



# APPENDICES

## Appendix 1 Surat Izin Observasi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 126/UN48.7.1/DT/2023

17 Januari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 4 Kaliuntu  
di Singaraja

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

Nama	: Komang Laksmi Mas Nararya Riris
NIM	: 1912021004
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: DEVELOPING ENGLISH SUPPLEMENTARY MATERIALS INTEGRATED TO 4C SKILLS BY USING CANVA FOR FIFTH- GRADE STUDENTS AT SDN 4 KALIUNTU

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




a.n. Dekan,  
Wakil Dekan I,

*Rmdha*  
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

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

## Appendix 2 Surat Keterangan Pelaksanaan Penelitian

**PEMERINTAH KABUPATEN BULELENG**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SEKOLAH DASAR NEGERI 4 KALIUNTU**  
Alamat : Jalan Dewi Sartika Utara No. 37, Telp. ( 0362 ) 27006 Singaraja. 81116  
E-mail : sartikautara@gmail.com

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**SURAT KETERANGAN**  
Nomor : 045.2 / 028 / TU / 2023

Yang bertanda tangan di bawah ini :

Nama	: Ketut Suci Mertari, S.Pd.
NIP.	: 19640710 199412 2 001
Pangkat/Gol. Ruang	: Pembina Utama Muda / IV c
Jabatan	: Kepala Sekolah

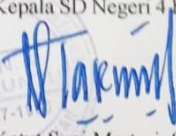
Dengan ini menerangkan bahwa yang bersangkutan di bawah ini :


Nama	: Komang Laksmi Mas Nararya Riris
NIM	: 1912021004
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Asal Universitas	: Undiksha

Memang benar mahasiswa tersebut di atas telah disetujui melaksanakan Penelitian di tempat kami, pada tanggal 10 Januari 2023 s/d 31 Maret 2023 di SD Negeri 4 Kaliuntu.

Demikian surat keterangan ini di berikan untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 19 Mei 2023  
Kepala SD Negeri 4 Kaliuntu

  
Ketut Suci Mertari, S.Pd  
NIP. 19640710 199412 2 001



### Appendix 3 Construct Validity of the Observation Sheet

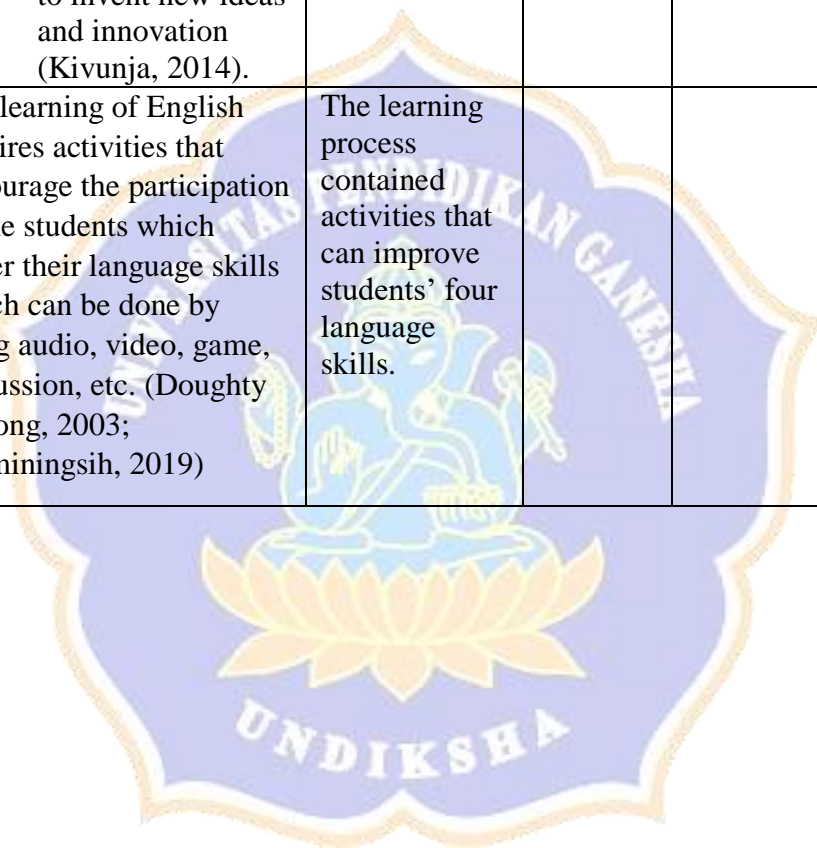
No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
<b>The existence of supplementary materials in the library</b>					
1	Supplementary materials enhance the students' motivation in learning process because they provide engaging and interesting activities. Supplementary materials also help students in acquiring knowledge and the target language. Hence, they are able to improve the students' language and excessive skills (Dodd, 2015; Andriyani et al., 2019).	English book or material			
2		English illustrated book or material			
3		English supplementary book or material			
4		English supplementary illustrated book or material			
5		English supplementary book or material integrated to 4C skills			
<b>The use of supplementary materials in the class</b>					
6	Supplementary materials enhance the students' motivation in learning process because they provide engaging and interesting activities. Supplementary materials also help students in acquiring knowledge and the target language. Hence, they are able to improve the students' language and excessive skills (Dodd, 2015; Andriyani et al., 2019).	Using English book or material in learning process			
7		Using English illustrated book or material in learning process			
8		Using English supplementary book or material			
9		Using English supplementary			

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
		illustrated book or material			
10		Using English supplementary book or material contained 4C skills activities			
11		Using English supplementary book or material which are practical			
<b>The learning process</b>					
12	Effective learning requires the motivation of the students, thus, the process needs to involve a variety of activities which meet their interests, such as using songs, videos, games, movement, etc. (Mubar, 2015; Spratt et al., 2012). Providing interesting and interactive materials foster the interaction among students and teacher which shows nonverbal communication such as gestures and facial expressions (Brown, 1995)	The learning process contained activities that can motivate students.			
13	<ul style="list-style-type: none"> <li>Communication is defined as a clear understanding of messages, instructions, ideas, responses, and instructions (Seilman, 2020). It foster the</li> </ul>	The learning process contained activities integrated to 4C skills.			

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	<p>confidence in interacting while expressing their thoughts and ideas to build relationship (Rawat, 2016).</p> <ul style="list-style-type: none"> <li>• Critical thinking expects students to have a clear and rational reasoning before solving problems which means that they have to identify, analyze, interpret, and summarize the information (Selman &amp; Jaedun, 2020b; Zubaidah, 2018). Several activities include problem-based learning, project-based learning, cooperative group investigation and discussion, and inquiry learning (Pardede, 2020).</li> <li>• Collaboration is an activity that students are working together, helping and supporting each other in completing certain tasks and achieving common goals (E. R. Lai, 2011)</li> <li>• Creativity refers to an activity of creating a product or using new ideas</li> </ul>				



No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	(Newell & Shaw, 1972). Creative thinking can be developed by allowing the students to solve problems, arousing their curiosity, and utilizing their skills to invent new ideas and innovation (Kivunja, 2014).				
14	The learning of English requires activities that encourage the participation of the students which foster their language skills which can be done by using audio, video, game, discussion, etc. (Doughty & Long, 2003; Ratminingsih, 2019)	The learning process contained activities that can improve students' four language skills.			



## Appendix 4 Instrument Validation for Observation Sheet Before Revision

### Expert 1

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
<b>The existence of supplementary materials in the library</b>				
1	English book or material	√		
2	English illustrated book or material	√		
3	English supplementary book or material	√		
4	English supplementary illustrated book or material	√		
5	English supplementary book or material integrated to 4C skills	√		
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process	√		
7	Using English illustrated book or material in learning process	√		
8	Using English supplementary book or material	√		
9	Using English supplementary illustrated book or material	√		
10	Using English supplementary book or material contained 4C skills activities	√		
11	Using English supplementary book or material which are practical	√		
<b>The learning process</b>				



No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
12	The learning process contained activities that can motivate students.		√	<ul style="list-style-type: none"> <li>• Explain the theories in construct validity (Chapter 3).</li> <li>• Mention the indicators that indicate students are motivated in learning activities (put in the table)</li> </ul>
13	The learning process contained activities integrated to 4C skills.		√	<ul style="list-style-type: none"> <li>• Explain the theories in construct validity (Chapter 3).</li> <li>• Mention the 4C skills and the indicators of each skill (put in the table).</li> </ul>
14	The learning process contained activities that can improve students' four language skills.		√	<ul style="list-style-type: none"> <li>• Explain the theories in construct validity (Chapter 3).</li> <li>• Mention the four language skills and the indicators of each skill (put in the table).</li> </ul>

Singaraja, 10 January 2023  
Expert 1,

G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001

**Expert 2**

No	Statements	Judgement
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		Relevant	Irrelevant	Comments/ Suggestions
<b>A. The existence of supplementary materials in the library</b>				
1	English book or material	√		
2	English illustrated book or material	√		
3	English supplementary book or material	√		
4	English supplementary illustrated book or material	√		
5	English supplementary book or material integrated to 4C skills	√		
<b>B. The use of supplementary materials in the class</b>				
6	Using English book or material in learning process	√		
7	Using English illustrated book or material in learning process	√		
8	Using English supplementary book or material	√		
9	Using English supplementary illustrated book or material	√		
10	Using English supplementary book or material contained 4C skills activities	√		
11	Using English supplementary book or material which are practical	√		
<b>C. The learning process</b>				
12	The learning process contained activities that can motivate students.		√	
13	The learning process contained activities integrated to 4C skills.		√	
14	The learning process contained activities that can improve students' four language skills.		√	

Singaraja, 10 January 2023  
Expert 2,



Ni Putu Astiti Pratiwi, S.Pd., M.Pd  
NIP. 198808252015042002



## Appendix 5 Instrument Validation for Observation Sheet After Revision

### Expert 1

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
<b>The existence of supplementary materials in the library</b>				
1	English book or material	√		
2	English illustrated book or material	√		
3	English supplementary book or material	√		
4	English supplementary illustrated book or material	√		
5	English supplementary book or material integrated to 4C skills	√		
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process	√		
7	Using English illustrated book or material in learning process	√		
8	Using English supplementary book or material	√		
9	Using English supplementary illustrated book or material	√		
10	Using English supplementary book or material contained 4C skills activities	√		
11	Using English supplementary book or material which are practical	√		
<b>The learning processes</b>				
12	The learning process	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.			
13	The learning process contained activities integrated to 4C skills. Communication <ul style="list-style-type: none"> <li>- Expressing opinions, ideas, or answers.</li> </ul> Critical Thinking <ul style="list-style-type: none"> <li>- Solving problems or cases.</li> <li>- Discussing different opinions.</li> <li>- Making decisions.</li> </ul> Collaboration <ul style="list-style-type: none"> <li>- Working together to achieve common goals.</li> <li>- Respecting various opinions.</li> </ul> Creativity <ul style="list-style-type: none"> <li>- Discovering new ideas or innovations.</li> </ul> Making illustrations.	√		
14	The learning process contained activities that can improve students' four language skills. Listening <ul style="list-style-type: none"> <li>- Understanding verbal speech.</li> </ul> Reading <ul style="list-style-type: none"> <li>- Comprehend written information.</li> </ul> Speaking <ul style="list-style-type: none"> <li>- Asking and giving opinions.</li> </ul> Writing <ul style="list-style-type: none"> <li>- Expressing ideas in</li> </ul>	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	written form.			

Singaraja, 10 January 2023  
Expert 1,

G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001





## Expert 2

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
<b>The existence of supplementary materials in the library</b>				
1	English book or material	√		
2	English illustrated book or material	√		
3	English supplementary book or material	√		
4	English supplementary illustrated book or material	√		
5	English supplementary book or material integrated to 4C skills	√		
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process	√		
7	Using English illustrated book or material in learning process	√		
8	Using English supplementary book or material	√		
9	Using English supplementary illustrated book or material	√		
10	Using English supplementary book or material contained 4C skills activities	√		
11	Using English supplementary book or material which are practical	√		
<b>The learning processes</b>				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.	√		
13	The learning process contained activities integrated to 4C skills.	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	<p>Communication</p> <ul style="list-style-type: none"> <li>- Expressing opinions, ideas, or answers.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Solving problems or cases.</li> <li>- Discussing different opinions.</li> <li>- Making decisions.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>- Working together to achieve common goals.</li> <li>- Respecting various opinions.</li> </ul> <p>Creativity</p> <ul style="list-style-type: none"> <li>- Discovering new ideas or innovations.</li> <li>- Making illustrations.</li> </ul>			
14	<p>The learning process contained activities that can improve students' four language skills.</p> <p>Listening</p> <ul style="list-style-type: none"> <li>- Understanding verbal speech.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Comprehend written information.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Asking and giving opinions.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Expressing ideas in written form.</li> </ul>	√		

Singaraja, 10 January 2023

Expert 2,



Ni Putu Astiti Pratiwi, S.Pd., M.Pd

NIP. 198808252015042002

## Appendix 6 Recapitulation of Instrument Validation for Observation Sheet

No.	Statements	Judgement		
		Expert		Relevance Category
		Expert 1	Expert 2	
<b>The existence of supplementary materials in the library</b>				
1	English book or material	Relevant	Relevant	D
2	English illustrated book or material	Relevant	Relevant	D
3	English supplementary book or material	Relevant	Relevant	D
4	English supplementary illustrated book or material	Relevant	Relevant	D
5	English supplementary book or material integrated to 4C skills	Relevant	Relevant	D
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process	Relevant	Relevant	D
7	Using English illustrated book or material in learning process	Relevant	Relevant	D
8	Using English supplementary book or material	Relevant	Relevant	D
9	Using English supplementary illustrated book or material	Relevant	Relevant	D
10	Using English supplementary book or material contained 4C skills activities	Relevant	Relevant	D
11	Using English supplementary book or material which are practical	Relevant	Relevant	D
<b>The learning processes</b>				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.	Relevant	Relevant	D

No.	Statements	Judgement		
		Expert		Relevance Category
		Expert 1	Expert 2	
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> <li>- Expressing opinions, ideas, or answers.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Solving problems or cases.</li> <li>- Discussing different opinions.</li> <li>- Making decisions.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>- Working together to achieve common goals.</li> <li>- Respecting various opinions.</li> </ul> <p>Creativity</p> <ul style="list-style-type: none"> <li>- Discovering new ideas or innovations.</li> </ul> <p>Making illustrations.</p>	Relevant	Relevant	D
14	<p>The learning process contained activities that can improve students' four language skills.</p> <p>Listening</p> <ul style="list-style-type: none"> <li>- Understanding verbal speech.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Comprehend written information.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Asking and giving opinions.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Expressing ideas in written form.</li> </ul>	Relevant	Relevant	D

## Appendix 7 Observation Sheet

No	Statements	Available	Unavailable	Note
<b>The existence of supplementary materials in the library</b>				
1	English book or material			
2	English illustrated book or material			
3	English supplementary book or material			
4	English supplementary illustrated book or material			
5	English supplementary book or material integrated to 4C skills			
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process			
7	Using English illustrated book or material in learning process			
8	Using English supplementary book or material			
9	Using English supplementary illustrated book or material			
10	Using English supplementary book or material contained 4C skills activities			
11	Using English supplementary book or material which are practical			
<b>The learning process</b>				

12	<p>The learning process contained activities that can motivate students.</p> <p>Indicators: raising hand, showing facial expression, active participation, etc.</p>			
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> <li>- Expressing opinions, ideas, or answers.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Solving problems or cases.</li> <li>- Discussing different opinions.</li> <li>- Making decisions.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>- Working together to achieve common goals.</li> <li>- Respecting various opinions.</li> </ul> <p>Creativity</p> <ul style="list-style-type: none"> <li>- Discovering new ideas or innovations.</li> <li>- Making illustrations.</li> </ul>			
14	<p>The learning process contained activities that can improve students' four language skills.</p> <p>Listening</p> <ul style="list-style-type: none"> <li>- Understanding verbal speech.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Comprehend written information.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Asking and giving opinions.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Expressing ideas in written form.</li> </ul>			



### Appendix 8 Construct Validity of Teacher Interview Guide During Analysis

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?			
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?			
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?			
4	Learning materials can enrich the learners'	Bagaimana harapan Bapak/Ibu			

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	experience and knowledge by providing the topics and contents (Tomlinson, 2003).	mengenai materi Bahasa Inggris yang digunakan?			
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?			
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?			
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?			
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?			
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah			

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			



**Appendix 9 Instrument Validation for Teacher Interview Guide During  
Analysis Before Revision**

**Expert 1**

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	√		
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	√		
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung,	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	2018).				
4	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	√		
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	√		
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	√		
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	√		
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	√		
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication	√		

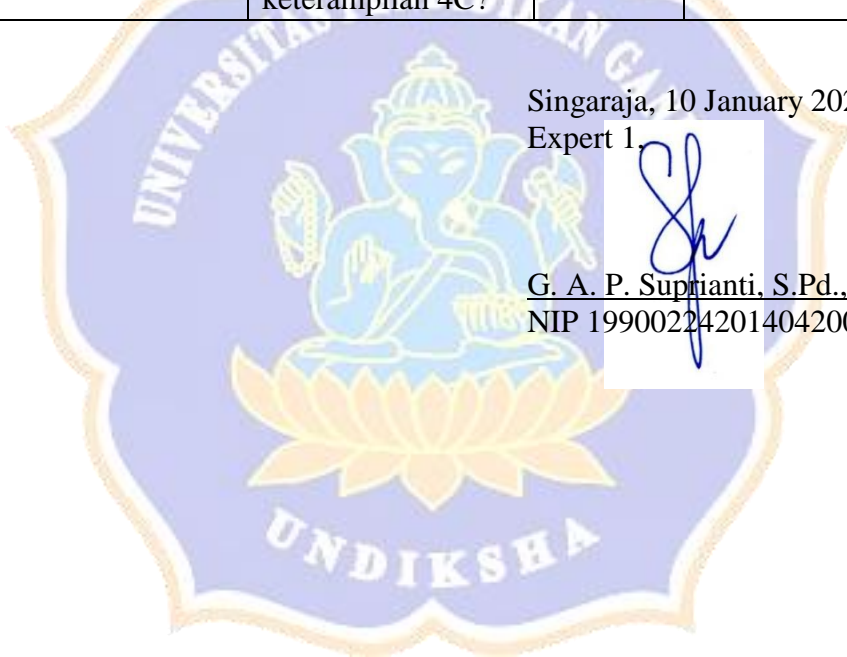
No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	And Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

Singaraja, 10 January 2023

Expert 1.



G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001





## Expert 2

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	√		
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapıdere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	√		
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	√		Perjelas statement ini agar tidak ambigu.
4	Learning materials can enrich the learners'	Bagaimana harapan Bapak/Ibu	√		

	experience and knowledge by providing the topics and contents (Tomlinson, 2003).	mengenai materi Bahasa Inggris yang digunakan?			
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	√		
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	√		
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	√		
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	√		
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?	√		
		Apakah aktivitas	√		

	(Rindarti, 2018; Pardede, 2020).	pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			
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Singaraja, 10 January 2023  
Expert 2,



Ni Putu Astiti Pratiwi, S.Pd., M.Pd.  
NIP 198808252015042002



**Appendix 10 Instrument Validation for Teacher Interview Guide During Analysis  
After Revision**

**Expert 1**

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	√		
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	√		
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
4	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	√		
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	√		
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	√		
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	√		
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	√		
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

Singaraja, 10 January 2023  
Expert 1,

G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001





## Expert 2

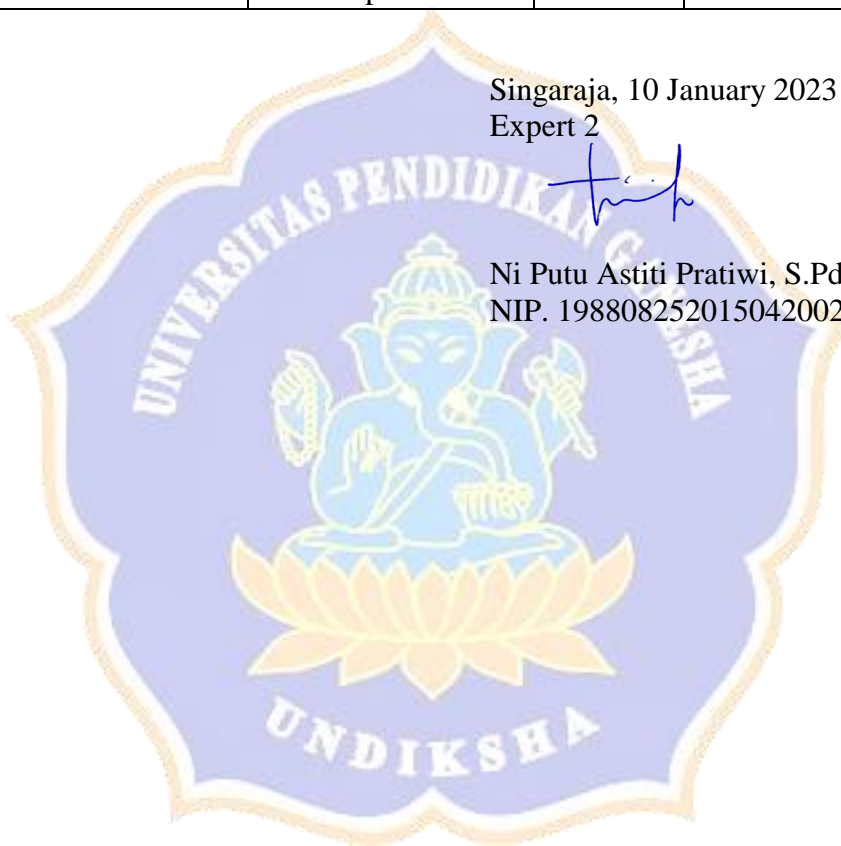
No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	√		
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapıdere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	√		
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	√		
4	Learning materials can enrich the learners' experience and knowledge by providing	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	the topics and contents (Tomlinson, 2003).	yang digunakan?			
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	√		
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	√		
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	√		
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	√		
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	and innovation skills (Rindarti, 2018; Pardede, 2020).	Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

Singaraja, 10 January 2023  
Expert 2

  
Ni Putu Astiti Pratiwi, S.Pd.,M.Pd  
NIP. 198808252015042002



**Appendix 11 Recapitulation of Instrument Validation for Teacher Interview  
Guide During Analysis**

No.	Dasar Teori	Pertanyaan	Judgment		
			Experts		Relevance Category
			Expert 1	Expert 2	
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	Relevant	Relevant	D
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	Relevant	Relevant	D
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D

4	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	Relevant	Relevant	D
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	Relevant	Relevant	D
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	Relevant	Relevant	D
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	Relevant	Relevant	D
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	Relevant	Relevant	D
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat	Relevant	Relevant	D

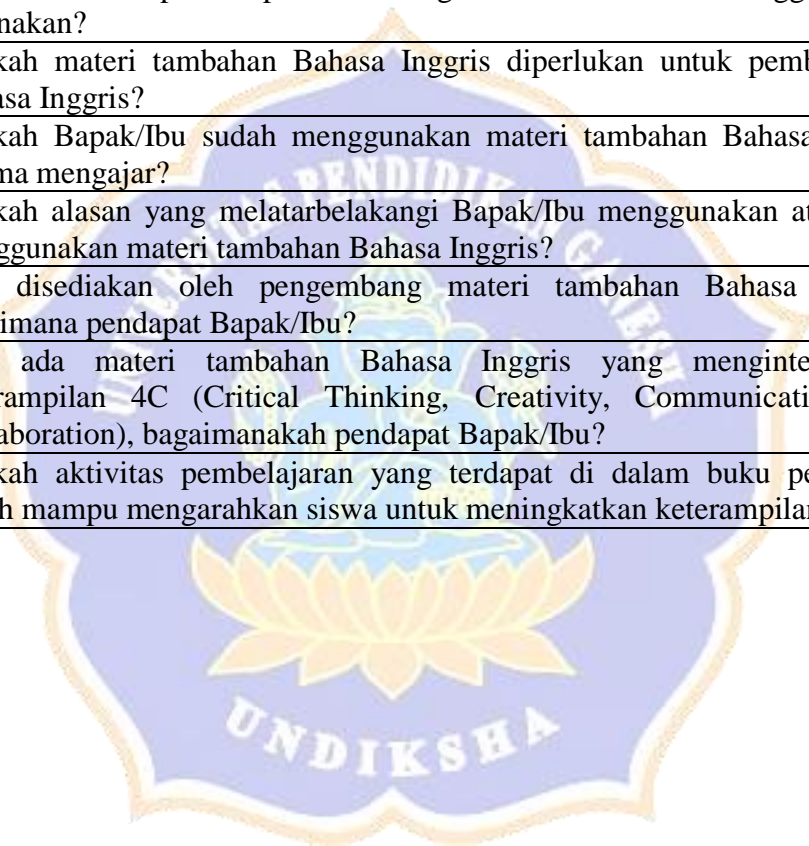
	the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	Relevant	Relevant	D





## Appendix 12 Interview Guide for Teacher

No.	Pertanyaan
1	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?
2	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?
3	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?
4	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?
5	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris? Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar? Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris? Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?
6	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu? Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?



### Appendix 13 Construct Validity for Student Interview During Analysis

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?			
		Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?			
		Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?			
2.	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?			
		Apakah guru kalian memberikan lembar materi			

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
		tambahan dalam pembelajaran Bahasa Inggris?			



## Appendix 14 Instrument Validation for Student Interview During Analysis

### Expert 1

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?	√		
		Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?	√		
		Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?	√		
2.	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?	√		
		Apakah guru	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
		kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?			

Singaraja, 10 January 2023

Expert 1,

G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001



## Expert 2

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	<p>Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).</p>	<p>Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p>	√		
		<p>Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?</p>	√		
		<p>Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?</p>	√		
2.	<p>Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).</p>	<p>Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p>	√		
		<p>Apakah guru kalian memberikan</p>	√		



No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
		lembar materi tambahan dalam pembelajaran Bahasa Inggris?			

Singaraja, 10 January 2023  
Expert 2,



Ni Putu Astiti Pratiwi, S.Pd., M.Pd  
NIP. 198808252015042002



## Appendix 15 Recapitulation of Instrument Validation for Student Interview Guide

No.	Dasar Teori	Pertanyaan	Judgment		
			Experts		Relevance Category
			Expert 1	Expert 2	
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	Relevant	Relevant	D
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?	Relevant	Relevant	D
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D

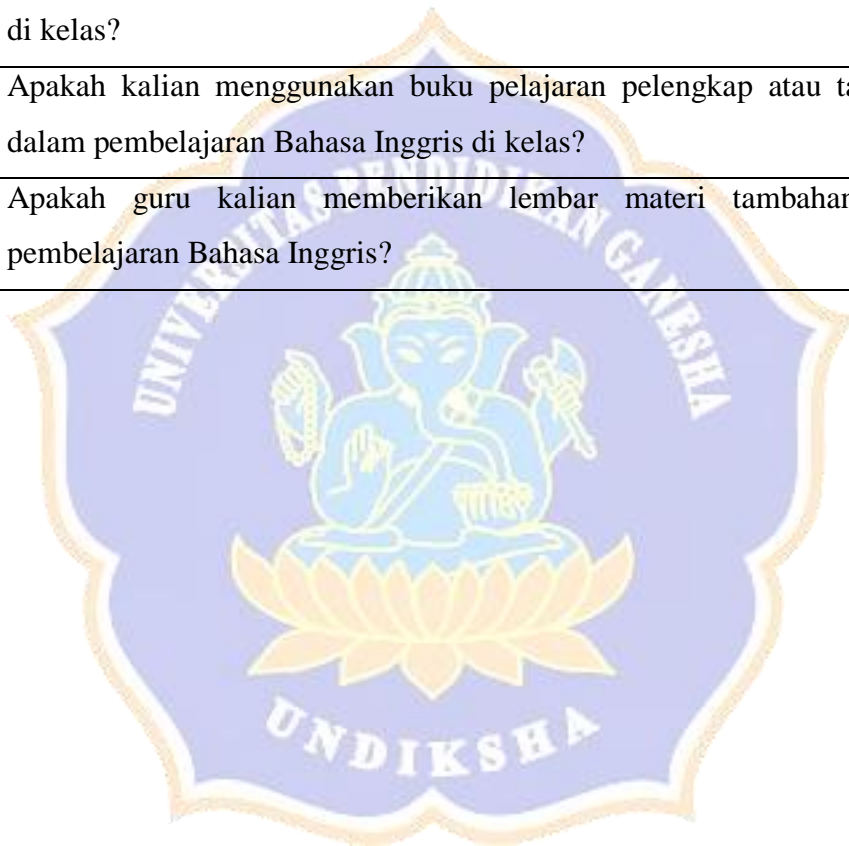
4	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	Relevant	Relevant	D
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	Relevant	Relevant	D
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	Relevant	Relevant	D
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	Relevant	Relevant	D
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	Relevant	Relevant	D
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat	Relevant	Relevant	D

	the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	Relevant	Relevant	D



## Appendix 16 Interview Guide for Students

No	Pertanyaan
1	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?
2	Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?
3	Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?
4	Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?
5	Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?



### Appendix 17 Construct Validity of Expert and User Judgement

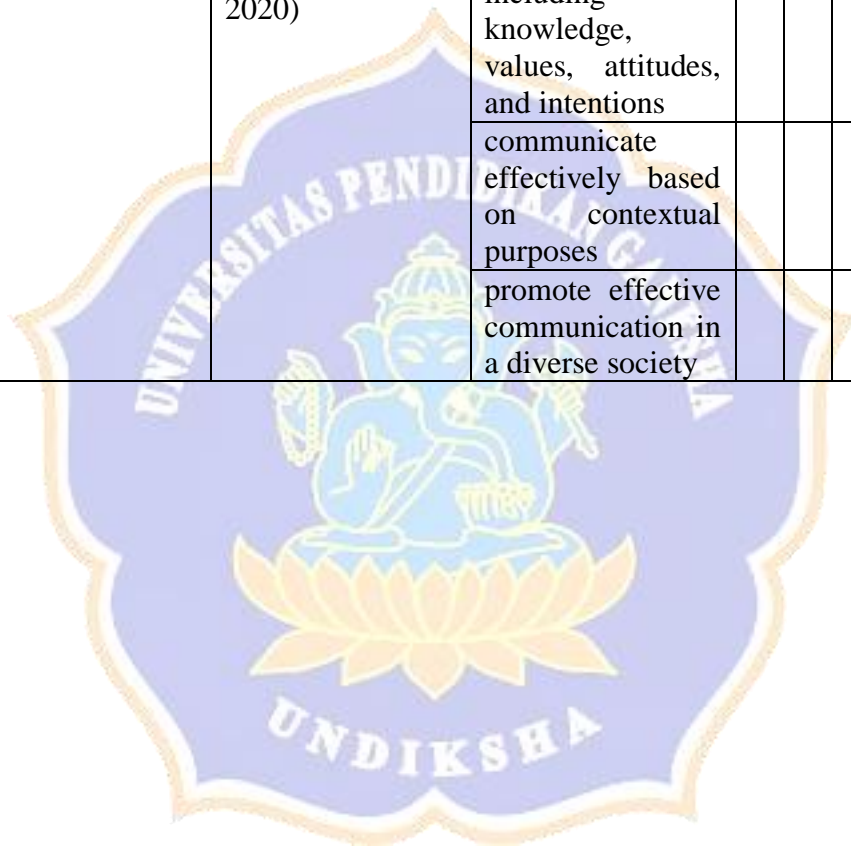
No	Descriptor(s)	Theoretical Basis	Statements	Score				
				1	2	3	4	5
<b>Principles for Developing Materials</b>								
<b>A</b>	<b>Foundation</b>	Learning materials need to be directed and supported with content that is in accordance with the curriculum (BOTA, 2005)	be relevant to the students' needs					
			be challenging for the students' level					
			be original; not violate copyright					
			adjust school learning time					
<b>B</b>	<b>Scope</b>	Scope refers to the learning materials' depth and breadth (BOTA, 2005).	identify the relevant learning outcomes					
			facilitate students' varying abilities and backgrounds					
			contain clear explanations, examples, and illustrations					
			provide learning experiences to suit current and future needs					
<b>C</b>	<b>Structure and Design</b>	Learning materials must be well-structured and well-organized to make students easier in exploring the materials (BOTA, 2005)	be easy for students to understand the materials					
			contain interesting visual designs					
			provide motivating learning activities and strategies					
			use suitable language for the students' level					



			contain non-discriminatory words, examples, illustrations, and pictures					
<b>D</b>	<b>Flexible Delivery</b>	Learning materials must incorporate that learners (as well as trainers and assessors, as appropriate) have varied requirements, interests, and entry levels (BOTA, 2005).	provide various learning methods					
			provide exercise in various learning contexts					
			provide clear instructions					
			provide standard competencies requirements					
<b>E</b>	<b>Content</b>	Content is the material for learning which includes the elaboration of the curriculum (BOTA, 2005).	promote engagement through a practical approach					
			be challenging but understandable to attract students' interest					
			assist the teachers to implement the curriculum					
			integrate theory with correlative practices					
			provide assessment activities					
<b>The Essential 21st Century Skills</b>								
<b>A</b>	<b>Critical Thinking</b>	Critical thinking is looking at problems in a different way and linking learning to disciplines (Chiruguru,	Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate context					
			Analyze the relatedness of					

		2020).	each concept					
			effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes					
			solve different types of problems and analyze them from different points of view to find a good solution					
<b>B</b>	<b>Creativity</b>	Creativity is the way to create innovation and invention by trying new approaches (Chiruguru, 2020).	Analyze and evaluate original ideas to improve creative efforts in generating beneficial ideas					
			Work effectively to develop and communicate new ideas					
			Respect and combine different perspectives					
			Promote new ideas					
			Promote useful contributions to real-life based on students' innovations					
<b>C</b>	<b>Collaboration</b>	Collaboration is emphasizing cooperation in terms of overcoming problems to achieve a goal through discussion	Show students' capacity to collaborate respectfully and productively with different teams					
			Exercise compromising to achieve a common goal					

		(Chiruguru, 2020).	Share responsibilities and appreciate each contribution to collaborative work					
<b>D</b>	<b>Communication</b>	Communication entails the exchange of concepts, issues, and solutions (Chiruguru, 2020)	express ideas verbally and non-verbally in good ways					
			comprehend meaning, including knowledge, values, attitudes, and intentions					
			communicate effectively based on contextual purposes					
			promote effective communication in a diverse society					



## Appendix 18 Instrument Validation for Expert and User Judgement Before Revision

### Expert 1

This rubric was adapted from MASISI & OTSHELENG (2005) and Chiruguru (2020)

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
<b>Principles for Developing Materials</b>				
A.	be relevant to the students' needs		√	Make the descriptor to be a complete sentence.  For example: the material is relevant to the students' needs.
	be challenging for the students' level	√		
	be original; not violate copyright	√		
	adjust school learning time	√		Does the time here refer to the time allotment?
B.	identify the relevant learning outcomes		√	Remove this descriptor
	facilitate students' varying abilities and backgrounds	√		
	contain clear explanations, examples, and illustrations	√		
	provide learning experiences to suit current and future needs	√		
C.	be easy for students to understand the materials	√		
	contain interesting visual designs	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	provide motivating learning activities and strategies	√		
	use suitable language for the students' level	√		
	contain non-discriminatory words, examples, illustrations, and pictures	√		
D.	provide various learning methods	√		
	provide exercise in various learning contexts	√		
	provide clear instructions	√		
	provide standard competencies requirements		√	Change the sentence "standard competencies requirements" into "learning objectives"
E.	promote engagement through a practical approach		√	Change into "promote engagement through practical activities"
	be challenging but understandable to attract students' interest	√		
	assist the teachers to implement the curriculum	√		
	integrate theory with correlative practices	√		
	provide assessment activities	√		
<b>The Essential 21st Century Skills</b>				
A.	Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate		√	Adjust the descriptor into the context of the study.  For example:

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	context			the material contains various types of reasoning such as deductive, inductive, etc in the appropriate context.
	Analyze the relatedness of each concept	√		
	effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	solve different types of problems and analyze them from different points of view to find a good solution	√		
B.	Analyze and evaluate original ideas to improve creative efforts in generating beneficial ideas	√		
	Work effectively to develop and communicate new ideas	√		
	Respect and combine different perspectives	√		
	Promote new ideas	√		
	Promote useful contributions to real-life based on students' innovations	√		
C.	Show students' capacity to collaborate respectfully and productively with different teams	√		



No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	Exercise compromising to achieve a common goal	√		
	Share responsibilities and appreciate each contribution to collaborative work	√		
D.	express ideas verbally and non-verbally in good ways	√		
	comprehend meaning, including knowledge, values, attitudes, and intentions	√		
	communicate effectively based on contextual purposes	√		
	promote effective communication in a diverse society	√		

Singaraja, 6 Oktober 2022  
Expert 1

G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001

## Expert 2

This rubric was adapted from Masisi & Otsheleng (2005) and Chiruguru (2020)

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
<b>Principles for Developing Materials</b>				
A.	be relevant to the students' needs		√	Make the descriptor to be a complete sentence.  For example:  the material is relevant to the students' needs.
	be challenging for the students' level	√		
	be original; not violate copyright	√		
	adjust school learning time	√		Does the time here refer to the time allotment?
B.	identify the relevant learning outcomes		√	Remove this descriptor
	facilitate students' varying abilities and backgrounds	√		
	contain clear explanations, examples, and illustrations	√		
	provide learning experiences to suit current and future needs	√		
C.	be easy for students to understand the materials	√		
	contain interesting visual designs	√		
	provide motivating learning activities and strategies	√		
	use suitable language for the students' level	√		
	contain non-discriminatory words,	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	examples, illustrations, and pictures			
D.	provide various learning methods	√		
	provide exercise in various learning contexts	√		
	provide clear instructions	√		
	provide standard competencies requirements		√	Change the sentence “standard competencies requirements” into “learning objectives”
E.	promote engagement through a practical approach		√	Change into “promote engagement through practical activities”
	be challenging but understandable to attract students’ interest	√		
	assist the teachers to implement the curriculum	√		
	integrate theory with correlative practices	√		
	provide assessment activities	√		
<b>The Essential 21st Century Skills</b>				
E.	Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate context		√	Adjust the descriptor into the context of the study.  For example:  the material contains various types of reasoning such as deductive, inductive, etc in the appropriate context.

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	Analyze the relatedness of each concept	√		
	effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	solve different types of problems and analyze them from different points of view to find a good solution	√		
F.	Analyze and evaluate original ideas to improve creative efforts in generating beneficial ideas	√		
	Work effectively to develop and communicate new ideas	√		
	Respect and combine different perspectives	√		
	Promote new ideas	√		
	Promote useful contributions to real-life based on students' innovations	√		
G.	Show students' capacity to collaborate respectfully and productively with different teams	√		
	Exercise compromising to achieve a common goal	√		
	Share responsibilities and appreciate each contribution to collaborative work	√		
H.	express ideas verbally and non-verbally in	√		

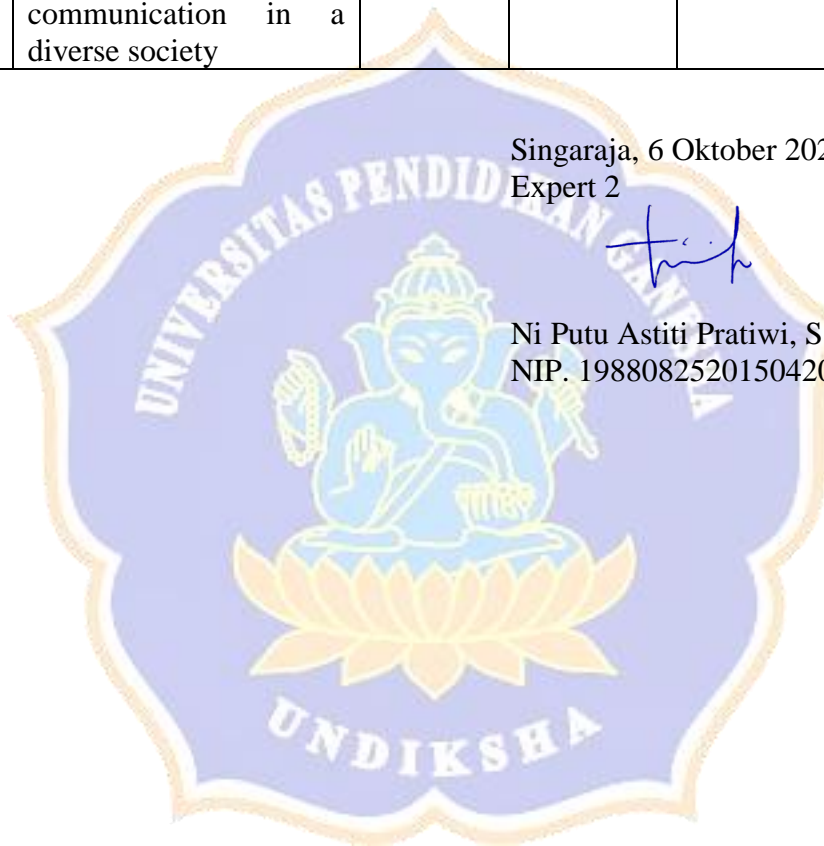
No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	good ways			
	comprehend meaning, including knowledge, values, attitudes, and intentions	√		
	communicate effectively based on contextual purposes	√		
	promote effective communication in a diverse society	√		

Singaraja, 6 Oktober 2022

Expert 2



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd  
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## Appendix 19 Instrument Validation for Expert and User Judgement After Revision

### Expert 1

This rubric was adapted from Masisi & Otsheleng (2005) and Chiruguru (2020)

No.	Statements	Relevant	Irrelevant	Comment and Suggestion
<b>Principles for Developing Materials</b>				
A.	The material is relevant to the students' needs	√		
	The material is challenging for the students' level	√		
	The material is original; not violate copyright	√		
	The material adjusts school learning time	√		
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	√		
	The material contains clear explanations, examples, and illustrations	√		
	The material provides learning experiences to suit current and future needs	√		
C.	The language used is easy for students to understand the materials	√		
	The book contains interesting visual designs	√		
	The material provides	√		



	motivating learning activities and strategies			
	The material uses suitable language for the students' level	√		
	The material contains non-discriminatory words, examples, illustrations, and pictures	√		
D.	The book provides various learning methods	√		
	The material provides exercise in various learning contexts	√		
	The material provides clear instructions	√		
	The book provides learning objectives	√		
E.	The material promotes engagement through practical activities	√		
	The exercise learning is challenging but understandable to attract students' interest	√		
	The material assists the teachers to implement the curriculum	√		
	The material integrates theory with correlative practices	√		
	The material provides assessment activities	√		
<b>The Essential 21st Century Skills</b>				
F.	The material contains various types of reasoning such as	√		

	deductive, inductive, etc. in the appropriate context			
	The material analyzes the relatedness of each concept	√		
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	The material solves different types of problems and analyzes them from different points of view to find a good solution	√		
G.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	√		
	The material works effectively to develop and communicate new ideas	√		
	The material respects and combines different perspectives	√		
	The material helps the students promote new ideas	√		
	The material promotes useful contributions to real-life based on students' innovations	√		
H.	The material provides opportunity for students	√		

	to show their capacity to collaborate respectfully and productively with different teams			
	The material exercises compromising to achieve a common goal	√		
	The material shares responsibilities and appreciates each contribution to collaborative work	√		
I.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	√		
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	√		
	The material communicates effectively based on contextual purposes	√		
	The material promotes effective communication in a diverse society	√		

Singaraja, 10 January 2023  
Expert 1,



G. A. P. Suprianti, S.Pd., M.Pd.  
NIP 199002242014042001

## Expert 2

This rubric was adapted from MASISI & OTSHELENG (2005) and Chiruguru (2020)

No.	Statements	Relevant	Irrelevant	Comment and Suggestion
<b>Principles for Developing Materials</b>				
A.	The material is relevant to the students' needs	√		
	The material is challenging for the students' level	√		
	The material is original; not violate copyright	√		
	The material adjusts school learning time	√		
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	√		
	The material contains clear explanations, examples, and illustrations	√		
	The material provides learning experiences to suit current and future needs	√		
C.	The language used is easy for students to understand the materials	√		
	The book contains interesting visual designs	√		
	The material provides motivating learning activities and strategies	√		
	The material uses suitable language for the students' level	√		
	The material contains non-discriminatory words, examples, illustrations, and pictures	√		

D.	The book provides various learning methods	√		
	The material provides exercise in various learning contexts	√		
	The material provides clear instructions	√		
	The book provides learning objectives	√		
E.	The material promotes engagement through practical activities	√		
	The exercise learning is challenging but understandable to attract students' interest	√		
	The material assists the teachers to implement the curriculum	√		
	The material integrates theory with correlative practices	√		
	The material provides assessment activities	√		
<b>The Essential 21st Century Skills</b>				
F.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	√		
	The material analyzes the relatedness of each concept	√		
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	The material solves different types of problems and analyzes them from different points of view to find a good solution	√		
G.	The material analyzes and evaluates original ideas to improve creative	√		

	efforts in generating beneficial ideas			
	The material works effectively to develop and communicate new ideas	√		
	The material respects and combines different perspectives	√		
	The material helps the students promote new ideas	√		
	The material promotes useful contributions to real-life based on students' innovations	√		
H.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	√		
	The material exercises compromising to achieve a common goal	√		
	The material shares responsibilities and appreciates each contribution to collaborative work	√		
I.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	√		
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	√		
	The material communicates effectively based on contextual purposes	√		
	The material promotes effective communication in a diverse society	√		

Singaraja, 10 Januari  
2023  
Expert 2





Ni Putu Astiti Pratiwi,  
 S.Pd.,M.Pd  
 NIP.  
 198808252015042002

## Appendix 20 Recapitulation of Instrument Validation

This rubric was adapted from MASISI & OTSHELENG (2005) and Chiruguru (2020)

No.	Statements	Expert		Relevance Category
		Expert 1	Expert 2	
<b>Principles for Developing Materials</b>				
A.	The material is relevant to the students' needs	Relevant	Relevant	D
	The material is challenging for the students' level	Relevant	Relevant	D
	The material is original; not violate copyright	Relevant	Relevant	D
	The material adjusts school learning time	Relevant	Relevant	D
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	Relevant	Relevant	D
	The material contains clear explanations, examples, and illustrations	Relevant	Relevant	D
	The material provides learning experiences to suit current and future needs	Relevant	Relevant	D
C.	The language used is easy for students to understand the materials	Relevant	Relevant	D
	The book contains interesting visual designs	Relevant	Relevant	D
	The material provides motivating	Relevant	Relevant	D

No.	Statements	Expert		Relevance Category
		Expert 1	Expert 2	
	learning activities and strategies			
	The material uses suitable language for the students' level	Relevant	Relevant	D
	The material contains non-discriminatory words, examples, illustrations, and pictures	Relevant	Relevant	D
D.	The book provides various learning methods	Relevant	Relevant	D
	The material provides exercise in various learning contexts	Relevant	Relevant	D
	The material provides clear instructions	Relevant	Relevant	D
	The book provides learning objectives	Relevant	Relevant	D
E.	The material promotes engagement through practical activities	Relevant	Relevant	D
	The exercise learning is challenging but understandable to attract students' interest	Relevant	Relevant	D
	The material assists the teachers to implement the curriculum	Relevant	Relevant	D
	The material integrates theory with correlative practices	Relevant	Relevant	D
	The material provides assessment activities	Relevant	Relevant	D
<b>The Essential 21st Century Skills</b>				
F.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	Relevant	Relevant	D
	The material analyzes the relatedness of each concept	Relevant	Relevant	D
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences	Relevant	Relevant	D

No.	Statements	Expert		Relevance Category
		Expert 1	Expert 2	
	and processes			
	The material solves different types of problems and analyzes them from different points of view to find a good solution	Relevant	Relevant	D
G.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	Relevant	Relevant	D
	The material works effectively to develop and communicate new ideas	Relevant	Relevant	D
	The material respects and combines different perspectives	Relevant	Relevant	D
	The material helps the students promote new ideas	Relevant	Relevant	D
	The material promotes useful contributions to real-life based on students' innovations	Relevant	Relevant	D
H.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	Relevant	Relevant	D
	The material exercises compromising to achieve a common goal	Relevant	Relevant	D
	The material shares responsibilities and appreciates each contribution to collaborative work	Relevant	Relevant	D
I.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	Relevant	Relevant	D
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	Relevant	Relevant	D
	The material communicates effectively based on contextual purposes	Relevant	Relevant	D

No.	Statements	Expert		Relevance Category
		Expert 1	Expert 2	
	The material promotes effective communication in a diverse society	Relevant	Relevant	D



## Appendix 21 Expert Judgement Rubric

This rubric was adapted from MASISI & OTSHELENG (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
<b>Principles for Developing Materials</b>							
A.	The material is relevant to the students' needs						
	The material is challenging for the students' level						
	The material is original; not violate copyright						
	The material adjusts school learning time						
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds						
	The material contains clear explanations, examples, and illustrations						
	The material provides learning experiences to suit current and future needs						
C.	The language used is easy for students to understand the materials						
	The book contains interesting visual designs						
	The material provides motivating learning activities and strategies						
	The material uses suitable language for the students' level						
	The material contains non-discriminatory words, examples,						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	illustrations, and pictures						
D.	The book provides various learning methods						
	The material provides exercise in various learning contexts						
	The material provides clear instructions						
	The book provides learning objectives						
E.	The material promotes engagement through practical activities						
	The exercise learning is challenging but understandable to attract students' interest						
	The material assists the teachers to implement the curriculum						
	The material integrates theory with correlative practices						
	The material provides assessment activities						
<b>The Essential 21st Century Skills</b>							
F.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context						
	The material analyzes the relatedness of each concept						
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes						
	The material solves different types of						



No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	problems and analyzes them from different points of view to find a good solution						
G.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas						
	The material works effectively to develop and communicate new ideas						
	The material respects and combines different perspectives						
	The material helps the students promote new ideas						
	The material promotes useful contributions to real-life based on students' innovations						
H.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams						
	The material exercises compromising to achieve a common goal						
	The material shares responsibilities and appreciates each contribution to collaborative work						
I.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways						
	The material comprehends meaning, including knowledge, values, attitudes, and intentions						
	The material communicates effectively based on contextual purposes						
	The material promotes effective						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	communication in a diverse society						



## Appendix 22 Construct Validity of Teacher Interview Guide After Try Out

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa Inggris ini? Menarik, terlalu ribet/kompleks, dll?			
		Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?			
		Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?			
		Bagaimanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?			
2	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam buku yang telah dikembangkan?			
		Apakah aktivitas pembelajaran yang terdapat di dalam			

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?			



**Appendix 23 Instrument Validation for Teacher Interview Guide After Try Out Before Revision**

**Expert 1**

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa inggris ini? Menarik, terlalu ribet/kompleks, dll?	√		
		Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?			
		Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?	√		
		Bagiamanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?	√		
2	National Education Association of United States (2012) highlighted the 4C skills as the most essential	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	Collaboration) dalam buku yang telah dikembangkan?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	√		

Singaraja, 10 January  
2023

Expert 1,



G. A. P. Suprianti,  
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199002242014042001



## Expert 2

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?	√		
		Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?	√		
		Bagaimanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?	√		
2	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and Collaboration) dalam buku yang telah dikembangkan?	√		
		Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	meningkatkan keterampilan 4C?			
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	√		

Singaraja, 10 January  
2023  
Expert 2,

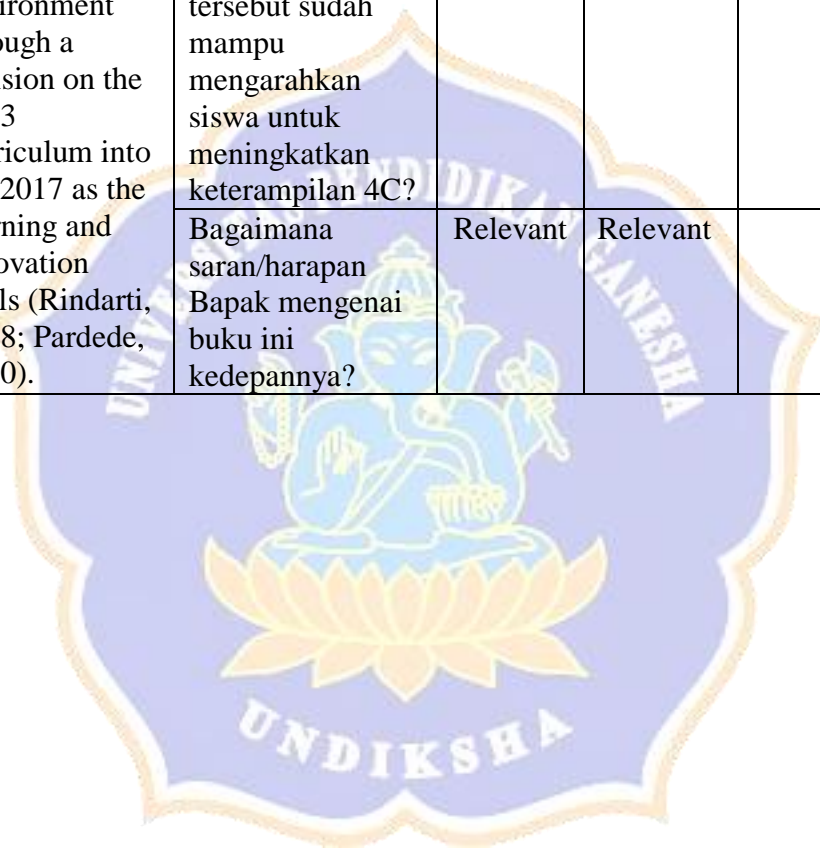


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**Appendix 24 Recapitulation of Instrument Validation for Teacher Interview Guide After Try Out**

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		Relevance Category
			Expert 1	Expert 2	
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa inggris ini? Menarik, terlalu ribet/kompleks, dll?	Relevant	Relevant	D
		Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?	Relevant	Relevant	D
		Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?	Relevant	Relevant	D
		Bagiamanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?	Relevant	Relevant	D
2	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and Collaboration)	Relevant	Relevant	D

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		Relevance Category
			Expert 1	Expert 2	
	been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	dalam buku yang telah dikembangkan?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	Relevant	Relevant	D
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	Relevant	Relevant	D



## Appendix 25 Teacher Interview Guide

No	Pertanyaan
1	Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?
2	Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?
3	Bagaimanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?
4	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and Collaboration) dalam buku yang telah dikembangkan?
5	Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?
6	Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?



**Appendix 26 Construct Validity of Student Interview Guide After Try Out**

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?			
		Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?			
		Kalian sukanya aktivitas apa aja di dalam buku tersebut?			
		Menurut kalian bukunya mudah dipahami nggak?			
		Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?			
		Seneng gak kalian belajar bahasa inggris pakai buku ini?			
		Menurut kalian, apakah buku materi tambahan ini bisa nenambah informasi di buku paket?			



## Appendix 27 Instrument Validation for Student Interview Guide After Try Out

### Expert 1

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?	√		
		Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?	√		
		Kalian sukanya aktivitas apa aja di dalam buku tersebut?	√		
		Menurut kalian bukunya mudah dipahami nggak?	√		
		Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?	√		
		Seneng gak kalian belajar bahasa inggris pakai buku ini?	√		
		Menurut kalian, apakah buku materi tambahan ini bisa nenambah informasi di buku paket?	√		

Singaraja, 10 January  
2023

Expert 1,

G. A. P. Suprianti,  
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NIP

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## Expert 2

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?	√		
		Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?	√		
		Kalian sukanya aktivitas apa aja di dalam buku tersebut?	√		
		Menurut kalian bukunya mudah dipahami nggak?	√		
		Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?	√		
		Seneng gak kalian belajar bahasa inggris pakai buku ini?	√		
		Menurut kalian, apakah buku materi tambahan ini bisa menambah informasi di buku paket?	√		

Singaraja, 10 January  
2023  
Expert 2,



Ni Putu Astiti Pratiwi, S.Pd., M.Pd  
NIP.  
198808252015042002

**Appendix 28 Recapitulation of Instrument Validation for Teacher Interview  
Guide After Try Out**

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		Relevance Category
			Expert 1	Expert 2	
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?	Relevant	Relevant	D
		Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?	Relevant	Relevant	D
		Kalian sukanya aktivitas apa aja di dalam buku tersebut?	Relevant	Relevant	D
		Menurut kalian bukunya mudah dipahami nggak?	Relevant	Relevant	D
		Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?	Relevant	Relevant	D
		Seneng gak kalian belajar bahasa inggris pakai buku ini?	Relevant	Relevant	D
		Menurut kalian, apakah buku materi tambahan ini bisa nenambah informasi di buku paket?	Relevant	Relevant	D

## Appendix 29 Student Interview Guide

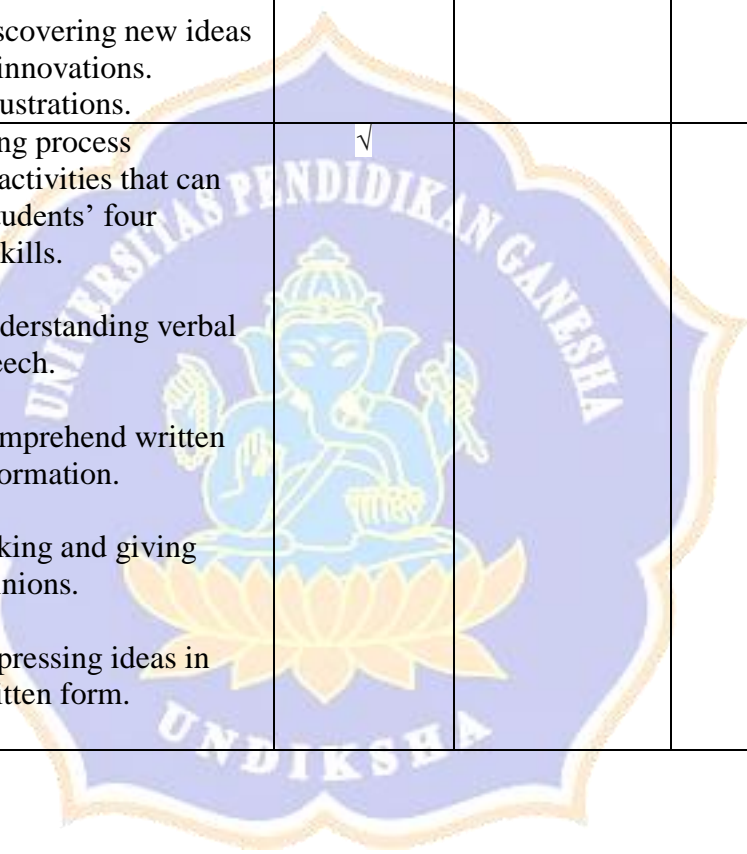
No	Pertanyaan
1	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?
2	Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?
3	Kalian sukanya aktivitas apa aja di dalam buku tersebut?
4	Menurut kalian bukunya mudah dipahami nggak?
5	Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?
6	Seneng gak kalian belajar bahasa inggris pakai buku ini?
7	Menurut kalian, apakah buku materi tambahan ini bisa menambah informasi di buku paket?



### Appendix 30 Result of Observation

No	Statements	Available	Unavailable	Note
<b>The existence of supplementary materials in the library</b>				
1	English book or material	√		1 Jenis
2	English illustrated book or material	√		
3	English supplementary book or material		√	
4	English supplementary illustrated book or material		√	
5	English supplementary book or material integrated to 4C skills		√	
<b>The use of supplementary materials in the class</b>				
6	Using English book or material in learning process		√	
7	Using English illustrated book or material in learning process		√	
8	Using English supplementary book or material	√		Tidak dimiliki semua siswa
9	Using English supplementary illustrated book or material	√		Gambar hitam putih dan buram
10	Using English supplementary book or material contained 4C skills activities	√		
11	Using English supplementary book or material which are practical		√	
<b>The learning process</b>				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.	√		Beberapa siswa terlihat tidak bersemangat karena gambar sulit diidentifikasi
13	The learning process contained activities integrated to 4C skills. Communication - Expressing opinions, ideas, or answers.	√		

	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- Solving problems or cases.</li> <li>- Discussing different opinions.</li> <li>- Making decisions.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>- Working together to achieve common goals.</li> <li>- Respecting various opinions.</li> </ul> <p>Creativity</p> <ul style="list-style-type: none"> <li>- Discovering new ideas or innovations.</li> </ul> <p>Making illustrations.</p>			
14	<p>The learning process contained activities that can improve students' four language skills.</p> <p>Listening</p> <ul style="list-style-type: none"> <li>- Understanding verbal speech.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Comprehend written information.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Asking and giving opinions.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Expressing ideas in written form.</li> </ul>	√		





## Appendix 31 Teacher Interview Transcriptions during Observation

### ENGLISH TEACHER INTERVIEW

**Ps. R for Researcher, T for Teacher**

<b>R</b>	Sejak kapan ngajar disini bu?
<b>T</b>	Oh, saya baru setelah pandemic. Sempat diem lama selama pandemic.
<b>R</b>	Sebelum ngajar disini apa jadi guru juga bu?
<b>T</b>	Iya, saya ngajar SD juga di Lembongan. Tapi karna ikut suami ke singaraja, jadi saya berhenti disana dan ngajar disini sekarang
<b>R</b>	Wah berarti relate ya bu ngajar SDnya
<b>T</b>	Iya betul
<b>R</b>	Oh ya, sebelumnya dengan ibu siapa ya?
<b>T</b>	Saya Udayanti, bu Uda saja
<b>R</b>	Baik bu Uda kita mulai pertanyaan pertama, bagaimana sistem serta aktivitas pembelajaran yang ibu terapkan sebelum pandemic di SD sebelumnya dan sesudah pandemi
<b>T</b>	Oke, banyak perbedaannya ya. Waktu sebelum pandemic mungkin anak-anak kurang dengan yang namanya teknologi, handphone yang seperti itu. Anak-anak saya dulu yang di Lembongan itu kurang terlalu engage dia dengan telephone, youtube, apa tiktok, dan lain sebagainya. Jadi dulu saya lebih ke authentic ya, apa yang saya miliki, apa yang kami <b>lihat secara langsung itu yang lebih dipake untuk references</b> . Sedangkan untuk yang sekarang, wah... anak-anak sudah sangat fasih bermain youtube, tiktok, apa music, video yang seperti itu. Jadi mereka lebih tertarik dengan pembelajaran dengan hal-hal seperti itu, <b>lagu-lagu dari youtube, tiktok, video</b> , yang seperti itu. Kemudian saya juga banyak mendownload materi-materi yang visual seperti itu dari internet. Kalo yang dulu itu lebih authentic dia, apa yang mereka lihat, apa yang mereka tertarik lebih dipakai untuk mengajar.
<b>R</b>	Itu berarti kan menggunakan teknologi, apakah ada LCDnya bu?
<b>T</b>	Kalo saya sementara ini belum mempelajari untuk menggunakan proyektor. Tapi ibu-ibu disini sudah terbiasa ya mungkin menggunakan proyektor. Belakangan mungkin akan saya pelajari hal seperti itu. Untuk sementara sih saya banyak menggunakan <b>audio juga materi print out dari internet</b> . Jadi lebih menarik gambarnya.
<b>R</b>	Lalu untuk video bagaimana bu?
<b>T</b>	Oh untuk video sementara belum. Karena untuk mempersiapkan itu juga kan perlu mencari juga. Kalo gimana-gimana kan nanti saya minta bantuan TI juga.
<b>R</b>	Jadi sebelum pandemic ibu menggunakan authentic lingkungan sekitar ya bu. Kalo sekarang lebih ke teknologi seperti lagu, music, dan worksheet dari internet?
<b>T</b>	Iya betul. Selain itu juga reference kit aitu “pernah nonton ini?” “pernah

	liat itu?”. Jadi obrolannya begitu, jadi obrolannya tentang youtube, tiktok. Itu yang engage sama anak-anak sekarang.
<b>R</b>	Kalau anak-anak disini, lebih tertarik ke lagu atau visual gambar gitu?
<b>T</b>	Mereka sangat bermacam-macam ya. Ada yang suka nyanyi, <b>lagu-lagu itu mereka sangat tertarik juga. Visual juga mereka gambar-gambar itu mereka juga senang. Cerita-cerita dongeng itu juga.</b>
<b>R</b>	Kalau cerita dongen itu dari mana bu sumbernya?
<b>T</b>	Itu biasanya saya ceritakan saja. Tapi singkat saja. Benar-benar singkat.
<b>R</b>	Trus untuk visualnya ada bu?
<b>T</b>	Itu gambar-gambar itu. Jadi worksheet mereka itu lebih banyak gambar.
<b>R</b>	Berarti ibu menceritakan dan ibu juga membagikan gambar-gambar?
<b>T</b>	Iya betul.
<b>R</b>	Baik. Untuk pembelajaran bahasa Inggris itu, disini ibu menekankan ke skills apa bu misalnya English Skills (listening, reading, writing, dan speaking), 4C skills (communication, collaboration, critical thinking, dan creativity), behavior and manner, dan English competencies (vocabularies, pronunciation)
<b>T</b>	Ok. That’s very good question ya. Untuk anak SD ya, seperti di silabusnya kan ada kompetensi mendengarkan, speakingnya, beda-beda dia kelasnya. Untuk kelas 5, saya lebih senang mereka critical thinkingnya. Kebetulan kelas 5 dan 6 itu, <b>lumayan mereka untuk mencari tahu.</b> Kemudian standar untuk speaking reading yang seperti itu juga saya perhatikan.
<b>R</b>	Kaloini kan subjectnya kelas 5. Nah di kelas 5 ini berarti yang ditekankan 4C skills, yang tadi baru disebutkan critical thinking, sedangkan tiganya bagaimana?
<b>T</b>	Sebenarnya kalo ditekankan engga juga ya. Kebetulan saya melihat gitu, anak-anak bagus dia dalam pengen tahunya tinggi. Kalo menekankan saya lebih keempat itu, <b>speaking writing, reading, listening, dan tambahan juga vocabulary.</b> Karena untuk dasar anak-anak menguasai pengetahuan dasar SD itu, vocabularynya.
<b>R</b>	Jadi, berdasarkan researches, 21 <sup>st</sup> century skills sangat dibutuhkan karena perkembangan teknologi yang pesat bu. Jadi, 4C skills itu perlu anak-anak kuasai untuk bisa bersaing di dunia global. Nah, gimana harapan ibu kedepannya terkait materi pembelajaran di sekolah ini, dari skills yang dikembangkan dari bukunya, atau dari worksheet, atau materi tambahan gitu?
<b>T</b>	Ok. Kalo menurut saya, saya berharapnya nanti anak-anak punya kesempatan untuk menggunakan apa yang mereka sudah dapatkan di kelas. Jadi ada kegiatan mungkin dimana mereka bisa <b>ngomong, menulis, mendengarkan kegiatan bahasa inggrisnya.</b> Karena berdasarkan waktunya kan sedikit sekali. Mereka Cuma dapat <b>1 jam efektif.</b> Jadi mereka bisa <b>mendapatkan waktu yang lebih untuk bisa mempraktekkan apa yang sudah mereka dapatkan.</b> Biar ga Cuma nginget, ga ada keluarnya.
<b>R</b>	Terkait dengan kebutuhan 4C skills, Imana harapan ibu terkait kalo misalnya ada pengembangan materi listening, reading, speaking, writing itu juga include dalam buku tersebut dan juga dari kegiatan dan worksheet

	itu lebih ditekankan lagi ke 4C skillsnya juga. Jadi kayak collaboration akan bekerja secara berkelompok jadi mereka akan berkomunikasi masuk ke speakingnya. Nanti ada worksheet creativity ada writingnya juga masuk.
<b>T</b>	Ok. Kalo di writing dan lain keempat kompetensi itu kayaknya lebih ke materi sedangkan ini lebih ke kegiatannya. <b>Jadi bisa diinclude kegiatan kolaborasi, critical thinking gitu. Jadi kombinasi.</b>
<b>R</b>	Kira-kira menurut ibu, aktivitas pembelajaran seperti apa yang nanti 4C skill dan English skills bisa terintegrasi satu sama lain?
<b>T</b>	Kalo kemarin saya diskusi kayak bagian-bagian rumah. Jadi mereka <b>berkelompok</b> membuat rumah. Ada yang menyampaikan presentasi, membuat gambar, informasi apa saja yang ada di rumah itu, kemudian <b>mempresentasikan</b> . Seperti itu, jadi tetap harus ada presentasinya. Saya rasa <b>menggambar itu masuk creativity</b> jadi benar-benar bebas tapi tentunya masuk dengan materi kita.
<b>R</b>	Kalo critical thinkingnya bagaimana bu?
<b>T</b>	Kalo kemarin itu, parts of body menggambarkan seseorang. Disitu mereka <b>membuat teks sendiri tentang apa itu</b> . Jadi disana critical thinking mereka sudah jalan. Jadi mereka membuat seperti soal kemudian temannya akan menjawab. Jadi mereka menggambarkan seseorang, kemudian temannya <b>menebak</b> siapa yang dijabarkan. Jadi seperti itu juga critical thinking saya rasa.
<b>R</b>	Itu mereka sendiri atau bergrup?
<b>T</b>	Itu mereka <b>small group 3-4 orang</b> , mereka menjabarkan orang seperti apa kemudian kelompok lain menebak.
<b>R</b>	Persentase penggunaan bahasa inggrisnya seberapa bu?
<b>T</b>	Kalo menggambarkannya mereka full bahasa inggris tapi selebihnya mereka agak kagok juga.
<b>R</b>	Nah, kalo buku ini (main book) kan menggunakan full English bagaimana menurut ibu?
<b>T</b>	<b>Full English lebih baik</b> . Nanti setelah dikomunikasikan dikelas baru mungkin tidak bisa full English. Kalo buku bagusya emang full English.
<b>R</b>	Kebetulan buku yang akan saya kembangkan nanti akan dipegang guru juga, ini berupa supplementary materials. Jadi materi tambahan selain main booknya ini.
<b>T</b>	Jadi itu salah satu juga yang saya harapkan ya buku ataupun materi karena kita tidak bisa dong langsung ngomong-ngomong saja, saya harus tetap mempersiapkan materi-materinya.
<b>R</b>	Lalu terkait silabus dan bukunya ini, saya lihat cukup berbeda, kemarin saya juga sempat berdiskusi. Ini list yang saya rekap dari silabus dan buku. Untuk topik yang akan saya kembangkan, saya kembalikan ke ibu untuk dipilih di semester dua.
<b>T</b>	Berdasarkan silabus atau buku ya. Kalo dikombinasikan bisa?
<b>R</b>	Bisa bu
<b>T</b>	Wah asik ni. Kelas 5 ya?
<b>R</b>	Iya betul bu. Untuk semester 2.
<b>T</b>	Ok.

(Membaca list yang disediakan)	
<b>T</b>	Descriptive text itu tentang tempat apa tentang orang? Kalo menurut gek gimana?
<b>R</b>	Ibu bisa kira-kira prefernya topik apa gitu?
<b>T</b>	Kemarin kan sempat tentang sekolah. Tapi itu semester lalu. Mungkin sekarang bisa dimasukkan deskriptif teks tentang tempat-tempat umum, misalnya rumah sakit.
<b>R</b>	Bisa bu. Kalo untuk homeworknya itu mungkin yang bisa mereka lihat langsung. Jadi bisa tempat-tempat umum untuk projectnya mereka. Mungkin juga bisa sekolah sehingga mereka bisa field research. Jadi mereka jalan-jalan.
<b>T</b>	Jadi kemarin kan sudah tentang sekolah lingkup yang kecil. Sekarang lingkup yang lebih luas. Ya, that's good. Jadi <b>deskriptif teks tentang tempat-tempat umum.</b>
<b>R</b>	Dan Sometimes Go Jogging.
<b>T</b>	<b>Sometimes itu kayak kegiatan sehari-hari</b>
<b>R</b>	Baik bu. Jadi itu dua saja di semester 2 ya.



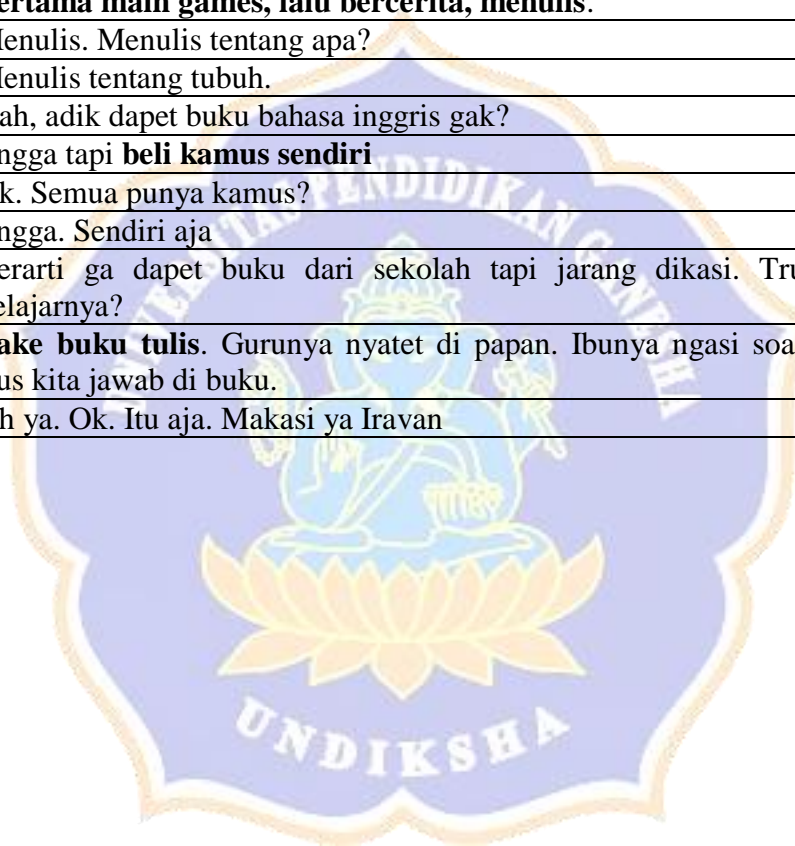


## Appendix 32 Student Interview Transcriptions during Observation

Ps. R for Researcher; S1 for Student 1

R	Okay. Namanya siapa tadi?
S1	<b>I Putu Irvan Putra Yaistha</b>
R	Okay. Irvan. Gimana menurut Irvan pembelajaran Bahasa Inggris di kelas?
S1	Biasa aja. Enak. Kayak belajar tentang nama-nama tubuh gitu. Abistu bermain.
R	Bermain apa?
S1	Bermain tebak-tebakan tentang nama-nama tubuh. Kan ada tuh kayak orang ditunjukin ini apa. Misalnya kayak muka gitu. Abistu banyak sih.
R	Kalo kerja kelompok itu gimana? Kegiatannya apa?
S1	<b>Menulis nama-nama ruangan di sekolah, di sekitar sini.</b>
R	Nama-nama benda?
S1	Iya <b>nama-nama benda juga</b>
R	Trus kalo berbicara kegiatannya apa? Apa ada menjelaskan di depan, presentasi gitu?
S1	Iya <b>menjelaskan di depan. Berkelompok.</b>
R	Dari awal sampai akhir pembelajaran itu biasanya ngapain aja? Tadi katanya ada presentasi di akhir kata ibunya. Kalo di awal gimana?
S1	Kayak salam ke gurunya.
R	Apa ada bernyanyi, video, music, bermain games.
S1	Pernah si bermain games tapi jarang
R	Games seperti apa?
S1	Game kayak pulpenya diper-oper sambil nyanyi.
R	Lalu, ibunya sering memberikan lembaran gitu gak?
S1	Pernah
R	Pernah/sering/jarang/selalu?
S1	<b>Jarang</b>
R	Lembaran seperti apa si isinya?
S1	Soal
R	Soal kayak gimana? Ada gambar-gambarnya gak?
S1	Ada
R	Berwarna?
S1	Hitam Putih
R	Oh hitam putih. Terus aktivitas yang paling Irvan sukai selama pembelajaran bahasa Inggris kayak gimana tuh? Yang paling bikin semangat.
S1	<b>Jawab soal</b>
R	Soal yang kayak gimana tuh?
S1	<b>Soal yang susah-susah</b>
R	Soal yang susah contohnya seperti apa?
S1	Soal yang kayak <b>isi gambar</b> gitu
R	Baik. Pernah gak si belajar bahasa inggris sambil keliling-keliling,

	misalnya keliling sekolah atau kemana gitu?
<b>S1</b>	Engga. Di kelas aja
<b>R</b>	Kalo lagu-lagunya, lagu-lagu seperti apa yang Iravan sukai? Apakah suka yang populer atau suka yang kayak cocomelon?
<b>S1</b>	<b>Kayak head shoulder knees and toes</b>
<b>R</b>	Oh parts of body. Berarti yang ada gesturnya. Biasa suka nyari lagu gak di youtube?
<b>S1</b>	Engga. Main game aja.
<b>R</b>	Suka game yang seperti apa?
<b>S1</b>	Ruang guru gitu.
<b>R</b>	Berarti sering belajar ya. Nah balik lagi, aktivitas yang paling disukai itu seperti apa? Games, lagu, kerja kelompok, presentasi yang paling disukai.
<b>S1</b>	<b>Pertama main games, lalu bercerita, menulis.</b>
<b>R</b>	Menulis. Menulis tentang apa?
<b>S1</b>	Menulis tentang tubuh.
<b>R</b>	Nah, adik dapet buku bahasa inggris gak?
<b>S1</b>	Engga tapi <b>beli kamus sendiri</b>
<b>R</b>	Ok. Semua punya kamus?
<b>S1</b>	Engga. Sendiri aja
<b>R</b>	Berarti ga dapet buku dari sekolah tapi jarang dikasi. Trus gimana belajarnya?
<b>S1</b>	<b>Pake buku tulis.</b> Gurunya nyatet di papan. Ibunya ngasi soal di depan trus kita jawab di buku.
<b>R</b>	Oh ya. Ok. Itu aja. Makasi ya Iravan





Ps. R for Researcher; S2 for Student 2

R	Ok. Sekarang Nanda ya. Pertanyaan pertama, gimana menurut nanda buku atau lembaran yang dikasi sama ibu gurunya?
S2	Biasa aja sih
R	Tadi kan disebutkan kalo lembaranya hitam putih. Gimana sih menurut nanda? Motivasi belajarnya. Lebih suka yang kaya gimana sih?
S2	<b>Lebih suka yang ada warnanya</b>
R	Lebih teratrik dikasi lembaran apa dikasi buku?
S2	Dikasi lembaran
R	Selain berwarna, apa yang membuat menarik?
S2	Dari segi warna dan <b>gambaranya</b>
R	Gambar yang seperti apa? Apakah lebih suka animasi atau lebih suka orang sungguhan?
S2	<b>Animasi</b>
R	Jadi lebih suka ilustrasi berupa animasi daripada orang sungguhan ya
S2	Ya.
R	Aktivitas belajar yang seperti apa yang biasa dilakukan di kelas?
S2	<b>Menjawab soal, menulis, presentasi, games</b>
R	Aktivitas yang paling Nanda sukai?
S2	<b>Games</b>
R	Games yang seperti apa?
S2	Games pulpen, kalo lagunya sudah habis disuruh masju kedepan. <b>Menjawab teka-teki</b>
R	Suka gak menjawab teka-teki?
S2	Suka
R	Teka-teki seperti apa? Kayak teka-teki silang atau ngomong aja?
S2	Ngomong aja.
R	Siapa yang memberikan soalnya?
S2	Gurunya
R	Berarti ga pake buku dan jarang dapet lembaran di kelas.
S2	Iya
R	Okay. Itu aja. Makasi ya nanda.

Ps. R for Researcher; S3 for Student 3

R	Ok. Melcy. Gimana menurut Melcy tentang buku atau lembaran yang dipakai di kelas?
S3	Asik
R	Kenapa asik?
S3	Karena <b>kerjanya berkelompok</b> jadi gak susah sendiri
R	Lagi apa sih yang bikin asik selain kerja kelompok
S3	Karena gurunya asik
R	Gurunya asik kayak gimana?
S3	<b>Ngobrol-ngobrol dan main games</b>
R	Mainnya seperti apa?
S3	Main pakai pulpen pakai <b>lagu</b>
R	Ok. Gurunya berbicara dalam bahasa inggris, bahasa Indonesia, atau nyampur?
S3	Kadang bahasa inggris kadang bahasa Indonesia
R	Aktivitas pembelajaran dari awal sampai akhir itu biasanya apa aja sih?
S3	Dari awal biasanya pengenalan, Latihan, presentasi
R	Lalu, materinya pa aja? Tadi kan pakai lagu ya. Apa lagi?
S3	Head shoulder knees and toes
R	Nah itu lagunya. Kalo gambar di lembaran? Pernah gak?
S3	Pernah. <b>Menggambar orang trus kayak bagian-bagiannya dipanah-panahin, trus dikasi tulisan itu apa.</b>
R	Berarti menggambar bagian tubuh. Trus aktivitas yang paling disukai misalnya kerja kelompok, presentasi, berdialog sama temennya, cakap-cakap, atau apa?
S3	<b>Ngerjain soal sendiri-sendiri itu</b>
R	Oh tadi kan Melcy bilang asik berkelompok tapi Melcy lebih suka kerja sendiri. Kenapa lebih suka kerja sendiri
S3	Biar lebih cepet ngoreksi-ngoreksi jawaban yang lain
R	Trus Sukanya ngerjain soal yang kayak gimana kalo sendiri-sendiri?
S3	Yang gampang-gampang
R	Oh kalo susah-susah Sukanya kerja kelompok. Kalo gampang Sukanya sendiri ya. Berarti kan ga pake buku dan tambahannya berupa lembaran. Berarti lembaranya itu hitam putih ya?
S3	Iya
R	Ok. Thank you melcy

**Ps. R for Researcher; S4 for Student 4**

<b>R</b>	Siapa nama panggilannya?
<b>S4</b>	Nindy
<b>R</b>	Ok. Nindy, pertanyaan pertama, tad ikan dapet buku tapi dapet lembaran. Gimana menurut Nindy lembarannya?
<b>S4</b>	Kalo yang lebih saya suka sih, soal-soalnya bagus
<b>R</b>	Bagus seperti apa?
<b>S4</b>	Bagus pertanyaannya, menarik. Tapi yang lebih saya suka. <b>Gambar-gambarnya itu yang berwarna</b>
<b>R</b>	Lalu soal yang bagus itu seperti apa sih?
<b>S4</b>	Menarik-menarik kayak <b>nama-nama hewan, nama-nama bagian tubuh.</b>
<b>R</b>	Menarik karna ada di sekitar ya. Trus jenis soalnya suka yang seperti apa? Apakah soal yang centang, options, mengisi, atau yang kayak gimana?
<b>S4</b>	<b>options</b>
<b>R</b>	Ok. Selain itu apa lagi? Suka gak <b>teka-teki silang</b> gitu?
<b>S4</b>	Suka
<b>R</b>	Aktivitas belajar di kelas dari awal sampai akhir itu kayak gimana?
<b>S4</b>	Pertama dikasi pertanyaan, soal-soal gitu. Terakhir dikasi teka-teki.
<b>R</b>	Penggunaan lagu, gambar, games yang kayak gitu, gimana kegiatannya di kelas?
<b>S4</b>	Game-game itu game yang oper-oper pensil kalo lagunya berhenti dikasi teka-teki
<b>R</b>	Trus pernah ga si gurunya itu memberi cerita?
<b>S4</b>	Pernah
<b>R</b>	Sering/jarang/kadang-kadang?
<b>S4</b>	Jarang
<b>R</b>	Itu ceritanya seperti apa?
<b>S4</b>	Kayak <b>cerita tentang hewan</b>
<b>R</b>	Kayak gimana si ceritanya
<b>S4</b>	Hewan yang ditangkap kayak musang, sapi
<b>R</b>	Kayak cerpen fabel gitu ya?
<b>S4</b>	Iya

**Ps. R for Researcher; S5 for Student 5**

<b>R</b>	Ok. Sekarang Sukma. Kan sukma dapet lembaran Namanya worksheet. Gimana menurut sukma lembaran itu?
<b>S5</b>	<b>Kurang menarik soalnya gambarnya hitam putih</b>
<b>R</b>	Lagi apa sih selain hitam putih?
<b>S5</b>	Soalnya kurang
<b>R</b>	Kurang gimana? Jumlahnya atau kualitas soalnya
<b>S5</b>	Kualitasnya
<b>R</b>	Kayak gimana sih soal yang bagus yang sukma sukai?
<b>S5</b>	Gambarnya itu disuruh tebak ini gambar apa gitu
<b>R</b>	Oh tebak-tebakan yang disukai. Selain menggunakan lembaran, aktivitas apa yang sukma sukai?
<b>S5</b>	<b>Jawab soal, teka-teki</b>
<b>R</b>	Seperti apa?
<b>S5</b>	<b>Tebak-tebakan hewan</b>
<b>R</b>	Berarti aktivitas yang disukai jawab soal tebak-tebakan hewan ya. Trus lagu seperti apa yang sukma sukai?
<b>S5</b>	<b>Lagu-lagu yang kayak bagian-bagian tubuh</b>
<b>R</b>	Parts of body. Itu kan semester lalu ya. Kalo mendeskripsikan sesuatu Sukanya yang seperti apa? Gimana kalo mendeskripsikan tempat umum kayak sekolah, rumah sakit, kebun binatang? Suka gak?
<b>S5</b>	<b>Menarik</b>
<b>R</b>	Itu lebih suka kerja kelompok atau kerja sendiri
<b>S5</b>	<b>Kerja kelompok</b>
<b>R</b>	Kenapa kerja kelompok
<b>S5</b>	Karena bisa <b>berdiskusi</b>
<b>R</b>	Suka berdiskusi dan mengkomunikasikan. Trus suka gak menggambar secara berkelompok?
<b>S5</b>	<b>Suka</b>
<b>R</b>	Ok. Udah. Thank you Sukma

## Appendix 33 English Syllabus

### SILABUS PEMBELAJARAN

Sekolah : SD Negeri 4 Kaliuntu  
 Kelas : V (Lima)  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 2 (Dua)  
 Standar Kompetensi : **Mendengarkan**

5. Memahami instruksi sangat sederhana dengan Tindakan dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Merespon instruksi sangat sederhana dengan Tindakan secara berterima dalam	Contoh  Kaset/CD: <i>Listen and describe</i>  Siswa: (menulis deskripsi orang yang didengar)  Kaset/CD: <i>Listen and</i>	Siswa merespon dengan melakukan Tindakan secara berterima	Merespon dengan melakukan Tindakan secara berterima	Unjuk rasa	<i>Responding</i>	<i>Listen and describe</i>  Kaset/CD: (memberikan deskripsi beberapa orang)  Siswa: (menulis deskripsi	2 x 35 menit	- Rekaman Kaset/CD - Buku teks



konteks sekolah	<i>complete</i>  Siswa: (melengkapi sebuah family tree)					orang yang didengar)		
5.2 Merespon instruksi sangat sederhana secara verbal	Contoh:  Kaset/CD: <i>Listen and repeat the dialogues</i>  Siswa: (mengulang dialog)	<ul style="list-style-type: none"> <li>- Siswa bersama-sama mengulang dengan suara lantang apa yang didengar dari kaset/CD</li> <li>- Masing-masing siswa mengulang dengan suara</li> </ul>	<ul style="list-style-type: none"> <li>- Merespon dengan mengulang apa yang didengar dari kaset/CD dengan suara lantang</li> <li>- Merespon dengan mengulang apa yang didengar dari kaset/CD</li> </ul>	Unjuk rasa	<i>Responding</i>	<i>Listen to the dialogues and repeat</i> (rekaman kaset/CD): <i>How many brothers and sisters do you have?</i>  Siswa: (mengulang)	2 x 35 menit	<ul style="list-style-type: none"> <li>- Rekaman Kaset/CD</li> <li>- Buku teks</li> <li>- Script percakapan</li> </ul>



		lantang apa yang didengar dari kaset/CD	dengan pengucapan bahasa inggris yang benar					
<b>Karakter siswa yang diharapkan:</b>		Dapat dipercaya ( <i>trustworthiness</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )						



## SILABUS PEMBELAJARAN

Sekolah : SD Negeri 4 Kaliuntu  
 Kelas : V (Lima)  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 2 (Dua)  
 Standar Kompetensi : **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi	<p>Contoh</p> <p><i>A: You can park here</i></p> <p><i>B: Don't smoke here</i></p>	<ul style="list-style-type: none"> <li>- Tanya jawab yang berkaitan dengan materi</li> <li>- Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> <li>- Membahas kosakata dan struktur</li> </ul>	<p>Mengungkapkan berbagai tindak tutur:</p> <ul style="list-style-type: none"> <li>- Memberi contoh melakukan sesuatu</li> <li>- Memberi aba-aba</li> <li>- Memberi</li> </ul>	Unjuk rasa	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i>	4 x 35 menit	<ul style="list-style-type: none"> <li>- Script percakapan</li> <li>- Buku teks</li> <li>- Alat peraga</li> </ul>

<p>aba-aba, dan memberi petunjuk</p>		<p>percakapan sesuai materi</p> <ul style="list-style-type: none"> <li>- Latihan percakapan dalam bentuk dialog</li> <li>- Mengungkapkan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>	<p>petunjuk</p>					
<p>6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta</p>	<p>Contoh:  <i>A: Can I help you?</i>  <i>B: Yes, I want cabbage, please</i></p>	<ul style="list-style-type: none"> <li>- Tanya jawab yang berkaitan dengan materi</li> <li>- Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> <li>- Membahas kosakata dan</li> </ul>	<p>Mengungkapkan berbagai tindak tutur:</p> <ul style="list-style-type: none"> <li>- Meminta bantuan</li> <li>- Memberi bantuan</li> <li>- Meminta barang</li> <li>- Memberi</li> </ul>	<p>Tes lisan</p>	<p>Pertanyaan</p>	<p><i>Answer the questions orally!</i></p>	<p>4 x 35 menit</p>	<ul style="list-style-type: none"> <li>- Script percakapan</li> <li>- Buku teks</li> <li>- Alat peraga</li> </ul>

barang, dan memberi barang		struktur percakapan sesuai materi - Latihan percakapan dalam bentuk dialog - Mengungkapkan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata	barang					
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur:	Contoh <i>A: Can we park here?</i> <i>B: Sure</i> <i>A: Excuse me, Sir.</i>	- Tanya jawab yang berkaitan dengan materi - Meniru pertanyaan-pertanyaan dan respon	Mengungkapkan berbagai tindak tutur: - Memberi informasi - Memberi pendapat	Tes lisan	<i>Performanc e</i>	<i>Act out the dialogues in front of the class!</i>	4 x 35 menit	- Script percakapan - Buku teks - Alat peraga

<p>memberi informasi, memberi pendapat, dan meminta kejelasan</p>	<p><i>Where can I park my bicycle?</i>  <i>B: Over there</i>  <i>A: Thank you</i>    <i>A: What does Sasya look like?</i>  <i>B: She is tall and pretty</i></p>	<p>pertanyaan</p> <ul style="list-style-type: none"> <li>- Membahas kosakata dan struktur percakapan sesuai materi</li> <li>- Latihan percakapan dalam bentuk dialog</li> <li>- Mengungkapkan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta kejelasan</li> </ul>					
<p>6.4 Mengungkapkan kesantunan secara berterima</p>	<p>Contoh  <i>A: Do you mind giving me some food?</i></p>	<ul style="list-style-type: none"> <li>- Tanya jawab yang berkaitan dengan materi</li> <li>- Meniru</li> </ul>	<p>Mengungkapkpa n kesantunan secara berterima yang</p>	<p>Tes lisan</p>	<p><i>Performanc e</i></p>	<p><i>Act out the dialogues in front of the class!</i></p>	<p>4 x 35 menit</p>	<ul style="list-style-type: none"> <li>- Script percakapan</li> <li>- Buku</li> </ul>

<p>yang melibatkan ungkapan: <i>Do you mind...</i> dan <i>Shall we...</i></p>	<p><i>B: Sure</i>  <i>A: We cannot enter this door. Shall we find another one?</i>  <i>B: Ok.</i></p>	<p>pertanyaan-pertanyaan dan respon pertanyaan</p> <ul style="list-style-type: none"> <li>- Membahas kosakata dan struktur percakapan sesuai materi</li> <li>- Latihan percakapan dalam bentuk dialog</li> <li>- Mengungkapkan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>	<p>melibatkan ungkapan:</p> <ul style="list-style-type: none"> <li>- <i>Do you mind...</i></li> <li>- <i>Shall we...</i></li> </ul>					<p>teks</p> <ul style="list-style-type: none"> <li>- Alat peraga</li> </ul>
<p><b>Karakter siswa yang diharapkan:</b></p>		<p>Dapat dipercaya (<i>trustworthiness</i>)</p>						



	Rasa hormat dan perhatian ( <i>respect</i> )
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	Tekun ( <i>diligence</i> )
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	Tanggung jawab ( <i>responsibility</i> )
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	Berani ( <i>courage</i> )
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## SILABUS PEMBELAJARAN

Sekolah : SD Negeri 4 Kaliuntu  
 Kelas : V (Lima)  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 2 (Dua)  
 Standar Kompetensi : **Membaca**

7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana	Ucapan, tekanan, dan intonasi kata, frasa, kalimat, dan teks yang dipelajari	<ul style="list-style-type: none"> <li>- Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi</li> <li>- Mendengarkan contoh membaca</li> </ul>	<ul style="list-style-type: none"> <li>- Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana</li> </ul>	<ul style="list-style-type: none"> <li>- Tes unjuk kerja</li> <li>- Observasi</li> </ul>	<ul style="list-style-type: none"> <li>- Uji petik membaca nyaring</li> <li>- Lembar observasi</li> </ul>	<ul style="list-style-type: none"> <li><i>Read the expressions aloud</i></li> <li><i>Read the text loudly and carefully</i></li> </ul>	2 x 35 menit	<ul style="list-style-type: none"> <li>- Buku teks</li> <li>- Alat peraga</li> </ul>

		nyaring yang dilakukan guru						
		<ul style="list-style-type: none"> <li>- Menirukan membaca nyaring dengan intonasi dan jeda sesuai model</li> <li>- Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</li> </ul>						
7.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima	<ul style="list-style-type: none"> <li>- Kalimat-kalimat sangat sederhana</li> <li>- Pesan tertulis sangat sederhana</li> <li>- Teks deskriptif bergambar</li> </ul>	<ul style="list-style-type: none"> <li>- Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana</li> <li>- Mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana</li> <li>- Mengidentifikasi teks deskriptif</li> </ul>	<ul style="list-style-type: none"> <li>- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana</li> <li>- Mengidentifikasi</li> </ul>	Tes unjuk rasa	Tes identifikasi informasi yang ada dalam kalimat-kalimat sangat sederhana dalam teks	<i>Read the text and put the words in the box into the correct group according to the text</i>	2 x 35 menit	- Buku teks

	<p>sangat sederhana</p>	<p>bergambar sangat sederhana</p> <ul style="list-style-type: none"> <li>- Tanya jawab yang berkaitan dengan materi</li> </ul>	<p>berbagai informasi yang terdapat dalam pesan tertulis sangat sederhana</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi teks deskriptif bergambar sangat sederhana</li> <li>- Tanya jawab yang berkaitan dengan materi</li> </ul>					
<p><b>Karakter siswa yang diharapkan:</b></p>		<p>Dapat dipercaya (<i>trustworthiness</i>) Rasa hormat dan perhatian (<i>respect</i>)</p>						

	Tekun ( <i>diligence</i> )
	Tanggung jawab ( <i>responsibility</i> )
	Berani ( <i>courage</i> )



## SILABUS PEMBELAJARAN

Sekolah : SD Negeri 4 Kaliuntu  
 Kelas : V (Lima)  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 2 (Dua)  
 Standar Kompetensi : **Membaca**

8. Mengeja dan menyalin kalimat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima	Kalimat bahasa inggris sangat sederhana	Mengeja kalimat bahasa Inggris sangat sederhana	Mengeja kalimat bahasa Inggris dengan ejaan yang benar	Tes tulis	Menyusun kata-kata bahasa Inggris menjadi kalimat yang benar	<i>Rearrange the words into good sentences</i>	4 x 35 menit	- Buku teks - Alat peraga
8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan	Kalimat bahasa Inggris sangat	Menyalin kalimat bahasa Inggris sangat sederhana	Menyalin dan menulis kalimat bahasa Inggris sangat	Tes tulis	Menulis kalimat sangat sederhana	<i>Write the correct expressions.</i>	4 x 35 menit	- Buku teks - Alat peraga



erterima seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati	sederhana		sederhana dengan benar					
<b>Karakter siswa yang diharapkan:</b>	Dapat dipercaya ( <i>trustworthiness</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )							

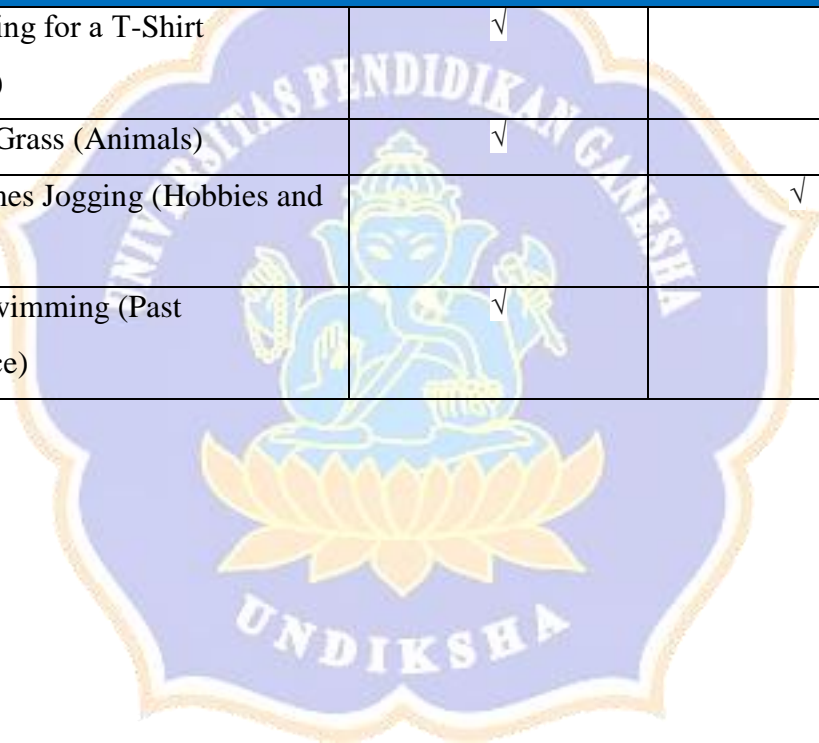


### Appendix 34 Matrix of Syllabus Analysis

Based on The Syllabus		
Topic	No Need to Develop	Need to Develop
Family		
Command and Prohibition		
Asking and Giving Information		
Descriptive Text		
Giving Appreciation		
Based on The English Book		
I'm Looking for a T-Shirt (Weather)		
Cow Eat Grass (Animals)		
I Sometimes Jogging (Hobbies and Abilities)		
I Went Swimming (Past Experience)		

### Appendix 35 Result of Syllabus Analysis

Based on The Syllabus		
Topic	No Need to Develop	Need to Develop
Family	√	
Command and Prohibition	√	
Asking and Giving Information	√	
Descriptive Text		√
Giving Appreciation	√	
Based on The English Book		
I'm Looking for a T-Shirt (Weather)	√	
Cow Eat Grass (Animals)	√	
I Sometimes Jogging (Hobbies and Abilities)		√
I Went Swimming (Past Experience)	√	



## Appendix 36 Learning Resources Sheet

Chapter	Adapt/ Adopt	Content	Author	Link
1	Adapt	Learning material	Pipalupa English	<a href="https://www.youtube.com/watch?v=LWQn3mbignQ">https://www.youtube.com/watch?v=LWQn3mbignQ</a>
2	Adopt	Learning material	National Geographic	<a href="https://www.nationalgeographic.com/environment/article/plastic-pollution">https://www.nationalgeographic.com/environment/article/plastic-pollution</a>
2	Adapt	Picture	Pinterest	<a href="https://www.pinterest.com/pin/512143788844950753/">https://www.pinterest.com/pin/512143788844950753/</a>
2	Adapt	Picture	Pinterest	<a href="https://www.pinterest.com/pin/362469469981042807/">https://www.pinterest.com/pin/362469469981042807/</a>
2	Adapt	Picture	Viridorari	<a href="http://viridorari.blogspot.com/2013/04/recycling-projects-for-kids-5.html">http://viridorari.blogspot.com/2013/04/recycling-projects-for-kids-5.html</a>
2	Adapt	Picture	Joyful mama's place	<a href="https://joyfulmamasplace.blogspot.com/2011/08/mama-made-toys-stick-puppet-theater.html?m=1">https://joyfulmamasplace.blogspot.com/2011/08/mama-made-toys-stick-puppet-theater.html?m=1</a>
4	Adopt	Learning material	EFL Kids	<a href="https://www.youtube.com/watch?v=gH89yUhIAV0">https://www.youtube.com/watch?v=gH89yUhIAV0</a>
1-4	Adapt	Learning media	Wordwall	<a href="https://wordwall.net/">https://wordwall.net/</a>



## Appendix 37 Expert Judgement by Expert 1

### THE EXPERT JUDGEMENT RUBRIC OF DEVELOPED ENGLISH SUPPLEMENTARY MATERIALS INTEGRATED TO 4C SKILLS FOR FIFTH GRADE

#### Scale

5: Excellent

4: Good

3: Average

2: Below Average

1: Poor

This rubric was adapted from Masisi & Otsheleng (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
<b>Principles for Developing Materials</b>							
A.	The material is relevant to the students' needs					√	
	The material is challenging for the students' level					√	
	The material is original; not violate copyright					√	
	The material adjusts school learning time					√	
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds				√		Provide the games both paper-based and online to facilitate students who do not have smartphones to play the game.
	The material contains clear explanations, examples, and illustrations				√		Consider the step of doing art projects in terms of providing examples and illustrations to be understood easier by the students. <i>Page 23</i>



No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	The material provides learning experiences to suit current and future needs					√	
C.	The language used is easy for students to understand the materials					√	
	The book contains interesting visual designs					√	Change the background color; avoid using black as the background as it is too dark. <i>Page 12</i>  Consider the different hobbies in providing cut-offed decorations. <i>Page 42</i>
	The material provides motivating learning activities and strategies					√	
	The material uses suitable language for the students' level				√		Simplify the explanation. Consider the language skill of the students. <i>Page 22</i>
	The material contains non-discriminatory words, examples, illustrations, and pictures				√		
D.	The book provides various learning methods					√	
	The material provides exercise in various learning contexts					√	
	The material provides clear instructions					√	Distinguish fonts or colors for examples.
	The book provides learning objectives					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
E.	The material promotes engagement through practical activities					√	
	The exercise learning is challenging but understandable to attract students' interest					√	
	The material assists the teachers to implement the curriculum					√	
	The material integrates theory with correlative practices				√		
	The material provides assessment activities					√	
<b>The Essential 21st Century Skills</b>							
F.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context					√	
	The material analyzes the relatedness of each concept				√		
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes				√		
	The material solves different types of problems and analyzes them from different					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	points of view to find a good solution						
G.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas					√	
	The material works effectively to develop and communicate new ideas					√	
	The material respects and combines different perspectives					√	
	The material helps the students promote new ideas					√	
	The material promotes useful contributions to real-life based on students' innovations					√	
H.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams					√	
	The material exercises compromising to achieve a common goal					√	
	The material shares responsibilities and appreciates each contribution to collaborative work					√	
I.	The material provides					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	opportunity for students to express ideas verbally and non-verbally in good ways						
	The material comprehends meaning, including knowledge, values, attitudes, and intentions				√		
	The material communicates effectively based on contextual purposes					√	
	The material promotes effective communication in a diverse society				√		Consider the different hobbies in providing cut-offed decorations. <i>Page 42</i>

Singaraja, 28 April 2023

Expert 1



G. A. P. Suprianti, S.Pd., M.Pd.

NIP 199002242014042001

## Appendix 38 Expert Judgement by Expert 2

### THE EXPERT JUDGEMENT RUBRIC OF DEVELOPED ENGLISH SUPPLEMENTARY MATERIALS INTEGRATED TO 4C SKILLS FOR FIFTH GRADE

#### Scale

5: Excellent

4: Good

3: Average

2: Below Average

1: Poor

This rubric was adapted from Masisi & Otsheleng (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
<b>Principles for Developing Materials</b>							
A.	The material is relevant to the students' needs					✓	
	The material is challenging for the students' level					✓	
	The material is original; not violate copyright				✓		
	The material adjusts school learning time					✓	
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds					✓	
	The material contains clear explanations, examples, and illustrations					✓	
	The material provides learning experiences to suit current and future					✓	

	needs						
C.	The language used is easy for students to understand the materials					✓	
	The book contains interesting visual designs					✓	
	The material provides motivating learning activities and strategies					✓	
	The material uses suitable language for the students' level					✓	Simplify the explanation in 'Did you know' part. Consider the language skill of the students. <i>Page 22 and 33</i>
	The material contains non-discriminatory words, examples, illustrations, and pictures					✓	
D.	The book provides various learning methods					✓	
	The material provides exercise in various learning contexts					✓	
	The material provides clear instructions					✓	
	The book provides learning objectives					✓	
E.	The material promotes engagement through practical activities					✓	
	The exercise learning is challenging but understandable to attract students' interest					✓	
	The material assists the teachers to implement the				✓		



	curriculum						
	The material integrates theory with correlative practices					✓	
	The material provides assessment activities					✓	
<b>The Essential 21st Century Skills</b>							
A.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context					✓	
	The material analyzes the relatedness of each concept					✓	
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes					✓	<ul style="list-style-type: none"> <li>- Consider the color of the building (<i>Page 26</i>). Change the color of post office to orange as it is in the reality.</li> <li>- Add more popular place like minimarket and supermarket</li> </ul>
	The material solves different types of problems and analyzes them from different points of view to find a good solution					✓	
B.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas					✓	

	The material works effectively to develop and communicate new ideas					✓	
	The material respects and combines different perspectives					✓	
	The material helps the students promote new ideas					✓	
	The material promotes useful contributions to real-life based on students' innovations					✓	Provide a blank space for the students to fill it out by themselves and to facilitate different activities. <i>Page 22</i>
C.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams					✓	
	The material exercises compromising to achieve a common goal					✓	
	The material shares responsibilities and appreciates each contribution to collaborative work					✓	
D.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways					✓	
	The material comprehends meaning, including knowledge, values, attitudes, and					✓	

	intentions						
	The material communicates effectively based on contextual purposes					✓	
	The material promotes effective communication in a diverse society					✓	

Singaraja, 12 May 2023

Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd

NIP. 198808252015042002



## Appendix 39 The Accumulation of Expert Judgement Result

This rubric was adapted from Masisi & Otsheleng (2005) and Chiruguru (2020)

No.	Statements	Expert		Comments/Suggestions
		1	2	
<b>Principles for Developing Materials</b>				
A.	The material is relevant to the students' needs	5	5	
	The material is challenging for the students' level	5	5	
	The material is original; not violate copyright	5	4	
	The material adjusts school learning time	5	5	
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	4	5	Expert 1 Provide the games both paper-based and online to facilitate students who do not have smartphones to play the game.
	The material contains clear explanations, examples, and illustrations	4	5	Expert 1 Consider the step of doing art projects in terms of providing examples and illustrations to be understood easier by the students. <i>Page 23</i>
	The material provides learning experiences to suit current and future needs	5	5	
C.	The language used is easy for students to understand the materials	5	5	
	The book contains interesting visual designs	5	5	Expert 1 - Change the background color; avoid using black as the background as it is too dark. <i>Page 12</i> - Consider the different hobbies in

No.	Statements	Expert		Comments/Suggestions
		1	2	
				providing cut-offed decorations. <i>Page 42</i>
	The material provides motivating learning activities and strategies	5	5	
	The material uses suitable language for the students' level	4	5	Expert 1 Simplify the explanation. Consider the language skill of the students. <i>Page 22</i> Expert 2 Simplify the explanation in 'Did you know' part. Consider the language skill of the students. <i>Page 22 and 33</i>
	The material contains non-discriminatory words, examples, illustrations, and pictures	4	5	
D.	The book provides various learning methods	5	5	
	The material provides exercise in various learning contexts	5	5	
	The material provides clear instructions	5	5	Distinguish fonts or colors for examples.
	The book provides learning objectives	5	5	
E.	The material promotes engagement through practical activities	5	5	
	The exercise learning is challenging but understandable to attract students' interest	5	5	
	The material assists the teachers to implement the curriculum	5	4	
	The material integrates theory with correlative practices	4	5	
	The material provides assessment activities	5	5	
<b>The Essential 21st Century Skills</b>				

No.	Statements	Expert		Comments/Suggestions
		1	2	
F.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	5	5	
	The material analyzes the relatedness of each concept	4	5	
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	4	5	Expert 2 - Consider the color of the building ( <i>Page 26</i> ). Change the color of post office to orange as it is in the reality. - Add more popular place like minimarket and supermarket
	The material solves different types of problems and analyzes them from different points of view to find a good solution	5	5	
G.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	5	5	
	The material works effectively to develop and communicate new ideas	5	5	
	The material respects and combines different perspectives	5	5	
	The material helps the students promote new ideas	5	5	
	The material promotes useful contributions to real-life based on students' innovations	5	5	
H.	The material provides opportunity for students to show their capacity to	5	5	



No.	Statements	Expert		Comments/Suggestions
		1	2	
	collaborate respectfully and productively with different teams			
	The material exercises compromising to achieve a common goal	5	5	
	The material shares responsibilities and appreciates each contribution to collaborative work	5	5	
I.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	5	4	Expert 2 Provide a blank space for the students to fill it out by themselves and to facilitate different activities. <i>Page 22</i>
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	4	5	
	The material communicates effectively based on contextual purposes	5	5	
	The material promotes effective communication in a diverse society	4	5	

# Appendix 40 The Contents of the Supplementary Materials

## Chapter 1

**SING A SONG**

• Scan the QR code or log onto <https://bit.ly/unit1everybodysdifferent>  
 • Let's sing a song!

**"Everybody's Different"**

Curly hair,  
 wavy or long  
 Straight or spiky  
 Brown or blonde

Tall or short  
 Strong or weak  
 Skinny or chubby  
 That is me!

Everybody's different.  
 That's ok!  
 Everybody's different.  
 Hooray!

Source: <https://www.youtube.com/watch?v=LW@31y0pQ>

Having A New Friend **3**

**DID YOU KNOW?**

**THE BEAUTY OF DIVERSITY**

There are more than 250 million people from 17,504 islands in Indonesia.

Everyone is special. We have different skin color, different hair color, different height and weight, and so on.

Regardless of the differences,  
**WE LOVE**  
**WE CARE**  
**WE SHARE**  
**WE LIVE**

"In diversity, there is beauty and there is strength."  
 - Maya Angelou -

English Supplementary Materials Grade 5 **4**

**MY DICTIONARY**

• Scan the QR code or log onto <https://bit.ly/mydictionary1>  
 • Listen and repeat

Long straight hair	Short wavy hair	Short curly hair	Bald
Thick Eyebrows	Thin Eyebrows	Round Eyes	Slanted Eyes
Black hair	Brown hair	Blonde hair	Dark skin
Brown skin	Fair skin	Thick lips	Thin lips

Having A New Friend **5**

**FINDING MY FRIEND**

**ACTIVITY 1**

• Read the story  
 • Read the description  
 • Draw a line to get the right boy

One day, a girl is trying to find her friend in the crowd, Tono. She is asking an old man by describing his appearance. She says, "Tono is as tall as I am. He has dark skin and round brown eyes. He has wavy and blonde hair. He is a shy."

START

Having A New Friend **9**








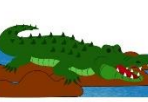
## Chapter 2



### STORY TIME



- Scan the QR code or log onto <https://tinyurl.com/storytimeunit2>
- Listen to the story "Going to the Zoo"

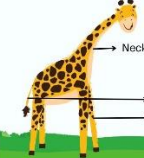
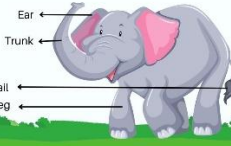
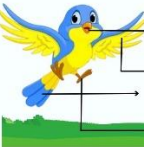
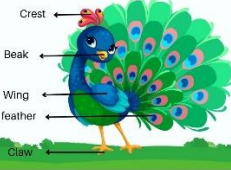
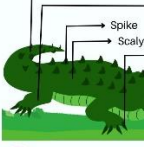
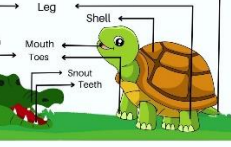
 One day, I go to the zoo with my parents.	 As soon as I enter the zoo, I see many kind of animals like what I saw in the movie.
 I am very excited to see the giraffe with its long neck and standing tall with its four legs.	 Look! I also see a peacock with its colourful tail feathers and pink crest. Wonderful!
 This is the biggest animal I see in the zoo. It is an elephant with a long trunk, big ears, and a short tail.	 Look! What is it with a long body and tongue? It is a snake! It has no arms and legs. It moves with its stomach.
 What a cute animal with four short legs and a big shell. It is a turtle. What do you think the use of its shell?	 Ouch! What a scary crocodile! It has a long snout with sharp teeth, long body, and scaly skin with spikes.



### MY DICTIONARY



- Scan the QR code or log onto <https://bit.ly/mydictionary2>
- Listen and repeat

	Ear		Trunk
Neck		Tall	Leg
	Crest		
Beak			
Wing			
	Tail		Shell
Spike	Leg		
Scaly Skin			
Mouth			
Toes			
Snout			
Teeth			







### GAMES TIME!



#### ACTIVITY 1

- Look at the circle
- Unjumble the letters into the correct order
- Scan the QR code or log onto <https://tinyurl.com/gamesunit2>
- Listen to the audio to complete the blank space

	L T I A	A dog has a tail.
	E B K A	_____
	L A C W S	_____
	O R N H S	_____



### PUPPET SHOW



- Find a group of three
- Make animal puppets from recycled, such as plastic bottles, cartons, dried leaves, used paper, and so on.

Example:



- Scan the QR code or log onto <https://tinyurl.com/backgroundpuppetshow>
- Choose and print one of the pictures as the background
- Stick it to the carton



- Make a daily conversation among the animal puppets

Hi, Bear! Good morning!  
How are you?  
I am great. What is your plan today?  
Yes, I can. What about football?



Hi, Lion! Good morning! I am good. What about you?  
I am going to play. Can you play ball?  
Sounds good! Let's play together.

- Perform in front of the class





- Look at the map
- Scan the QR code or log onto <https://tinyurl.com/mapofmyhometown3>
- Listen to the audio
- Discuss the question



How are traditional market, supermarket, and art market different?



ACTIVITY 1

- Scan the QR code or log onto <https://tinyurl.com/talkingwithfriends3>
- Listen and practice the dialogue

DIALOGUE 1



DIALOGUE 2



- Scan the QR code or log onto <https://tinyurl.com/attheparkunit3>
- Listen to the audio
- Tick (✓) True if the statement is true
- Cross (X) False if the statement is false
- Correct the false statement.



- |   | TRUE                  | FALSE                            |
|---|-----------------------|----------------------------------|
| • The kids are playing badminton.         | <input type="radio"/> | <input checked="" type="radio"/> |
| • <i>The kids are playing ball.</i>       | <input type="radio"/> | <input type="radio"/>            |
| • Two kids are playing ball together.     | <input type="radio"/> | <input type="radio"/>            |
| • A girl is lying under the tree.         | <input type="radio"/> | <input type="radio"/>            |
| • There are ten people at the park.       | <input type="radio"/> | <input type="radio"/>            |
| • Two boys are drinking lemonade.         | <input type="radio"/> | <input type="radio"/>            |
| • Two boys are sitting on the wooden mat. | <input type="radio"/> | <input type="radio"/>            |



The Internet is the most popular and innovative technology. It has changed our lives in which we can talk with people from around the world easily.



However, some people use it to get money which at the same time, harms other users by stealing their personal information.

HOW DO WE AVOID OR HANDLE IT?

Do not share your family details to strangers and be careful in clicking links.



If someone is the victim, stay calm and make a report to the police immediately.



### WORD SEARCH GAME



#### ACTIVITY 1

- Find a group of three
- Scan the QR code or log onto [bit.ly/unit4wordsearch](https://bit.ly/unit4wordsearch)
- Listen to the song
- Search the words

v o k z t o f c e o g o d x w  
 f m s i n g i n g o i d p b a  
 f i d w d a s u t x r n h j p  
 p g r s r e a d i n g i m s a  
 p b p r h s d c a h q y h p i  
 s u v l e g f r c a d w b w x  
 t k a b a x k j a o d a h c t  
 w d i s s y z y t w o m g w i  
 m d h i l t i s r o i k k r n  
 g r t u n v u n r i z n i w g  
 o h y n p g y k g o d h g n x  
 s b g j i j n r u n n i n g g  
 o z p q h k r y z z e d n e z  
 d a n c i n g o q i m u u g m  
 b l t h m h o v u f r s d c t



#### ANSWERS

- Singing
- Painting
- ...
- ...
- ...

- ...
- ...
- ...
- ...
- ...



### TALK WITH FRIENDS



#### ACTIVITY 1

- Scan the QR code or log onto <https://bit.ly/talkwithfriends4>
- Listen and practice the dialogue



#### ACTIVITY 2

- Find a partner to talk about hobbies
- You can use the question and answer cards

**Question Card**

- What do you like to do?
- Can you ...?
- What sport can you do?

**Answer Card**

- I like to ... / I like ...
- Yes, I can. / No, I can't.
- I can ...



### GET TO KNOW MYSELF

- Read the statements about your activities
- Look at the pictures
- Put the symbols and fill in the blank
- Draw and make your own activity in the blank space

Always	✓✓✓✓
Usually	✓✓✓
Sometimes	✓✓
Rarely	✓
Never	✗

I always read a book in the morning.  
 I \_\_\_\_\_ play football with my friends.  
 I \_\_\_\_\_ cook with my mother.  
 I \_\_\_\_\_ swim in the swimming pool.  
 I \_\_\_\_\_ draw in the class.



### SHOW OTHERS

- Draw and color your hobby
- Use the stickers to decorate your drawings
- Write the description in the box

Example:  
 My name is Egan. I like to swim. I always swim with my sisters.



## Appendix 41 User Judgement by the Teacher

### THE EXPERT JUDGEMENT RUBRIC OF DEVELOPED ENGLISH SUPPLEMENTARY MATERIALS INTEGRATED TO 4C SKILLS FOR FIFTH GRADE

#### Scale

5: Excellent

4: Good

3: Average

2: Below Average

1: Poor

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
<b>Principles for Developing Materials</b>							
A.	The material is relevant to the students' needs					√	related to syllabus
	The material is challenging for the students' level				√		
	The material is original; not violate copyright					√	
	The material adjusts school learning time					√	
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds					√	
	The material contains clear explanations, examples, and illustrations				√		Change the background with dark color to light color.
	The material provides learning experiences to suit current and future needs					√	
C.	The language used is easy for students to understand			√			



	the materials						
	The book contains interesting visual designs					√	
	The material provides motivating learning activities and strategies					√	
	The material uses suitable language for the students' level			√			Some selection of hobbies is not usual for the students.  Make the sentences simpler to facilitate the students with level of the language exposure.
	The material contains non-discriminatory words, examples, illustrations, and pictures					√	
D.	The book provides various learning methods					√	
	The material provides exercise in various learning contexts					√	
	The material provides clear instructions			√			
	The book provides learning objectives					√	
E.	The material promotes engagement through practical activities				√		
	The exercise learning is challenging but understandable to attract students' interest				√		
	The material assists the teachers to implement the curriculum					√	

	The material integrates theory with correlative practices				√	
	The material provides assessment activities				√	
<b>The Essential 21st Century Skills</b>						
A.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context				√	
	The material analyzes the relatedness of each concept				√	
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes				√	
	The material solves different types of problems and analyzes them from different points of view to find a good solution				√	
B.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas				√	
	The material works effectively to develop and communicate new ideas				√	
	The material respects and combines different perspectives				√	
	The material helps the students promote new ideas				√	
	The material promotes useful contributions to real-				√	

	life based on students' innovations						
C.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams					√	
	The material exercises compromising to achieve a common goal					√	
	The material shares responsibilities and appreciates each contribution to collaborative work					√	
D.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways					√	
	The material comprehends meaning, including knowledge, values, attitudes, and intentions					√	
	The material communicates effectively based on contextual purposes					√	
	The material promotes effective communication in a diverse society					√	

Singaraja, 31 Maret 2023  
Teacher

I Gusti Ayu Arya Udayanti, S.Pd.  
NIP -

## Appendix 42 Teacher Interview Transcriptions after Try Out

Teacher	
R	Terima kasih bu kesempatan untuk implementasinya
T	Iya, terima kasih kembali
R	Nggih. Setelah implementasi tadi, bagaimana menurut ibu system serta aktivitas pembelajaran dengan buku ini bu?
T	Menarik sekali, karena satu buku memenuhi kebutuhan anak-anak seperti kosa kata, pengertian sekaligus juga pengucapannya. Lagunya sangat easy listening dan membantu pembelajaran siswa. Lalu contoh percakapannya juga sederhana dan bisa dijadikan contoh siswa membuat kalimat. Secara keseluruhan, materi di buku ini sangat membantu anak-anak belajar dan juga saya sebagai pengajar.
R	Glad to hear that, bu. Kalau dari tampilan atau desain ini bagaimana bu? Apa terlalu colorful, pas, atau bagaimana?
T	Menurut saya sudah bagus.
R	Kalau gamesnya gimana bu?
T	Ya lagu dengan videonya sudah bagus sekali pemilihannya, sederhana dan menarik. Gamenya pun sudah bagus. Di get to know myself, menurut saya kalimatnya agak sulit meskipun kayaknya gampang ya, tapi itu agak sulit bagi yang kemampuannya di bawah. Tapi ya begitulah anak-anak dalam satu kelas yang sangat mampu hanya beberapa dan yang dibawah rata-rata tidak sedikit. Saran saya, lebih simple aja kalimatnya dan saya rasa 5 saja cukup.
R	Baik bu, nanti saya buat lebih simple dan saya pilihkan lagi vocabnya. Kalau aktivitas pembelajaran kelompoknya bagaimana bu?
T	Iya betul. Konsepnya sudah pas, mendengarkan serta kolaborasi dengan teman-temannya.
R	Baik. Mengenai aktivitas 4C seperti critical thinking, communication, collaboration, dan creativity dalam buku ini bagaimana bu?
T	Saya lihat jenis kegiatannya sudah mewakili 4C seperti siswa menemukan sendiri konsep different way to say what they like melalui contoh percakapan, Nanti cara ini bisa dibold agar lebih clear bagi siswa. Lalu juga membuat kalimat dengan bantuan gambar, berkreasi dengan menggambar, memperagakan dialog sudah baik sekali melatih 4C siswa.
R	Baik bu, bagian itu akan saya bold. Lalu untuk meningkatkan kemampuan 4C gimana bu?
T	Sudah, seperti yang saya jelaskan tadi.
R	Baik bu. Ada saran lainnya atau harapan ibu mengenai buku yang dikembangkan bu?
T	Diwujudkan menjadi buku dengan lebih banyak materi pendukung untuk topik lainnya. Saya kira itu saja.
R	Baik bu. Terima kasih banyak hari ini bu.
T	Sama-sama, nak.





## Appendix 43 Students Interview Transcriptions after Try Out

### Student 1 – Desak Made Sukma Rianti

R	Halo Sukma, gimana tadi belajar pake buku yang kakak kasi? Seneng gak?
S1	Seneng kak. Menarik.
R	Kenapa menarik?
S1	Karena banyak gambar dan banyak warnanya
R	Oke. Berarti kamu suka ilustrasi dan desainnya ya. Selain itu ada lagi gak? Tadi kan kita ada menyanyi trus ada baca percakapan, ada kamusnya, ada kerja kelompok, yang mana yang paling kamu senangi?
S1	Bernyanyinya
R	Suka gak lagu dan videonya tadi?
S1	Suka
R	Kenapa tuh?
S1	Dari lagunya, kita bisa belajar cara bertanya dan menjawab dalam bahasa inggris itu tadi dan juga lagunya gampang
R	Terlalu lama gak lagunya?
S1	Enggak kok
R	Bukunya gampang apa susah dipahami nih?
S1	Gampang dan bagus
R	Oke deh. Kalo kegiatan berkelompok sama gamenya gimana? Seneng dan semangat gak?
S1	Seneng karena asik dan suka aja gak kerja sendiri
R	Seneng deh dengernya. Kakak kan lagi buat buku khusus buat kalian dulu nih sekarang, menurut kamu ada yang kurang gak dari buku ini misalnya gamenya, atau gambarnya, atau warnanya, atau apa aja boleh yang bikin kalian tambah seneng belajarnya.
S1	Gak ada sih kak, udah pas aja.
R	Oke deh berarti ini udah oke ya buat kamu. Kamu punya buku bahasa inggris gak?
S1	Punya
R	Kalo dibandingin sama buku bahasa inggrisnya, mana yang lebih kamu senengi dan kenapa?
S1	Yang ini, karena di buku saya gak ada percakapan, lagu, dan yang lainnya juga
R	Buku bahasa inggris yang kamu punya maksudnya kamus ya?
S1	Iya kamus bahasa inggris
R	Kalo buku paket?
S1	Gak punya
R	Oke deh. Makasi ya Sukma
S1	Sama-sama kak



Student 2 – Putu Iravan Putra Yaista

R	Halo Iravan. Gimana belajarnya tadi pake buku yang kakak buat? Menarik gak?
S2	Menarik.
R	Kenapa menarik?
S2	Karena ada percakapan, bisa nulis, ada pertanyaan. Gambarnya aesthetic juga dan berwarna
R	Okay, berarti ilustrasi dan warnanya suka ya. Kalo konten kayak lagu dan video yang tadi gimana?
S2	Suka
R	Membantu kamu buat belajar gak?
S2	Membantu karena mengajarkan kita bahasa inggris jadi kita bisa menggunakannya
R	Maksudnya menggunakan itu, ada cara bertanya dan menjawab tentang hobby dalam bahasa inggris itu ya?
S2	Iya
R	Lagunya terlalu lama gak? Mungkin bosan karena kepanjangan
S2	Enggak kok. Biasa aja. Kalo seneng gak memandang waktu
R	Mudah gak dipahaminya?
S2	Mudah
R	Good. O ya, tadi gimana kerja kelompok sama berpasangannya? Suka gak?
S2	Suka karena bisa ngobrol dengan teman dan Kerjasama
R	Ngobrol itu ngobrolin apa tuh?
S2	Berdiskusi tentang jawaban tadi
R	Ok. Tadi gambar sama warnanya kamu suka, lalu lagu sama videonya juga oke nih. Lalu aktivitasnya juga seneng. Ada gak kira-kira yang perlu ditambahin atau dikurangin dari bukunya?
S2	Gak ada sih kak. Udah pas itu aja
R	Oke deh. Trus kamu punya buku bahasa inggris gak?
S2	Punya.
R	Gimana kalo bukunya dibandingin sama buku yang tadi kamu pake?
S2	Menarik yang ini, karena kalo ini tuh ada percakapan, bisa jawab disini juga, ada lagu sama gamenya.
R	Kalo bukunya Iravan gak bisa jawab disana?
S2	Gak bisa, membaca doang
R	Membaca doang itu maksudnya bukunya kamus ya?
S2	Iya
R	Oh. Ok deh Iravan. Makasi ya
S2	Iya kak

Student 3 – Made Melcy Damar Dilla

R	Halo Melcy. Gimana tadi belajarnya pake buku yang kakak kasi? Menarik gak?
S3	Menarik dan banyak banget warnanya
R	Warnanya banyak. Ada lagi gak?
S3	Kayak gambar-gambarnya juga bagus.
R	Aktivitas yang mana yang kamu sukai? Misalnya kamu suka bernyanyi, kamus, kerja kelompok, maju kedepan.
S3	Suka lagunya
R	Kenapa suka lagunya?
S3	Soalnya gambarnya lucu dan gampang
R	Lagunya terlalu lama gak?
S3	Enggak kok
R	Berarti suka ya lagu dan videonya. Trus mudah dipahami gak belajarnya tadi?
S3	Mudah
R	Ok. Kalo kegiatan yang berkelompok sama berpasangan tadi, seneng gak?
S3	Seneng
R	Kenapa seneng?
S3	Karena cepet nangkepnya
R	Kenapa tuh kira-kira kok bisa cepet nangkep?
S3	Karena tadi diputar-putar ulang lagunya dan kita liat bareng-bareng, trus saling tanya
R	Berdiskusi ya. Ok, Melcy. Kakak kan lagi buat buku khusus kalian nih, menurut kamu, ada yang kurang gak dari buku ini? Misalnya kamu mau stiker dan gambarnya ditambahin, atau warnanya terlalu berlebihan?
S3	Menurut aku gak ada sih kak. Gambar sama warnanya segini aja
R	Oke deh, Melcy punya buku bahasa inggris gak?
S3	Gak punya
R	Kamus itu punya gak?
S3	Enggak
R	Ok. Berarti kamu lebih suka belajar dengan ada bukunya ini ya?
S3	Iya jadi bisa liat langsung
R	Apanya ni
S3	Lagunya, gambarnya, contohnya
R	Baik. Udah cukup Melcy. Makasi banyak ya
S3	Sama-sama kak

**Appendix 44 Photo Documentation**



**Class Observation**



**Library Observation**



**Teacher Interview (Analysis)**



**Tryout of the Product**



**Teacher Interview after Tryout**



**Student Interview after Tryout**

