ | | |
| | | i. Suitability of the learning material. | √ | | |

Singaraja, 18 October 2022



Kadek Sintya, S.Pd., M.Pd.
NIP. 198803232015042004



Media Expert Judgment's Sheet

Validator : Kadek Sintya Dewi, S.Pd.,M.Pd

Institution : Undiksha

The evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

| No | Name of Instrument | Criteria | Relevant | Irrelevant | Comments |
|----|-------------------------------|-----------------------------------------|----------|------------|----------|
| 1. | Media Expert evaluation sheet | a. Clarity of the program Instruction | √ | | |
| | | b. Effectiveness of the learning media | √ | | |
| | | c. Compatibility in smartphones and web | √ | | |
| | | d. The ease of application management | √ | | |
| | | e. Utilization of interactive design | √ | | |
| | | f. Sound Clarity | √ | | |
| | | g. Carrying capacity music | √ | | |

| | | | | | |
|--|--|-----------------------------------------------------------------------------------|---|--|--|
| | | h. Creativity of the design | √ | | |
| | | i. Appropriate selection of application or software or tool types for development | √ | | |

Singaraja, 18 October 2022



Kadek Sintya, S.Pd., M.Pd.
NIP. 198803232015042004



Appendix 4. Expert Judgment

EVALUATION SHEETS

Developing Digital-Based Descriptive Writing Supplementary Materials Using Canva Design For Grade 7 SMP Negeri 1 Payangan

Title : Developing Digital-Based Descriptive Writing Supplementary Materials Using Canva Design For Grade 7 SMP Negeri 1 Payangan

Author : Ni Made Wilhel Mina Putri

Expert : Made Hery Santosa, Ph.D

Institution : Ganesha University of Education

Description

The content expert evaluation sheet above is adapted to evaluate the content of supplementary writing materials that will be developed using the Canva application. Complementary material application content designed with Canva as a digital complement will be evaluated by two experts. Evaluation of the content of teaching materials for writing descriptive text is carried out so that the material is feasible and used as a medium for teaching writing skills. After evaluating app content that has been created using Canva, the app will be evaluated as media.

Instruction

1. These evaluation sheets are filled by the expert judges
2. There are 5 scope of scoring for every component
3. Give checklist mark in the scoring column with the following information:
(5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|--------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------|---|---|---|----|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Content Expert evaluation sheet | a. The learning objectives are stated clearly | | | | √ | | 4 |
| | | b. Interactivity in design | | | | | √ | 5 |
| | | c. The scope and depth of learning objective, ATP (flow of learning objectives)/CP (learning achievement/Curriculum/Teaching modules | | | | √ | | 4 |
| | | d. The scope and depth of learning objectives | | | | √ | | 4 |
| | | e. Contextuality between learning strategies | | | | | √ | 5 |
| | | f. Boost motivation | | | | | √ | 5 |
| | | g. Compatibility of the learning strategies | | | | | √ | 5 |
| | | h. Ease to understand learning | | | | | √ | 5 |
| | | i. Suitability of the learning material. | | | | | √ | 5 |
| TOTAL | | | | | | | 42 | |

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|-------------------------------|-----------------------------------------------------------------------------------|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Media Expert evaluation sheet | a. Clarity of the program instruction | | | | | √ | 5 |
| | | b. Effectiveness of the learning media | | | | | √ | 5 |
| | | c. Compatibility in smartphones and web | | | | | √ | 5 |
| | | d. The ease of application management | | | | | √ | 5 |
| | | e. Utilization of interactive design | | | | | √ | 5 |
| | | f. Sound clarity | | | | √ | | 4 |
| | | g. Creativity of the design | | | | | √ | 5 |
| | | h. Appropriate selection of application or software or tool types for development | | | | | √ | 5 |
| | | TOTAL | | | | | | |

Singaraja, 09 November 2022

Expert,



Made Hery Santosa, Ph.D.
NIP. 197910232003121001



EVALUATION SHEETS

Title : Developing Digital-Based Descriptive Writing Supplementary Materials
Using Canva Design For Grade 7 SMP Negeri 1 Payangan

Author : Ni Made Wilhel Mina Putri

Expert : Kadek Sintya Dewi, S.Pd.,M.Pd

Institution : Ganesha University of Education

Description

The content expert evaluation sheet above is adapted to evaluate the content of supplementary writing materials that will be developed using the Canva application. Complementary material application content designed with Canva as a digital complement will be evaluated by two experts. Evaluation of the content of teaching materials for writing descriptive text is carried out so that the material is feasible and used as a medium for teaching writing skills. After evaluating app content that has been created using Canva, the app will be evaluated as media.

Instruction

4. These evaluation sheets are filled by the expert judges
5. There are 5 scope of scoring for every component
6. Give checklist mark in the scoring column with the following information:
(5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|--------------------|-----------------------------------------------|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Content Expert | j. The learning objectives are stated clearly | | | | √ | | 4 |

| | | | | | | | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|---|----|
| evaluation sheet | k. Interactivity in design | | | | | √ | 5 |
| | l. The scope and depth of learning objective, ATP (flow of learning objectives)/CP (learning achievement/Curriculum/Teaching modules | | | | | √ | 4 |
| | m. The scope and depth of learning objectives | | | | | √ | 4 |
| | n. Contextuality between learning strategies | | | | | √ | 5 |
| | o. Boost motivation | | | | | √ | 5 |
| | p. Compatibility of the learning strategies | | | | | √ | 5 |
| | q. Ease to understand learning | | | | | √ | 5 |
| | r. Suitability of the learning material. | | | | | √ | 5 |
| TOTAL | | | | | | | 42 |

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|-------------------------|---------------------------------------|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Media Expert evaluation | a. Clarity of the program instruction | | | | | √ | 5 |
| | | b. Effectiveness of the learning | | | | | √ | 5 |

| | | | | | | | | |
|-------|-----------------------------------------------------------------------------------|--|--|--|---|---|--|---|
| sheet | media | | | | | | | |
| | i. Compatibility in smartphones and web | | | | | √ | | 5 |
| | j. The ease of application management | | | | | √ | | 5 |
| | k. Utilization of interactive design | | | | | √ | | 5 |
| | l. Sound clarity | | | | √ | | | 4 |
| | m. Creativity of the design | | | | | √ | | 5 |
| | n. Appropriate selection of application or software or tool types for development | | | | | √ | | 5 |
| | TOTAL | | | | | | | |

Singaraja, 09 November 2022



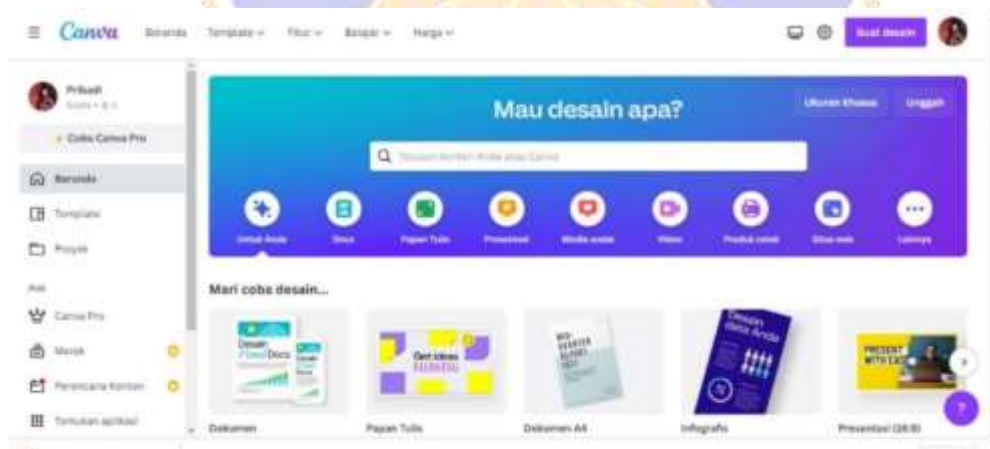
Kadek Sintya, S.Pd., M.Pd.
NIP. 198803232015042004

Appendix 5. Writing Supplementary Materials based Using Canva

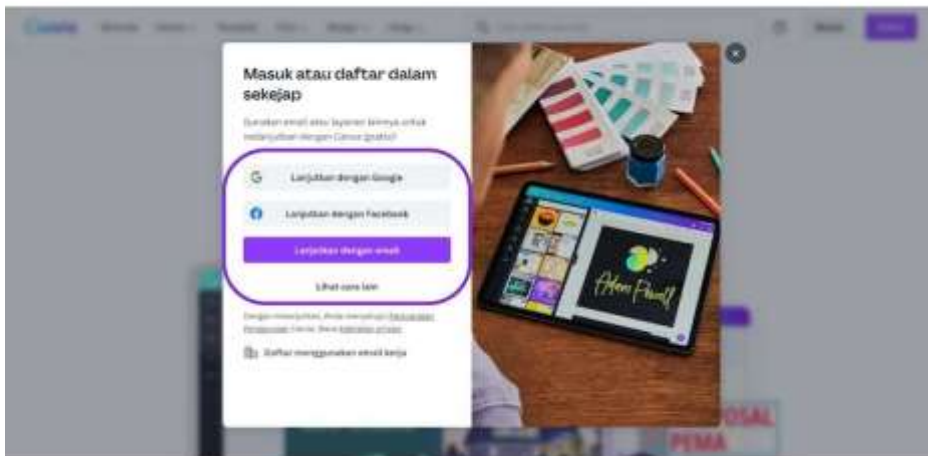
Writing Supplementary Materials based Using Canva for Seventh Grade SMP Negeri 1 Payangan

There are two additional writing materials topics developed using Canva. The topics include pronouns which give students new knowledge about subject pronouns, object pronouns, possessive adjectives, possessive pronouns, and reflexive pronouns. Then the next topic enters the process of writing descriptions after students understand pronouns. Starting with, describing appearance, describing positive characteristics, describing negative characteristics. Descriptive text material is developed by providing shorter explanations by increasing examples in teaching media. Students will be presented with examples of short descriptive texts to more than one paragraph descriptive text. Students will learn from several examples of descriptive texts about people. The following is information on how to design teaching media developed through the Canva application.

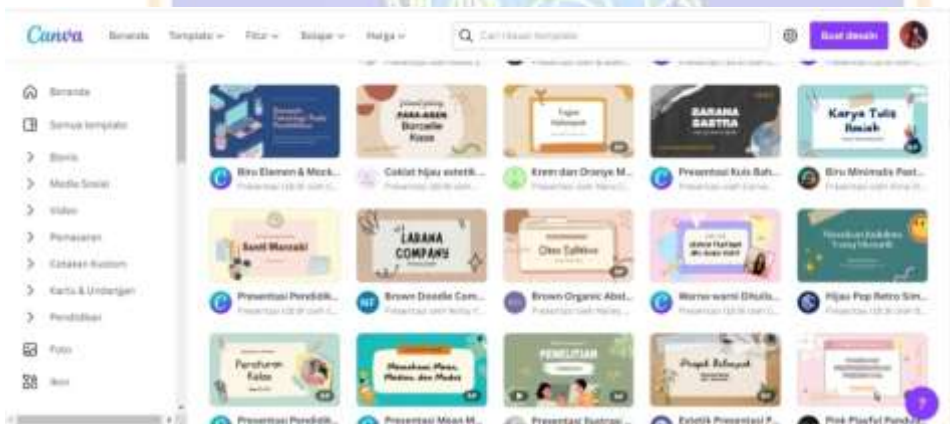
1. Open the Canva app or via the web <https://www.canva.com>



2. Login and create a new design



3. Choose an Attractive Template



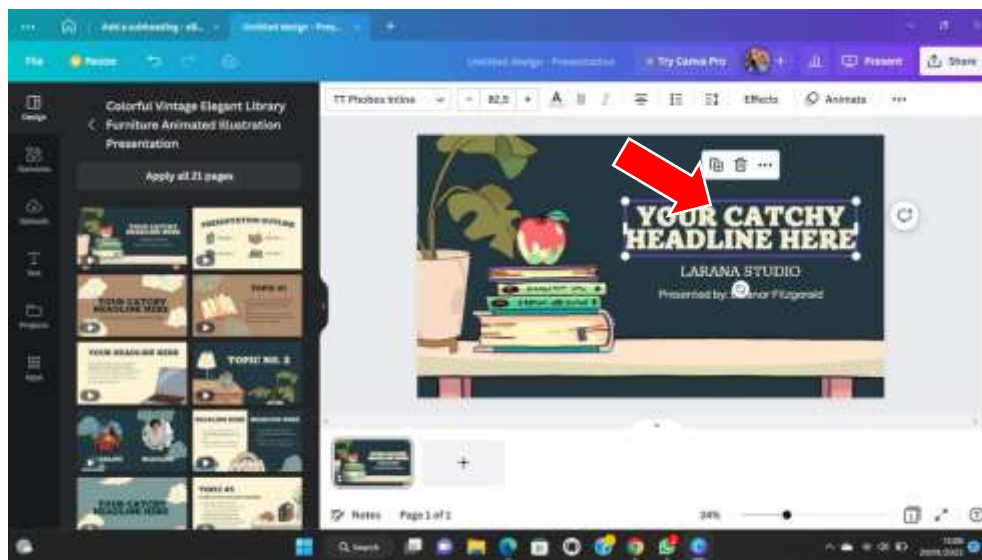
4. Templates, Elements, Uploads, Text and more are available.



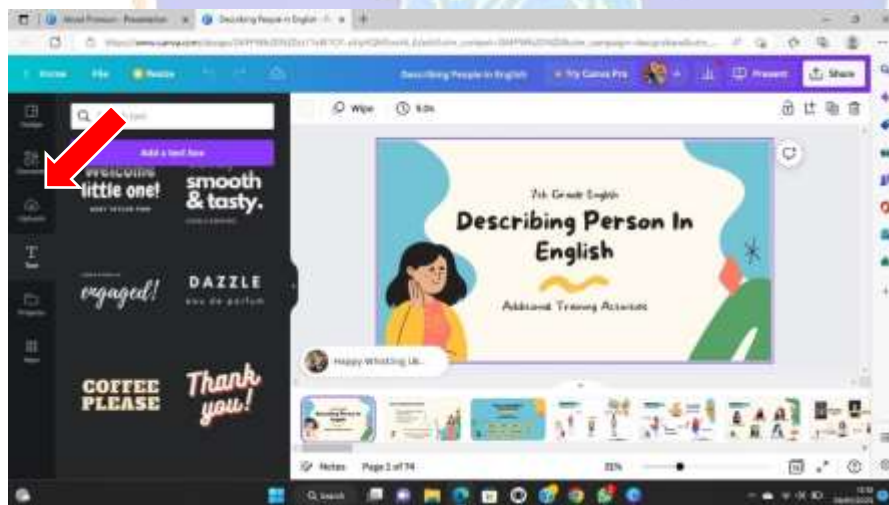
5. Element features are used to support the visual appearance



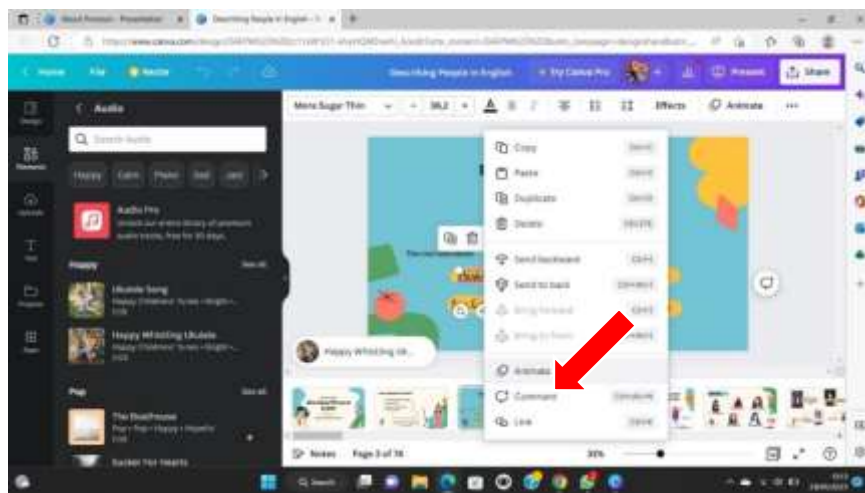
6. Editing the Content of the template



7. Edit the writing style



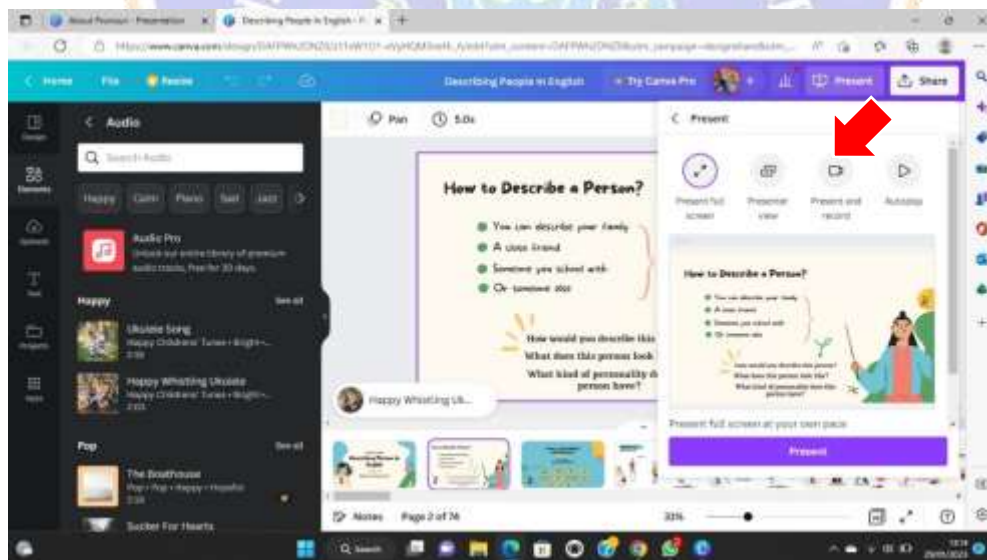
8. Text animation feature to make moving presentations



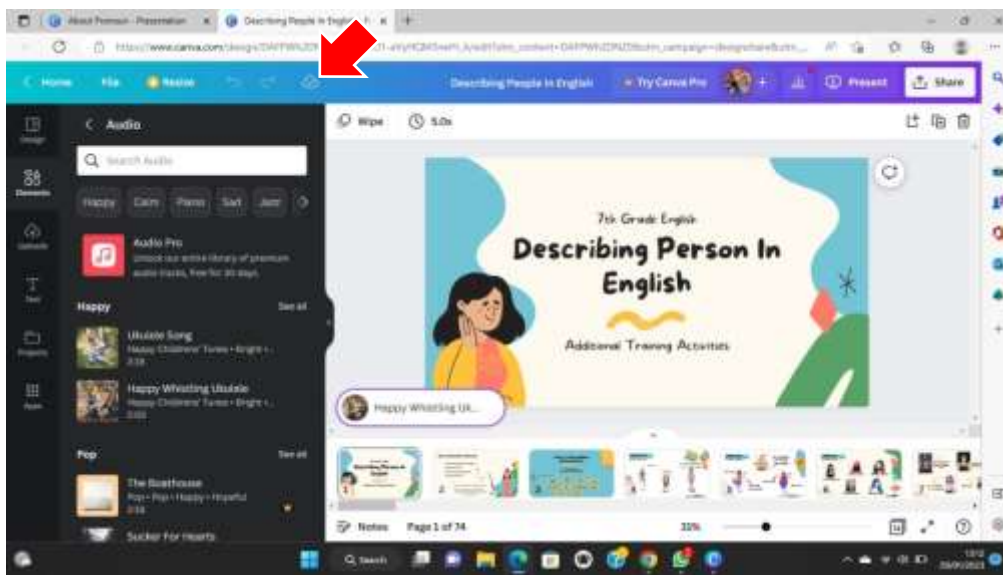
9. Audio feature to add music to teaching media



10. Voice recorder feature explaining material


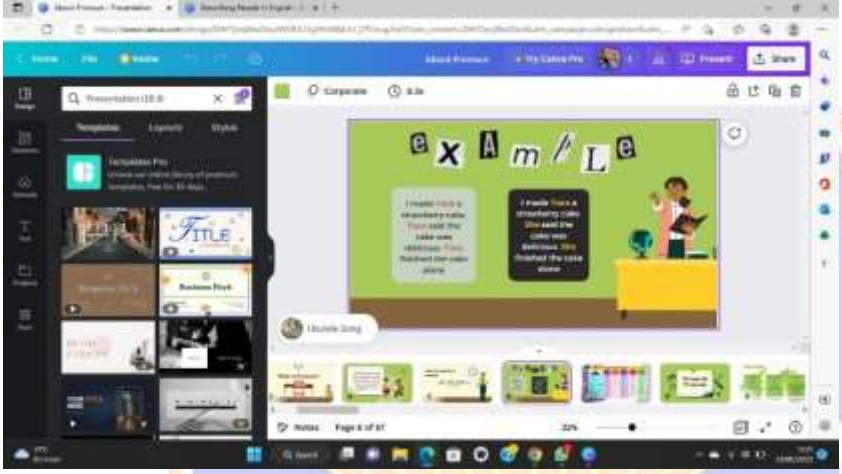





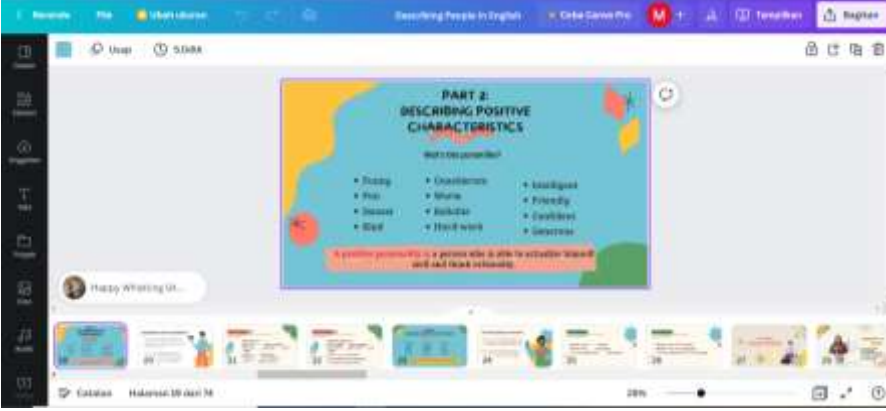
11. Save the Design Results in Canva





| No | Teaching Media | Material | | | | | | | | | | | | | | | | | | | | | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|--------|---|----|----|-----|-----|-----|----|-----|-----|-----|-----|-----|----|----|----|----|----|----|------|------|------|------------------|
| 1. | <p>The image shows a presentation slide titled "NUMBER" with the subtitle "A list of Personal Pronouns". The slide includes a table with two columns: "Regular" and "Plural". The table lists pronouns for "I", "you", "he", "she", "it", "we", and "they".</p> <table border="1"> <thead> <tr> <th></th> <th>Regular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>me</td> <td>us</td> </tr> <tr> <td>you</td> <td>you</td> <td>you</td> </tr> <tr> <td>he</td> <td>him</td> <td>him</td> </tr> <tr> <td>she</td> <td>her</td> <td>her</td> </tr> <tr> <td>it</td> <td>it</td> <td>it</td> </tr> <tr> <td>we</td> <td>us</td> <td>us</td> </tr> <tr> <td>they</td> <td>them</td> <td>them</td> </tr> </tbody> </table> | | Regular | Plural | I | me | us | you | you | you | he | him | him | she | her | her | it | it | it | we | us | us | they | them | them | Personal Pronoun |
| | Regular | Plural | | | | | | | | | | | | | | | | | | | | | | | | |
| I | me | us | | | | | | | | | | | | | | | | | | | | | | | | |
| you | you | you | | | | | | | | | | | | | | | | | | | | | | | | |
| he | him | him | | | | | | | | | | | | | | | | | | | | | | | | |
| she | her | her | | | | | | | | | | | | | | | | | | | | | | | | |
| it | it | it | | | | | | | | | | | | | | | | | | | | | | | | |
| we | us | us | | | | | | | | | | | | | | | | | | | | | | | | |
| they | them | them | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| | <p>The screenshot shows a presentation slide with the following content:</p> <ul style="list-style-type: none"> 1. Objective possessive The possessive that refers to an object such as a pen, the car, the car and the... Example Richard's bicycle → Richard's car → The car is red → It is a very beautiful car 2. Objective possessive The possessive that refers to a person such as the pen, the car, the car and the... Example → My car is blue Case personal pronoun | |
| <p>2.</p> | <p>The screenshot shows a presentation slide with the following content:</p> <ul style="list-style-type: none"> GENDER There are two genders in English grammar: male and female. Gender is used to refer to the sex of a person or animal. Gender is also used to refer to the sex of a noun. For example: → The teacher is a man. → The teacher is a woman. → The teacher is a girl. → The teacher is a boy. <p>The second screenshot shows a presentation slide titled 'Possessive Adjective' with the following content:</p> <ul style="list-style-type: none"> Possessive Adjective Our party will be held successfully. My father has a beautiful daughter. Their family has two beautiful daughters. The English teacher asked us to complete the personal exercises on possessive adjectives before class. | <p>Possessive Adjective</p> |

| | | |
|-----------|--------------------------------------------------------------------------------------|-------------------------------|
| <p>3.</p> |  | <p>Possessive Pronoun</p> |
| <p>4.</p> |  | <p>Pronoun</p> |
| <p>5.</p> |  | <p>Pronoun</p> |
| <p>6.</p> | | <p>Describe Person</p> |

| | | |
|-----------|--------------------------------------------------------------------------------------|--------------------------------------------|
| |  | |
| <p>7.</p> |  | <p>Describing Appearance</p> |
| <p>8.</p> |  | <p>Describing Positive Characteristics</p> |

| | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>9.</p> |  <p>The screenshot shows a presentation slide with the title "PART 3 DESCRIBING NEGATIVE CHARACTERISTIC". Below the title is a list of adjectives arranged in three columns:</p> <ul style="list-style-type: none"> • Aggressive • Jealous • Greedy • Stubborn • Insecure • Inflexible • Inconsiderate • Disrespectful • Unfriendly • Unpleasant • Unkind • Unfriendly <p>At the bottom of the slide, there is a yellow box containing the text: "Remember! Personality adjectives are used to describe a person and their feelings or emotions, which help you to understand someone's personality."</p> | <p>Describing Negative Characteristic</p> |
| <p>10</p> |  <p>The first screenshot shows a slide titled "PARAGRAPH DESCRIPTION 1". It contains two paragraphs of text and a small image of a man in a suit. The text describes a man named Agus Mulyo, a member of the Indonesian parliament, and Agus Seto, a man with a hairy body who is a member of the Indonesian parliament. The second paragraph describes Agus Seto's appearance and personality.</p> <p>The second screenshot shows a slide titled "PARAGRAPH DESCRIPTION 2". It contains two paragraphs of text and a small image of a woman. The text describes a woman named Agus Seto, who is a member of the Indonesian parliament, and Agus Seto's appearance and personality.</p> | <p>Text Descriptive</p> |



Appendix 6. Raw Data of UEQ

| Timestamp | Nama | No Absen | Email | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | |
|-----------------------|--------------------------------------|----------|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12/3/2022 9:20:03 | Ni Putu Pebriani | 29 | esterlynnp@gmail.com | 6 | 5 | 1 | 1 | 1 | 7 | 7 | 7 | 1 | 1 | 6 | 1 | 6 | 7 | 7 | 7 | 1 | 2 | 2 | 7 | 1 | 6 | 1 | 2 | 1 | 7 |
| 12/3/2022 19:20:36 | Cokorda Putra Darma Kusuma | 4 | Cokordaputra@gmail.com | 6 | 6 | 2 | 2 | 1 | 7 | 7 | 6 | 2 | 2 | 6 | 1 | 7 | 6 | 6 | 6 | 1 | 1 | 1 | 7 | 2 | 7 | 2 | 1 | 1 | 6 |
| 12/3/2022 21:05:13 | Anak Agung Istri Agung Widhi Adnyani | 01 | @ketutharum10@gmail.com | 4 | 5 | 3 | 2 | 1 | 6 | 6 | 6 | 3 | 3 | 7 | 1 | 3 | 6 | 5 | 6 | 2 | 2 | 2 | 6 | 2 | 5 | 2 | 3 | 1 | 2 |
| 12/3/2022 21:11:26 | Anak Agung Istri Diah Semarayanti | 02 | abelkumala277@gmail.com | 7 | 7 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 12/3/2022 21:20:09 | COKORDA PUTRA DARMA KUSUMA | 4 | luhdiviapratiwi@gmail.com | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 12/3/2022 21:29:31 | Desak Nyoman Pradnya Putri | 5 | kadeklksm@gmail.com | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 3 | 3 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 4 |
| 12/3/2022 21:38:14 | Gede Santika Putri | 06 | ameliazahraina@gmail.com | 5 | 6 | 1 | 1 | 1 | 6 | 7 | 5 | 3 | 1 | 7 | 1 | 5 | 5 | 5 | 7 | 1 | 1 | 1 | 7 | 1 | 6 | 3 | 1 | 3 | 7 |
| 12/3/2022 21:42:01 | I dewa ayu ari kusuma dewi | 07 | dindarani881@gmail.com | 5 | 6 | 1 | 2 | 2 | 4 | 5 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 6 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 2 | 4 |
| 12/3/2022 21:55:47 | I Gede Widana Putra | 9 | ayujesita805@gmail.com | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 3 |
| 12/3/2022 21:56:09 | I Dewa Gede Agung Jaya Isawara | 8 | Leeebubu01@gmail.com | 4 | 5 | 1 | 1 | 2 | 6 | 4 | 4 | 1 | 5 | 6 | 1 | 3 | 7 | 1 | 4 | 2 | 1 | 3 | 5 | 5 | 4 | 4 | 4 | 1 | 3 |
| 12/3/2022 21:56:56 | I Kadek Adnyana | 10 | anggitadc1104@gmail.com | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 2 | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 6 | 3 | 5 | 3 | 4 | 3 | 4 |
| 12/3/2022 22:01:59 | Kadek Sukadana | 12 | kaniratarigan3@gmail.com | 5 | 5 | 6 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 6 | 5 |
| 12/3/2022 22:05:41 | I Kadek Dwi Mahendra Putra | 11 | febbysastra07@gmail.com | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 6 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-----------------------------------------|----|---------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12/3/2022 22:07:26 | I Komang Suardana | 14 | putuhutariindraswari@gmail.com | 5 | 5 | 3 | 3 | 3 | 5 | 5 | 4 | 3 | 3 | 5 | 3 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 4 | 3 | 5 |
| 12/3/2022 22:07:49 | Komang Sandy Yasa | 13 | devaa20211@gmail.com | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 7 | 5 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 2 | 6 | 4 | 6 | 6 | 4 | 4 |
| 12/3/2022 22:40:50 | I Made Bagus Candita Mardhana | 16 | afriatriansih@gmail.com | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 12/3/2022 22:43:01 | I Putu Gede Suryawan Udyana Putra | 17 | ratih.ramadhanti12@gmail.com | 2 | 3 | 5 | 2 | 4 | 3 | 3 | 5 | 2 | 3 | 4 | 3 | 3 | 4 | 5 | 4 | 3 | 5 | 5 | 4 | 6 | 4 | 4 | 3 | 3 | 6 |
| 12/4/2022 9:12:06 | I Wayan Heryawan | 20 | davinamaharani889@gmail.com | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 |
| 12/4/2022 9:25:18 | IDA AYU ANGGITA DEVI | 21 | arikomang864@gmail.com | 5 | 4 | 3 | 3 | 1 | 4 | 4 | 4 | 5 | 3 | 6 | 2 | 5 | 4 | 5 | 5 | 2 | 1 | 4 | 5 | 4 | 4 | 5 | 4 | 3 | 6 |
| 12/4/2022 9:35:46 | Ida Bagus Karuniadinata | 23 | alwandaputri14@gmail.com | 5 | 4 | 6 | 6 | 4 | 5 | 4 | 2 | 5 | 5 | 3 | 4 | 3 | 4 | 5 | 4 | 5 | 4 | 3 | 5 | 5 | 3 | 4 | 2 | 3 | 5 |
| 12/4/2022 9:54:44 | Ni Kadek Sangging Oktaviani | 26 | ayuwidiani202@gmail.com | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 |
| 12/4/2022 9:59:05 | Putu Banyu Cahayadi | 32 | maharaniserena769@gmail.com | 4 | 5 | 6 | 5 | 6 | 4 | 5 | 6 | 6 | 5 | 4 | 6 | 5 | 6 | 6 | 5 | 4 | 4 | 6 | 5 | 4 | 6 | 7 | 5 | 7 | 5 |
| 12/4/2022 9:59:28 | Komang Edi Juliartana | 24 | @koman@komangayusurianiayusuriani@gmail.com | 4 | 6 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 6 | 4 | 5 | 6 | 5 | 5 | 2 | 3 | 4 | 4 | 3 | 4 | 5 |
| 12/4/2022 10:02:12 | Made Kirana Mika Aristy | 25 | tesasanggiani@gmail.com | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| 12/4/2022 10:05:23 | Pebrian Wahyu Dwi Putra | 31 | rizkiaulia758@gmail.com | 7 | 6 | 3 | 6 | 2 | 4 | 6 | 5 | 4 | 4 | 5 | 2 | 5 | 6 | 5 | 6 | 2 | 1 | 4 | 5 | 4 | 6 | 3 | 3 | 2 | 6 |
| 12/4/2022 10:23:09 | Ni Wayan Anik Septyani | 30 | nissejoon.12@gmail.com | 7 | 7 | 5 | 6 | 2 | 7 | 6 | 7 | 4 | 5 | 7 | 1 | 7 | 7 | 7 | 7 | 1 | 1 | 1 | 7 | 1 | 7 | 1 | 1 | 1 | 7 |
| 12/4/2022 17:05:53 | Ida Bagus Ananda Pradana | 22 | habibahh2121@gmail.com | 5 | 5 | 3 | 3 | 2 | 6 | 6 | 4 | 3 | 2 | 6 | 2 | 5 | 5 | 6 | 6 | 2 | 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 6 |
| 12/5/2022 | Ni Luh Putu Fitri | 28 | Putufitri@gmail.com | 7 | 7 | 1 | 2 | 2 | 5 | 5 | 6 | 2 | 2 | 6 | 2 | 6 | 6 | 5 | 6 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 6 |

Appendix 7. Result of UEQ

| Item | Mean | Variance | Std. Dev. | No. | Left | Right | Scale | |
|------|------|----------|-----------|-----|--------------------|----------------------------|----------------|--|
| 1 | 2,4 | 1,9 | 1,4 | 34 | annoying | enjoyable | Attractiveness | |
| 2 | 2,4 | 1,2 | 1,1 | 34 | not understandable | understandable | Perspiciuity | |
| 3 | 2,0 | 3,7 | 1,9 | 34 | creative | dull | Novelty | |
| 4 | 2,4 | 1,9 | 1,4 | 34 | easy to learn | difficult to learn | Perspiciuity | |
| 5 | 1,8 | 1,7 | 1,3 | 34 | valuable | inferior | Stimulation | |
| 6 | 2,7 | 0,8 | 0,9 | 34 | boring | exciting | Stimulation | |
| 7 | 2,4 | 2,2 | 1,5 | 34 | not interesting | interesting | Stimulation | |
| 8 | 1,5 | 3,0 | 1,7 | 34 | unpredictable | predictable | Dependability | |
| 9 | 2,4 | 1,8 | 1,3 | 34 | fast | slow | Efficiency | |
| 10 | 1,8 | 3,7 | 1,9 | 34 | inventive | conventional | Novelty | |
| 11 | 2,6 | 0,9 | 1,0 | 34 | obstructive | supportive | Dependability | |
| 12 | 2,4 | 2,1 | 1,4 | 34 | good | bad | Attractiveness | |
| 13 | 1,4 | 0,8 | 0,9 | 34 | complicated | easy | Perspiciuity | |
| 14 | 2,5 | 1,5 | 1,2 | 34 | unlikable | pleasing | Attractiveness | |
| 15 | 2,6 | 0,7 | 0,8 | 34 | usual | leading edge | Novelty | |
| 16 | 1,9 | 0,9 | 0,9 | 34 | unpleasant | pleasant | Attractiveness | |
| 17 | 2,2 | 2,7 | 1,6 | 34 | secure | not secure | Dependability | |
| 18 | 2,5 | 1,3 | 1,2 | 34 | motivating | demotivating | Stimulation | |
| 19 | 1,8 | 0,7 | 0,8 | 34 | meets expectations | does not meet expectations | Dependability | |
| 20 | 2,5 | 1,3 | 1,2 | 34 | inefficient | efficient | Efficiency | |
| 21 | 1,8 | 1,3 | 1,1 | 34 | clear | confusing | Perspiciuity | |
| 22 | 1,9 | 0,7 | 0,8 | 34 | impractical | practical | Efficiency | |
| 23 | 1,9 | 1,2 | 1,1 | 34 | organized | cluttered | Efficiency | |
| 24 | 2,3 | 2,2 | 1,5 | 34 | attractive | unattractive | Attractiveness | |
| 25 | 2,3 | 1,8 | 1,3 | 34 | friendly | unfriendly | Attractiveness | |

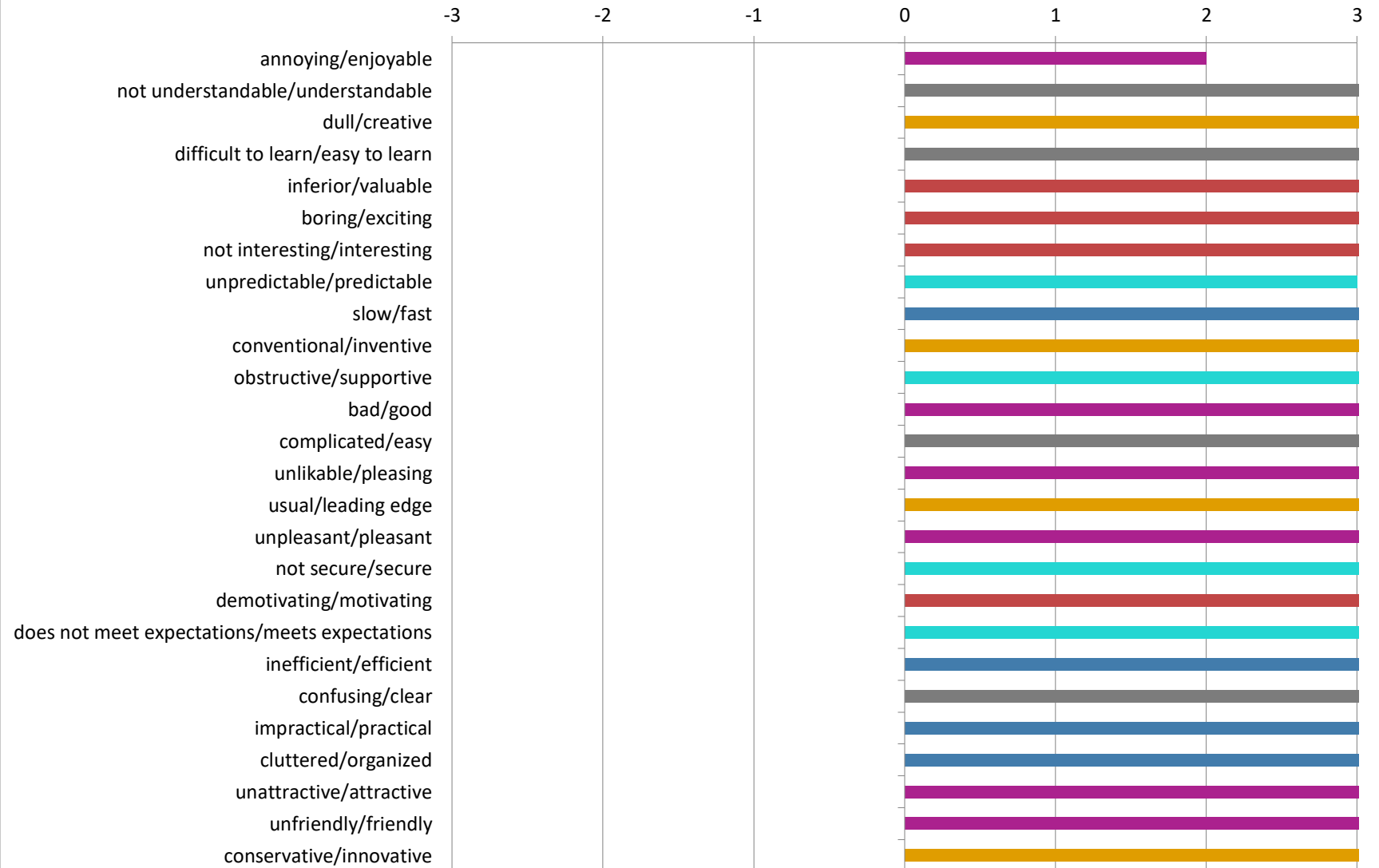
| | | | | | | | | |
|----|-----|-----|-----|----|--------------|------------|---------|--|
| 26 | 2,2 | 3,4 | 1,8 | 34 | conservative | innovative | Novelty | |
|----|-----|-----|-----|----|--------------|------------|---------|--|

| Nr | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Scale |
|----|-----------------------------------------------|---|---|---|---|----|----|----|----------------|
| 1 | annoying/enjoyable | 1 | 0 | 1 | 1 | 3 | 0 | 28 | Attractiveness |
| 2 | not understandable/understandable | 0 | 0 | 1 | 2 | 3 | 3 | 25 | Perspicuity |
| 3 | dull/creative | 2 | 2 | 0 | 3 | 2 | 0 | 25 | Novelty |
| 4 | difficult to learn/easy to learn | 1 | 0 | 0 | 3 | 3 | 1 | 26 | Perspicuity |
| 5 | inferior/valuable | 1 | 1 | 0 | 2 | 0 | 23 | 7 | Stimulation |
| 6 | boring/exciting | 0 | 0 | 1 | 1 | 1 | 2 | 29 | Stimulation |
| 7 | not interesting/interesting | 1 | 1 | 1 | 0 | 2 | 2 | 27 | Stimulation |
| 8 | unpredictable/predictable | 3 | 1 | 1 | 0 | 2 | 21 | 6 | Dependability |
| 9 | slow/fast | 1 | 0 | 1 | 1 | 2 | 4 | 25 | Efficiency |
| 10 | conventional/inventive | 3 | 0 | 0 | 6 | 1 | 2 | 22 | Novelty |
| 11 | obstructive/supportive | 0 | 0 | 1 | 1 | 2 | 2 | 28 | Dependability |
| 12 | bad/good | 1 | 1 | 0 | 1 | 2 | 3 | 26 | Attractiveness |
| 13 | complicated/easy | 0 | 0 | 1 | 1 | 22 | 4 | 6 | Perspicuity |
| 14 | unlikable/pleasing | 0 | 1 | 1 | 1 | 1 | 2 | 28 | Attractiveness |
| 15 | usual/leading edge | 0 | 0 | 0 | 1 | 4 | 2 | 27 | Novelty |
| 16 | unpleasant/pleasant | 0 | 0 | 2 | 1 | 2 | 24 | 5 | Attractiveness |
| 17 | not secure/secure | 2 | 0 | 0 | 3 | 2 | 1 | 26 | Dependability |
| 18 | demotivating/motivating | 0 | 1 | 0 | 2 | 2 | 2 | 27 | Stimulation |
| 19 | does not meet expectations/meets expectations | 0 | 0 | 0 | 4 | 3 | 22 | 5 | Dependability |
| 20 | inefficient/efficient | 0 | 0 | 2 | 1 | 3 | 1 | 27 | Efficiency |
| 21 | confusing/clear | 1 | 0 | 0 | 3 | 1 | 23 | 6 | Perspicuity |
| 22 | impractical/practical | 0 | 0 | 0 | 4 | 1 | 24 | 5 | Efficiency |
| 23 | cluttered/organized | 1 | 0 | 0 | 1 | 4 | 22 | 6 | Efficiency |
| 24 | unattractive/attractive | 1 | 0 | 2 | 1 | 2 | 3 | 25 | Attractiveness |

| | | | | | | | | | |
|----|-------------------------|---|---|---|---|---|---|----|----------------|
| 25 | unfriendly/friendly | 1 | 0 | 0 | 3 | 2 | 4 | 24 | Attractiveness |
| 26 | conservative/innovative | 2 | 2 | 0 | 1 | 0 | 3 | 26 | Novelty |



Mean value per Item



RIWAYAT HIDUP



Ni Made Wilhel Mina Putri lahir di Makasar pada tanggal 09 Oktober 2001. Penulis lahir dari pasangan suami istri Bapak I Wayan Dartta Kumara dan Ibu Ni Luh Agustini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini, penulis tinggal di Desa Buahon, Kecamatan Payangan, Kabupaten Gianyar, Bali. Penulis menyelesaikan Pendidikan dasar di SD Negeri 3 Buahon pada tahun 2013. Kemudian penulis melanjutkan pendidikannya di SMP Negeri 3 Payangan dan lulus pada tahun 2016, penulis melanjutkan Pendidikan di SMA Negeri 1 Payangan dengan jurusan IPS dan lulus tahun 2019.

Tahun 2019, penulis melanjutkan pendidikannya di S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Universitas Pendidikan Ganesha. Pada semester 7, penulis telah menyelesaikan skripsi yang berjudul “Developing Digital-Based Descriptive Writing Supplementary Material Using Canva Design For Grade 7 SMP Negeri 1 Payangan”

