



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 : 2888/UN48.7.1/DT/2022

7 Oktober 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 3 Banjar Jawa
di Singaraja

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

Nama	: Ida Ayu Devi Pujayani
NIM	: 1912021029
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

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,

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

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Surat Izin Penelitian



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 : 84/UN48.7.1/DT/2023

12 Januari 2023

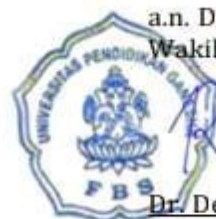
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 3 Banjar Jawa
di Singaraja

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

Nama	: Ida Ayu Devi Pujayani
NIM	: 1912021029
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 FOURTH- GRADE STUDENTS AT SD N 3 BANJAR JAWA

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,

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 3. Surat Balasan dari Sekolah

PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

SEKOLAH DASAR NEGERI 3 BANJAR JAWA
Alamat : Jalan Ngurah Rai No. 47 Singaraja. Telp. (0362) 27191, Kode Pos 81113

SURAT KETERANGAN
NOMOR: 421.204/152/ Pendas / 2023

Yang bertandatangan di bawah ini, Plt.Kepala Sekolah Dasar Negeri 3 Banjar Jawa,
Kecamatan Buleleng, Kabupaten Buleleng:

Nama : I Gede Indra Supriadi, M.Pd.
NIP. : 198703182014021001
Pangkat/Golongan : Penata/IIIc
Jabatan : Plt.Kepala Sekolah
Unit Kerja : SD Negeri 3 Banjar Jawa

Dengan ini menerangkan bahwa:

Nama : Ida Ayu Devi Pujayani
NIM : 1912021029
Program Studi : S1 Pendidikan Bahasa Inggris
Instansi : Universitas Pendidikan Ganesha
Judul : DEVELOPING ENGLISH SUPPLEMENTARY MATERIALS
INTEGRATED TO 4C SKILLS BY USING CANVA FOR
FOURTHGRADE STUDENTS AT SD N 3 BANJAR JAWA

Memang benar yang bersangkutan telah melakukan penelitian di SD Negeri 3 Banjar
Jawa

Demikian surat keterangan ini diberikan pada yang bersangkutan untuk digunakan
sebagaimana mestinya.

Singaraja, 4 Mei 2023
Plt. Kepala Sekolah SD N 3 Banjar Jawa


I Gede Indra Supriadi, M.Pd.
NIP. 198703182014021001

Appendix 4. Construct Validity of the Observation Sheet

No	Theories	Statements	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
The existence of supplementary materials in the library					
	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			
		English illustrated book or material			
		English supplementary book or material			
		English supplementary illustrated book or material			
		English supplementary book or material integrated to 4C skills			
The use of supplementary materials in the class					
2	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			
		Using English illustrated book or material in learning process			
		Using English supplementary book or material			
		Using English supplementary illustrated book or material			
		Using English supplementary book or material contained 4C skills activities			
		Using English supplementary book or			

No	Theories	Statements	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
		material which are practical			
The learning process					
	<p>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)</p>	<p>The learning process contained activities that can motivate students.</p>			
	<ul style="list-style-type: none"> • Communication is defined as a clear understanding of messages, instructions, ideas, responses, and instructions (Seilman, 2020). It foster the confidence in interacting while expressing their thoughts and ideas to build relationship (Rawat, 2016). • Critical thinking expects students to have a clear and rational reasoning 	<p>The learning process contained activities integrated to 4C skills.</p>			

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

No	Theories	Statements	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
	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 5. Construct Validity of Interview Guide for Teacher (Before Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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 aktivitas pembelajaran Bahasa Inggris di kelas dalam meningkatkan kemampuan bahasa inggris siswa?			
4	Learning materials can enrich the learners' experience and	Bagaimana harapan Bapak/Ibu mengenai materi			

	knowledge by providing the topics and contents (Tomlinson, 2003).	Bahasa Inggris yang akan dikembangkan?			
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 (Rindarti, 2018;	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang			

	Pardede, 2020).	terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			
--	-----------------	--	--	--	--



Appendix 6. Construct Validity of Interview Guide for Students (Before Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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 lembar materi</p>			

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



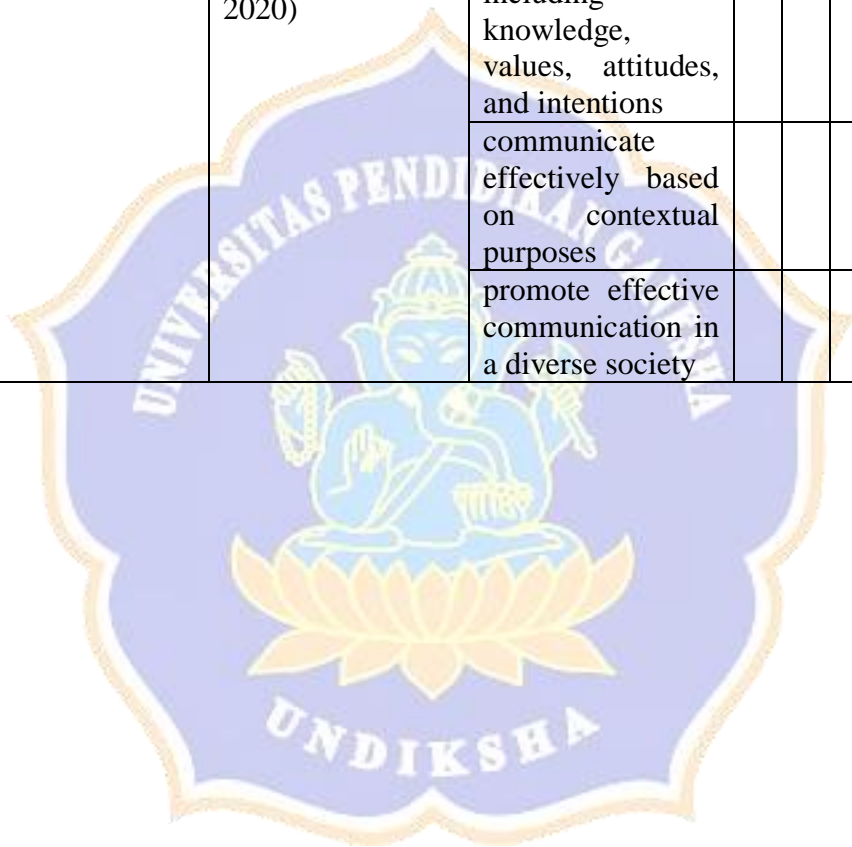
Appendix 7. Construct Validity of Expert and User Judgment Rubric

No	Descriptor(s)	Theoretical Basis	Statements	Score				
				1	2	3	4	5
Principles for Developing Materials								
A	Foundation	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	Scope	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					
C	Structure and Design	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					
D	Flexible Delivery	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					
E	Content	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					
The Essential 21st Century Skills								
A	Critical Thinking	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	Creativity	Creativity is the way to create innovation and invention by trying new approaches (Chiruguru, 2020).	Analyze and evaluate original ideas to improve creative efforts by 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	Collaboration	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					
D	Communication	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 8. Construct Validity of Interview Guide for Teacher (After Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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?			
		Bagimakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?			
		Bagiamanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?			
		Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam buku yang telah dikembangkan?			
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	Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			
		Bagaimana saran/harapan Bapak mengenai			

No.	Dasar Teori	Pertanyaan	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
	through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	buku ini kedepannya?			



Appendix 9. Construct Validity of Interview Guide for Students (After Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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 10. Instrument Validation for Observation Sheet Before Revision

Expert 1

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
The existence of supplementary materials in the library				
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	√		
The use of supplementary materials in the class				
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	√		
The learning process				

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

Singaraja, 10 January 2023

Expert 1,



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

NIP 199002242014042001

Appendix 11. Instrument Validation for Observation Sheet Before Revision

Expert 2

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/

				Suggestions
A. The existence of supplementary materials in the library				
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				
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	√		
C. The learning process				
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 12. Instrument Validation for Observation Sheet After Revision

Expert 1

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
The existence of supplementary materials in the library				
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	√		
The use of supplementary materials in the class				
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	√		
The learning processes				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression,	√		

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
	active participation, etc.			
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> - Expressing opinions, ideas, or answers. <p>Critical Thinking</p> <ul style="list-style-type: none"> - Solving problems or cases. - Discussing different opinions. - Making decisions. <p>Collaboration</p> <ul style="list-style-type: none"> - Working together to achieve common goals. - Respecting various opinions. <p>Creativity</p> <ul style="list-style-type: none"> - Discovering new ideas or innovations. <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"> - Understanding verbal speech. <p>Reading</p> <ul style="list-style-type: none"> - Comprehend written information. <p>Speaking</p> <ul style="list-style-type: none"> - Asking and giving opinions. <p>Writing</p> <ul style="list-style-type: none"> - Expressing ideas in written form. 	√		

Singaraja, 10 January 2023
Expert 1,



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



Appendix 13. Instrument Validation for Observation Sheet After Revision

Expert 2

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
The existence of supplementary materials in the library				
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	√		
The use of supplementary materials in the class				
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	√		
The learning processes				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.	√		

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> - Expressing opinions, ideas, or answers. <p>Critical Thinking</p> <ul style="list-style-type: none"> - Solving problems or cases. - Discussing different opinions. - Making decisions. <p>Collaboration</p> <ul style="list-style-type: none"> - Working together to achieve common goals. - Respecting various opinions. <p>Creativity</p> <ul style="list-style-type: none"> - Discovering new ideas or innovations. <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"> - Understanding verbal speech. <p>Reading</p> <ul style="list-style-type: none"> - Comprehend written information. <p>Speaking</p> <ul style="list-style-type: none"> - Asking and giving opinions. <p>Writing</p> <ul style="list-style-type: none"> - Expressing ideas in written form. 	√		

Expert 2,



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



Appendix 14. Recapitulation of Instrument Validation for Observation Sheet

No.	Statements	Judgment		
		Expert		Relevance Category
		Expert 1	Expert 2	
The existence of supplementary materials in the library				
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
The use of supplementary materials in the class				
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
The learning processes				
12	The learning process contained activities that can motivate students. Indicators: raising hand, showing facial expression, active participation, etc.	Relevant	Relevant	D
13	The learning process	Relevant	Relevant	D

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

Appendix 15. The Instrument Validation of Interview Guide For Teacher (Expert 1)

(Before Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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' experience and knowledge by providing the topics and contents	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	√		

No.	Dasar Teori	Pertanyaan	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
	(Tomlinson, 2003).				
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	√		

No.	Dasar Teori	Pertanyaan	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
	(Rindarti, 2018; Pardede, 2020).	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



Appendix 16. Instrument Validation of Interview Guide For Teacher (Expert 2)

Before Revision

No.	Dasar Teori	Pertanyaan	Judgment		
			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?			
--	----------------------------------	--	--	--	--

Singaraja, 10 January 2023

Expert 2,



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

NIP 198808252015042002



Appendix 17. Instrument Validation of Interview Guide For Teacher (Expert 2)

After Revision

No.	Dasar Teori	Pertanyaan	Judgment		
			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'	Bagaimana harapan Bapak/Ibu	√		

No.	Dasar Teori	Pertanyaan	Judgment		
			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	Judgment		
			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?	√		

Singaraja, 10 January 2023

Expert 2,



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

NIP 198808252015042002



Appendix 18. Tabulation of Instrument Validation of Interview Guide For Teacher

Before Implementation

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	Bagaimana harapan	Relevant	Relevant	D

	enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	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?	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 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?	Relevant	Relevant	D

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



Appendix 19. The Instrument Validation of Interview Guide For Students (Expert 1)

(Before Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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	√		

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

Singaraja, 10 January 2023

Expert 1,

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

NIP 199002242014042001



Appendix 20. Instrument Validation of Interview Guide For Students (Expert 2)
(Before Implementation)

No.	Dasar Teori	Pertanyaan	Judgment		
			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	√		

No.	Dasar Teori	Pertanyaan	Judgment		
			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 21. Tabulation of Instrument Validation of Interview Guide For Students

Before implementation

No.	Dasar Teori	Pertanyaan	Judgment		
			Experts		
			Expert 1	Expert 2	Relevance Category
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?	Relevant	Relevant	D
		Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D
		Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D
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?	Relevant	Relevant	D
		Apakah guru	Relevant	Relevant	D

No.	Dasar Teori	Pertanyaan	Judgment		
			Experts		
			Expert 1	Expert 2	Relevance Category
		kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?			



Appendix 22. Content Validity of Expert and User Judgment Rubric

Before Revision

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
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-	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	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	√		
The Essential 21st Century Skills				
A.	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

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
				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	√		
	Exercise compromising to achieve a common goal	√		

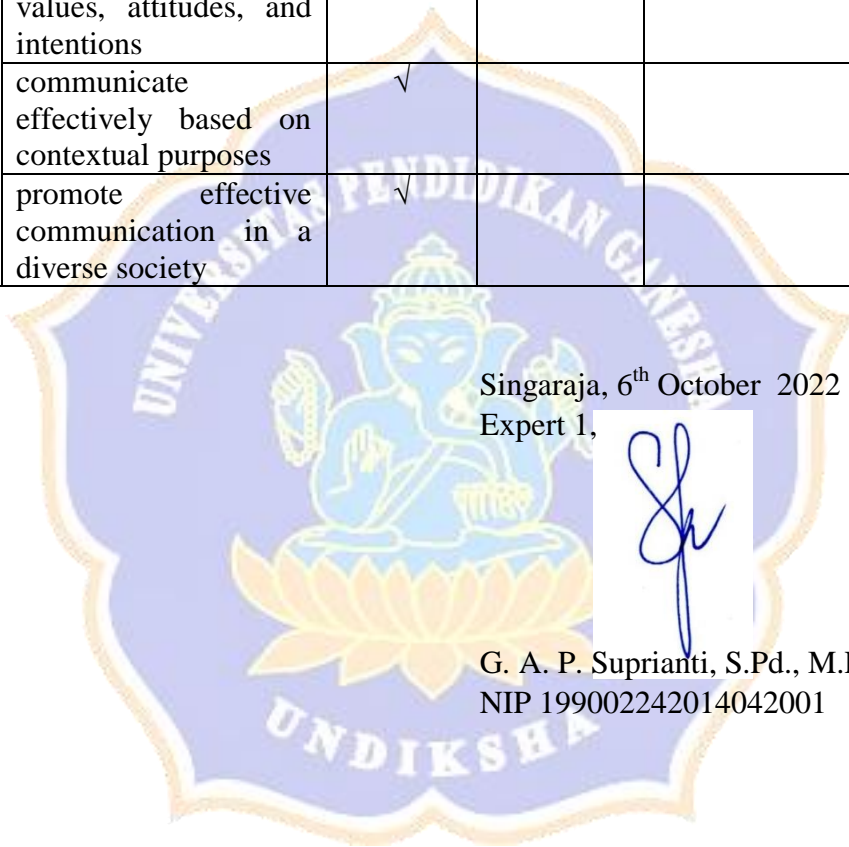
No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	Share responsibilities and appreciate each contribution to collaborative work	√		
D.	express ideas verbally and non-verbally in good ways	√		
	comprehend meaning, including knowledge, values, attitudes, and intentions	√		
	communicate effectively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

Singaraja, 6th October 2022

Expert 1,

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

NIP 199002242014042001



Appendix 23. Content Validity of Expert and User Judgment Rubric

After Revision

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
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	√		
E	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	√		
I	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	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	The material assists the teachers to implement the curriculum	√		
	The material integrates theory with correlative practices	√		
	The material provides assessment activities	√		
The Essential 21st Century Skills				
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	√		
E	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	√		
I	The material provides opportunity	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	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, 18th October 2022

Expert 1,

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

NIP 199002242014042001



Appendix 24. Content Validity of Expert and User Judgment Rubric

After Revision

**INSTRUMENT VALIDATION OF DEVELOPED ENGLISH SUPPLEMENTARY
MATERIALS INTEGRATED TO 4C SKILLS FOR THE FOURTH-GRADE STUDENTS AT
SD N 3 BANJAR JAWA**

After revision

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
B.	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	✓		
C.	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	✓		
D.	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	✓		

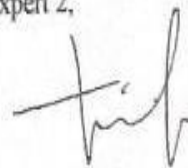
No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	words, examples, illustrations, and pictures	✓		
E.	The book provides various learning methods	✓		
	The material provides exercise in various learning contexts	✓		
	The material provides clear instructions	✓		
	The book provides learning objectives	✓		
F.	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	✓		
The Essential 21st Century Skills				
B.	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	✓		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	and processes	✓		
	The material solves different types of problems and analyzes them from different points of view to find a good solution	✓		
C.	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	✓		
D.	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	✓		
E.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	✓		
	The material comprehends meaning, including knowledge, values, attitudes,	✓		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	and intentions			
	The material communicates effectively based on contextual purposes	✓		
	The material promotes effective communication in a diverse society	✓		

Singaraja, 2 May 2023

Expert 2,



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

NIP 198808252015042002

Appendix 25. Tabulation of Content Validity Judgment

No.	Statements	Judgment		
		Experts		Relevance Category
		Expert 1	Expert 2	
Principles for Developing Materials				
B.	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
C.	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
D.	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 learning activities and strategies	Relevant	Relevant	D
	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
E.	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
F.	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

No.	Statements	Judgment		
		Experts		Relevance Category
		Expert 1	Expert 2	
	The material integrates theory with correlative practices	Relevant	Relevant	D
	The material provides assessment activities	Relevant	Relevant	D
The Essential 21st Century Skills				
B.	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 and processes	Relevant	Relevant	D
	The material solves different types of problems and analyzes them from different points of view to find a good solution	Relevant	Relevant	D
C.	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
D.	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
E.	The material provides opportunity for students to express ideas verbally and	Relevant	Relevant	D

No.	Statements	Judgment		
		Experts		Relevance Category
		Expert 1	Expert 2	
	non-verbally in good ways			
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	Relevant	Relevant	D
	The material communicates effectively based on contextual purposes	Relevant	Relevant	D
	The material promotes effective communication in a diverse society	Relevant	Relevant	D



Appendix 26. Instrument Validation for Teacher Interview Guide After Implementation

Expert 1

No.	Dasar Teori	Pertanyaan	Judgment		
			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?	√		
		Bagiamanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?	√		
		Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and Collaboration) dalam buku yang telah dikembangkan?	√		
2	National Education Association of United States (2012) highlighted the 4C skills as	Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu	√		

No.	Dasar Teori	Pertanyaan	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
	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 (Rindarti, 2018; Pardede, 2020).	mengarahkan siswa untuk meningkatkan keterampilan 4C?			
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	√		

Singaraja, 10 January 2023

Expert 1,



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

NIP 199002242014042001

Appendix 27. Instrument Validation for Teacher Interview Guide After Implementation

Expert 2

No.	Dasar Teori	Pertanyaan	Judgment		
			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	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	√		

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

Singaraja, 10 January 2023

Expert 2,

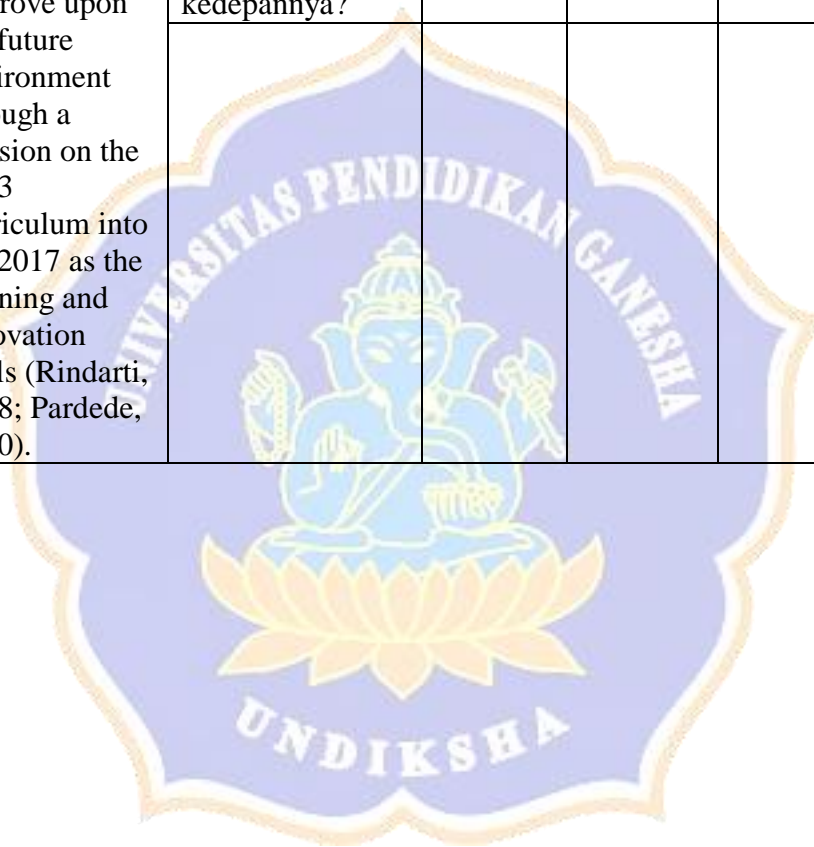


Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP 198808252015042002

Appendix 28. Recapitulation of Instrument Validation for Teacher Interview Guide After Implementation

No.	Dasar Teori	Pertanyaan	Judgment		
			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).	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
		Bagaimanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?	Relevant	Relevant	D
		Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication and Collaboration) dalam buku yang telah dikembangkan?	Relevant	Relevant	D
2	National Education Association of United States (2012) highlighted the 4C skills as the most essential	Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk	Relevant	Relevant	D

No.	Dasar Teori	Pertanyaan	Judgment		
			Experts		Relevance Category
			Expert 1	Expert 2	
	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).	meningkatkan keterampilan 4C?			
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	Relevant	Relevant	D



Appendix 29. Instrument Validation for Student Interview Guide (After Implementation)

Expert 1

No.	Dasar Teori	Pertanyaan	Judgment		
			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, S.Pd., M.Pd.

NIP 199002242014042001

Appendix 30. Instrument Validation for Student Interview Guide (After Implementation)

Expert 2

No.	Dasar Teori	Pertanyaan	Judgment		
			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 2,



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

Appendix 31. Recapitulation of Instrument Validation for Students Interview Guide After Implementation

No.	Dasar Teori	Pertanyaan	Judgment		
			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 32. Observation Sheet (Before)

No	Statements	Judgment		
		Relevant	Irrelevant	Comments/Suggestions
A. The existence of supplementary materials in the library				
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				
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			
C. The learning process				
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' skills.			



Appendix 33. Observation Sheet (After)

No	Statements	Available	Unavailable
A. The existence of supplementary materials in the library			
1	English book or material	V	
2	English illustrated book or material	V	
3	English supplementary book or material	V	
4	English supplementary illustrated book or material	V	
5	English supplementary book or material integrated to 4C skills		V
B. The use of supplementary materials in the class			
6	Using English book or material in learning process	V	
7	Using English illustrated book or material in learning process	V	
8	Using English supplementary book or material	V	
9	Using English supplementary illustrated book or material		V
10	Using English supplementary book or material contained 4C skills activities		V
11	Using English supplementary book or material which are practical	V	
C. The learning process			
11	The learning process contained activities that can motivate students	V	
12	The learning process contained 4C skills activities integrated to 4C skills	V	
13	The learning process contained activities that can improve students' language skills	V	

Appendix 34. Interview Guide for Teacher (Need Analysis)

No.	Dasar Teori	Pertanyaan
1	Before the Covid-19 pandemic, face-to-face and online learning were regularly practiced all around the world. After this pandemic, certain strategies may be put into place to build learner's knowledge, abilities, and values, so they are able to develop, design, create, think, collaborate, and lead to address current real-world issues (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan sebelum/sesudah pandemi?
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' 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).	<p>Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?</p> <p>Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?</p> <p>Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?</p> <p>Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?</p>
6	National Education Association	Jika ada materi tambahan Bahasa Inggris

<p>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 (Rindarti, 2018; Pardede, 2020).</p>	<p>yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?</p> <p>Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?</p>
---	--



Appendix 35. Transcription of Teacher's Interview (Need Analysis)

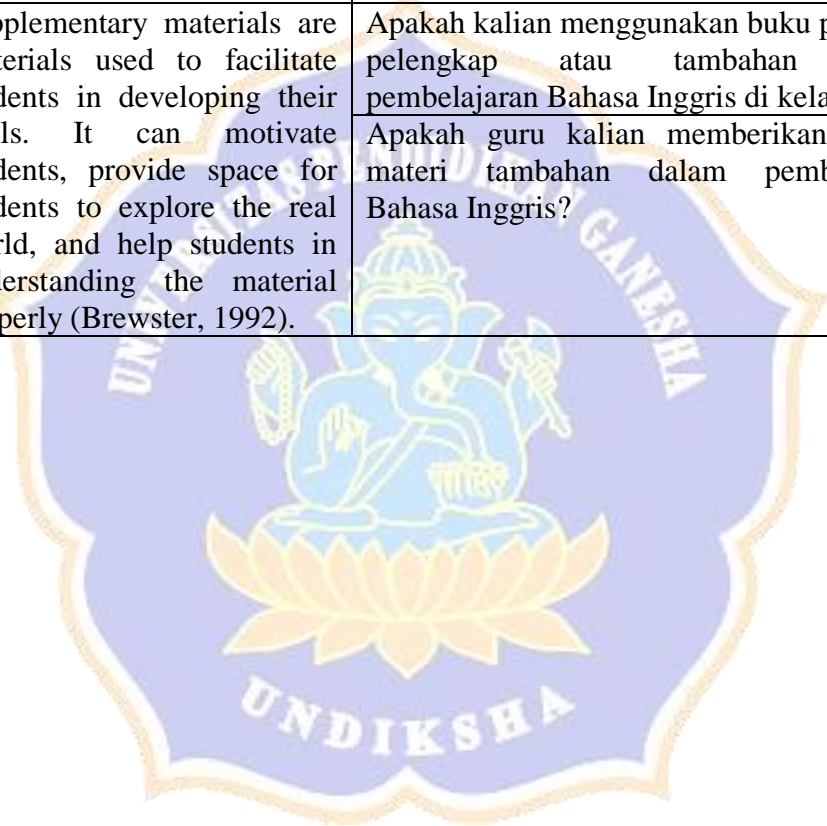
R : Researcher

T : Teacher

R :	Bagaimana sistem serta aktivitas pembelajaran yang/Ibu terapkan sebelum pandemi?
T :	Sebelum pandemi kita menerapkan pembelajaran itu dengan menggunakan Google classroom dengan menggunakan wa grup dan menggunakan Zoom atau Google Meet.
R :	Jika sesudah pandemi bagaimana nggih?
T :	Kalau sesudah pandemi ya tatap muka seperti ini di kelas seperti biasa.
R :	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?
T :	Buku yang kita dapatkan dari sekolah ya seperti yang sudah saya berikan. Kemudian ada beberapa yang saya ambil dari internet dan ada juga LKS.
R :	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?
T :	Harapannya ya semoga anak anak bisa lebih maju lagi atau lebih pintar lagi dalam berbahasa asing selain dengan bahasanya dia sendiri.
R :	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?
T :	Materinya sesuai dengan fase yang mereka. Yang tidak melampaui fase mereka seperti sekarang kalau kurikulum merdeka kan ada fase apa fase b. Ya sesuai dengan itu aja.
R :	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?
T :	Sangat diperlukan karena nanti materi tersebut bisa membantu mereka di dalam mengembangkan bahasa Inggris mereka, baik itu di dalam sekolah maupun di luar sekolah,
R :	Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?
T :	Ya, ada beberapa yang sudah saya berikan tambahannya.
R :	Apakah alasan yang melatarbelakangi Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?
T :	Ya seperti tadi itu biar mereka bisa menggunakan atau lebih mendapatkan ilmu tentang bahasa selain bahasanya mereka dan bisa digunakan di luar ataupun di sekolah.
R :	Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Ibu?
T :	Sangat bagus sekali saya dukung.
R :	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Ibu?
T :	Sangat bagus ya, jadi bisa membantu guru guru di SD ataupun murid-murid yang ada di sekolah dasar untuk mengembangkan skill mereka
R :	Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?
T :	Sudah. Kegiatan 4C bisa saja ditambahkan sesuai dengan kemampuan yang mereka dapatkan atau yang mereka miliki.

Appendix 36. Interview Guide for Students (Need Analysis)

No.	Dasar Teori	Pertanyaan
1.	Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).	<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.	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>Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?</p>



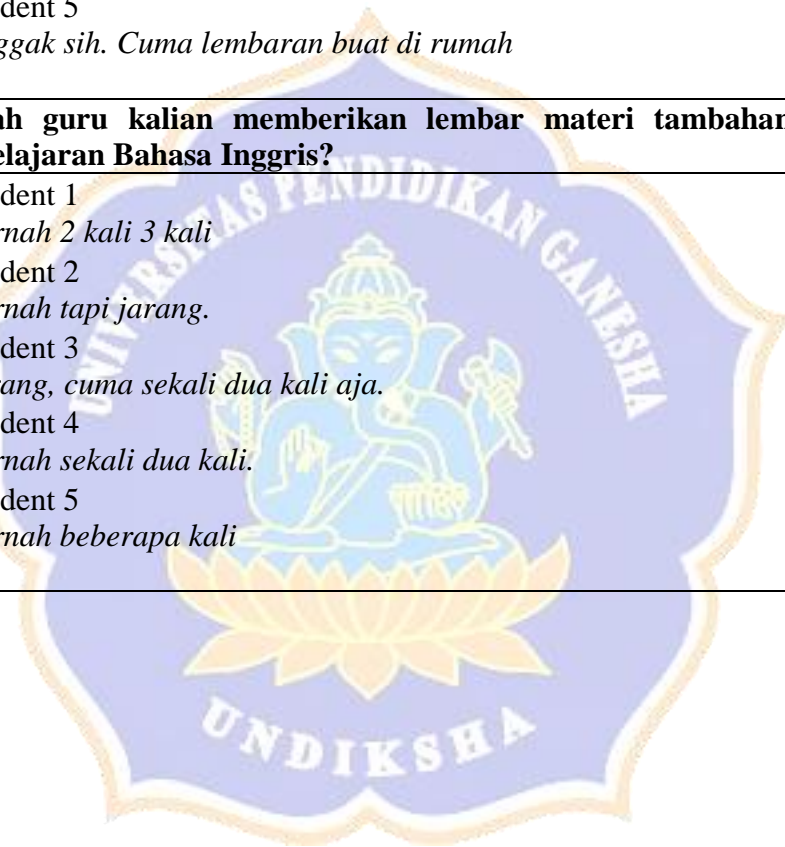
Appendix 37. Transcription of Students' Interviews (Need Analysis)

R : Researcher

S : Student

No.	Pertanyaan
1.	<p>Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p> <ul style="list-style-type: none"> • Student 1 <i>Sebenarnya sih materinya ya dikit dikasih di yang materi materi di buku tetapi kebanyakan di luar bukunya.</i> • Student 2 <i>Bukunya seru gitu. Banyak gambar jadi ya kek Fika tuh sering belajar bahasa Inggris gitu. Kalau penjelasannya materi dikit banget.</i> • Student 3 <i>Ya bukunya banyak ada permainannya. Ya kalau disuruh nyatet di buku sih seru seru aja soalnya bacaan nya itu enak dibaca gitu.</i> • Student 4 <i>Buku pakatnya tu seru sama banyak gambar dan dan banyak warna.</i> • Student 5 <i>Lumayan menarik dan banyak warna atau gambar-gambar yang menarik.</i> <p>Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?</p> <ul style="list-style-type: none"> • Student 1 <i>Biasanya sih main game seru seruan ya kayak kayak belajar bahasa Inggris itu menyenangkan happy</i> • Student 2 <i>Kadang main game.</i> • Student 3 <i>Ya kadang kadang main games atau nggak kerjain soal.</i> • Student 4 <i>Kadang main game dan paling sering mendengar penjelasan guru</i> • Student 5 <i>Biasanya menulis atau bermain game atau dapat bernyanyi tapi jarang.</i> <p>Aktivitas belajar apa yang kalian suka dalam pembelajaran Bahasa Inggris di kelas?</p> <ul style="list-style-type: none"> • Student 1 <i>Main game sih soalnya kan menyenangkan ada hukumannya.</i> • Student 2 <i>Main game.</i> • Student 3 <i>Bermain game dan menjawab soal.</i> • Student 4 <i>Mencatat.</i>

	<ul style="list-style-type: none"> • Student 5 <i>Menulis atau mencatat.</i>
2.	<p>Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p> <ul style="list-style-type: none"> • Student 1 <i>Enggak. Paling cuma lembaran.</i> • Student 2 <i>Enggak ada</i> • Student 3 <i>Belum sih kecuali dapat materinya kadang kadang di print.</i> • Student 4 <i>Enggak. Pakai buku paket aja</i> • Student 5 <i>Enggak sih. Cuma lembaran buat di rumah</i> <p>Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?</p> <ul style="list-style-type: none"> • Student 1 <i>Pernah 2 kali 3 kali</i> • Student 2 <i>Pernah tapi jarang.</i> • Student 3 <i>Jarang, cuma sekali dua kali aja.</i> • Student 4 <i>Pernah sekali dua kali.</i> • Student 5 <i>Pernah beberapa kali</i>



ALUR DAN TUJUAN PEMBELAJARAN
BAHASA INGGRIS JENJANG SEKOLAH DASAR (SD) FASE B KELAS 4

Komponen/ Indikator	DESKRIPSI
Capaian Pembelajaran	<p>ELEMEN MENYIMAK – BERBICARA Pada akhir fase B, pelajar menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosa kata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.</p> <p><i>By the end of Phase B, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities.</i></p> <p>ELEMEN MEMBACA – MEMIRSA Pada akhir fase B, siswa memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</p> <p><i>By the end of Phase B, students understand everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.</i></p> <p>ELEMEN MENULIS – MEMPRESENTASIKAN Pada akhir fase B, siswa mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, mereka menghasilkan teks deskripsi dan prosedur</p>

sederhana menggunakan kata/frasa sederhana dan gambar. Mereka menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.



	<p><i>By the end of Phase B, students communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments.</i></p>
<p>Profil Pelajar Pancasila</p>	<p>1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia</p> <p>Elemen akhlak beragama : Belajar membiasakan pelaksanaan ibadah wajib sesuai tuntunan agamanya</p> <p>Elemen akhlak pribadi : Mulai membiasakan diri untuk disiplin, rapi, membersihkan dan merawat diri dalam kesehariannya</p> <p>Elemen akhlak kepada manusia : Mengenali persamaan dan perbedaan</p> <p>Elemen akhlak kepada alam : Belajar menjaga kebersihan lingkungan dan sekitarnya, mengenali berbagai ciptaan Tuhan</p> <p>Elemen akhlak bernegara : Belajar mengenali hak dan kewajibannya</p> <p>2. Berkebinekaan global</p> <p>Elemen mengenal dan menghargai budaya : Mengenal berbagai budaya di sekitarnya dan memandangnya sebagai suatu wawasan baru</p> <p>Elemen komunikasi dan interaksi antar budaya : Mengenal penggunaan kata yg berbeda makna di lingkungan sekitarnya</p> <p>Elemen refleksi dan bertanggung jawab terhadap pengalaman kebhinekaan : Belajar mengenali bahwa perbedaan adalah sebuah ragam pengalaman</p> <p>Elemen berkeadilan sosial : Belajar mengenali konsep hak dan kewajiban</p> <p>3. Bergotong-royong</p> <p>Elemen kolaborasi : Belajar bekerja sama, berkomunikasi dan berkoordinasi dengan teman</p> <p>Elemen</p>

kepedulian :

Belajar
mengenal
lingkungan
sekitar

Elemen berbagi : Belajar memberi dan menerima hal yg dianggap
berharga dan penting dengan sesama teman di lingkungan
sekitarnya

4. Mandiri

Elemen kesadaran diri : Mulai mengenali berbagai emosi yang
dialaminya juga mulai mengenali adanya minat diri dan
tantangannya

Elemen regulasi diri : Mulai mengenal tujuan dan rencana
belajar dengan bimbingan orang dewasa, serta menjalankan
rencananya sesuai waktu yang telah disepakati, mulai mengenal
adanya tugas-tugas rutin



Alur/Tujuan Pembelajaran	<p>B.1 Pelajar mampu mengidentifikasi pertanyaan sederhana dalam Bahasa Inggris ketika berkegiatan sehari-hari di kelas.</p> <p>B.2 Pelajar memahami kalimat sederhana Bahasa Inggris sehingga mampu menjawab pertanyaan sederhana sebagai sebuah respon</p> <p>B.3 Pelajar mampu mengikuti instruksi sederhana yang diberikan secara verbal oleh guru</p> <p>B.4 Pelajar menyampaikan secara lisan istilah sederhana yang merupakan aktivitas sehari hari</p> <p>B.5 Pelajar mengungkapkan perasaannya dengan kalimat sederhana</p> <p>B.6 Pelajar mampu menulis kalimat sederhana dalam konteks aktivitas sehari-hari</p>
Alur/Tujuan Pembelajaran	<p>B.1 Pelajar mampu mengidentifikasi pertanyaan sederhana dalam Bahasa Inggris ketika berkegiatan sehari-hari di kelas</p> <p>B.2 Pelajar memahami kalimat sederhana Bahasa Inggris sehingga mampu menjawab pertanyaan sederhana sebagai sebuah respon</p>
Jumlah Jam Pelajaran	16 jam pelajaran
Identifikasi Tujuan Pembelajaran	<p>Menangkap makna dari pertanyaan sederhana dalam Bahasa Inggris ketika berkegiatan sehari-hari di kelas. Menunjukkan pemahaman atas kalimat sederhana bahasa Inggris.</p> <p>Memberikan respon terhadap pertanyaan dalam kalimat bahasa Inggris sederhana</p>
Topik/Konten Inti	Pemahaman pertanyaan sederhana yang berkaitan dengan kegiatan sehari-hari. Pemahaman sebuah kalimat sederhana bahasa Inggris

Penjelasan singkat	<ul style="list-style-type: none">● Fokus pembelajaran adalah tentang aktivitas pembiasaan penggunaan bahasa Inggris, seperti mendengarkan dan menyampaikan kata serta kalimat sederhana yang digunakan dalam aktifitas sehari-hari● Jenis kegiatan pembelajaran yang dapat diterapkan guru: Permainan, contoh : bermain peran (role play), tebak-tebakan (guessing game). Guru mengajak siswa bernyanyi dengan lirik mengenai berbagai pertanyaan sederhana dengan konteks sehari-hari Guru mengajak pelajar untuk mengekspresikan perasaan (feeling expression) Kerja berkelompok (team work)
---------------------------	---



Alur/Tujuan Pembelajaran	B.3 Pelajar mampu mengikuti instruksi sederhana yang diberikan secara verbal oleh guru
Jumlah Jam Pelajaran	10 jam pelajaran
Identifikasi Tujuan Pembelajaran	Menunjukkan pemahaman atas instruksi sederhana dalam bahasa Inggris
Topik/Konten Inti	Merespon percakapan sehari-hari atas instruksi sederhana dalam bahasa Inggris
Penjelasan singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktivitas pembiasaan penggunaan bahasa Inggris dalam interaksi, sewaktu mendengarkan, menyampaikan dan menulis kata serta kalimat sederhana yang digunakan dalam aktifitas sehari hari • Jenis kegiatan pembelajaran yang dapat diterapkan guru: Permainan, contoh : bermain peran (role play), tebak-tebakan (guessing game). Guru mengajak siswa bernyanyi dengan lirik mengenai berbagai instruksi sederhana dengan konteks sehari-hari Guru mengajak pelajar untuk ekspresi perasaan (feeling expression) Kerja berkelompok (team work)
Alur/Tujuan Pembelajaran	B.4 Pelajar menyampaikan secara lisan istilah sederhana yang merupakan aktivitas sehari hari
Jumlah Jam Pelajaran	12 jam pelajaran

Identifikasi Tujuan Pembelajaran	Menyampaikan pesan secara lisan istilah sederhana yang merupakan aktivitas sehari-hari
Topik/Konten Inti	Penyampaian pesan dalam konteks percakapan atau kegiatan sehari-hari
Penjelasan singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktivitas penggunaan bahasa Inggris dalam menceritakan kegiatan sehari-hari hingga menjadi sebuah pembiasaan • Jenis kegiatan pembelajaran yang dapat diterapkan guru: Permainan, contoh : bermain peran (role play), tebak-tebakan (guessing game). Guru mengajak siswa bernyanyi dengan lirik mengenai berbagai kegiatan sederhana dengan konteks sehari-hari Guru mengajak pelajar untuk ekspresi perasaan (feeling expression) Kerja berkelompok (team work)
Alur/Tujuan Pembelajaran	B.5 Pelajar mengungkapkan perasaannya dengan kalimat sederhana
Jumlah Jam Pelajaran	12 jam pelajaran
Identifikasi Tujuan Pembelajaran	Menyampaikan pesan secara lisan mengenai perasaannya dengan kalimat sederhana
Topik/Konten Inti	Penyampaian pesan sederhana untuk mengekspresikan perasaannya
Penjelasan singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktivitas penggunaan bahasa Inggris dalam mengungkapkan perasaan dalam konteks kegiatan sehari-hari hingga menjadi sebuah pembiasaan yang digunakan dalam aktifitas sehari hari.

	<ul style="list-style-type: none"> • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <p>Permainan, contoh : bermain peran (role play), tebak kartu perasaan Guru mengajak siswa bernyanyi dengan lirik mengenai berbagai pertanyaan sederhana dengan konteks sehari-hari Guru mengajak pelajar untuk ekspresi perasaan (feeling expression) Kerja berkelompok (team work)</p>
Alur/Tujuan Pembelajaran	B.6 Pelajar mampu menulis kalimat sederhana dalam konteks aktivitas sehari-hari
Jumlah Jam Pelajaran	14 jam pelajaran
Identifikasi Tujuan Pembelajaran	Menyampaikan pesan sederhana melalui penulisan dalam konteks aktivitas sehari-hari
Topik/Konten Inti	Penyampaian pesan sederhana dalam konteks percakapan atau aktifitas sehari-hari
Penjelasan singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktivitas penggunaan bahasa Inggris guna menyampaikan pesan yang berkaitan dengan kegiatan yang dekat dengan siswa, hingga menjadi sebuah kebiasaan yang digunakan dalam aktifitas sehari hari • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <p>Permainan, contoh : bermain peran (role play), pesan berantai, susun kata Membuat jurnal sederhana Membuat cerita bergambar sederhana Kerja berkelompok (team work) seperti diskusi kelompok</p>

Glosarium	Role Play; permainan peran, dimana para pemain memainkan peran-peran tokoh khayalan dan berkolaborasi untuk merajut sebuah cerita bersama Team Work; bentuk kerja kelompok dengan keterampilan yang saling melengkapi satu sama lain untuk mencapai tujuan bersama
-----------	---



Appendix 39. Matrix Syllabus Analysis (Before)

No.	Topic	Analysis	
		Need to be developed	No Need to be developed
1.	Be on Time!		
2.	I Go to School after Having Breakfast		
3.	He Always Gets Up at 5 O'clock		
4.	How Do You Go to School?		
5.	He Goes to School by Bikes		



Appendix 40. Matrix syllabus analysis (After)

No.	Topic	Analysis	
		Need to be developed	No Need to be developed
1.	Be on Time!	V	
2.	I Go to School after Having Breakfast	V	
3.	He Always Gets Up at 5 O'clock	V	
4.	How Do You Go to School?	V	
5.	He Goes to School by Bikes		V



Appendix 41. Blueprint of English Supplementary Materials Integrated to 4C skills for the Fourth-Grade Students in the Second Semester

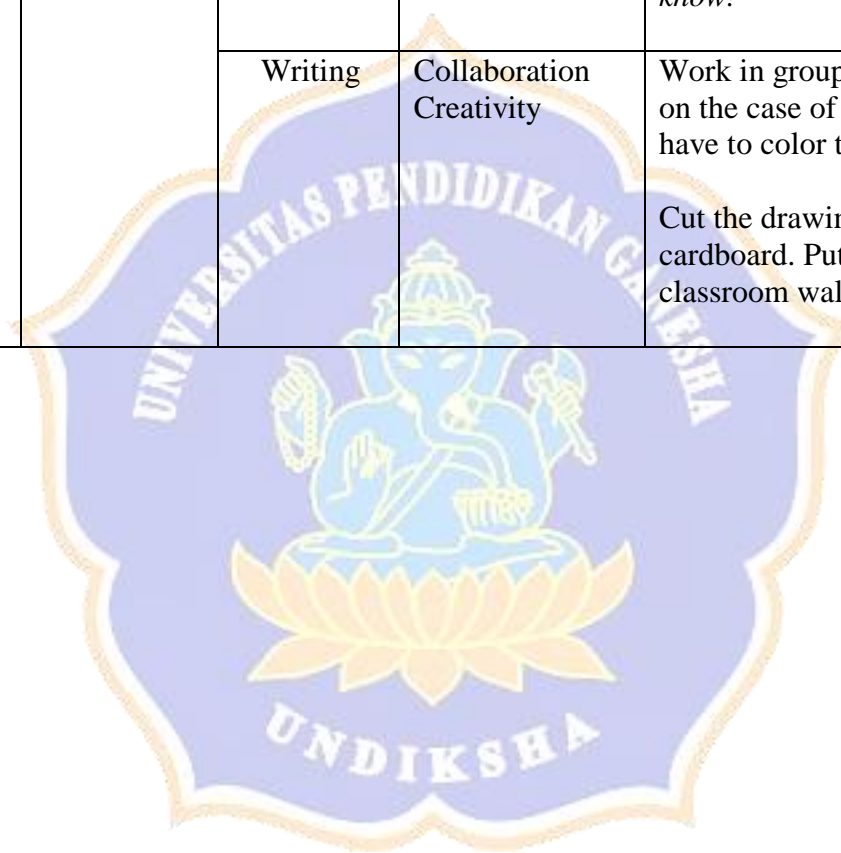
Topic	Language Function	Language Skills	4C Skills	Activities
Be on Time!	Identifying the time well, reading, and writing the time in words correctly.	Listening Speaking	Communication	<p>Watching a video entitled " Telling the Time for Kids (Quarter Past, Half Past, Quarter To) "</p> <p>The teacher plays a video using a LCD projector and speaker. Students watch the video and listen the pronunciation of the time.</p> <p>Telling the Time for Kids (Quarter Past, Half Past, Quarter To) Learning Time for Children https://www.youtube.com/watch?v=Ph_t7dTIMOVA (2:43)</p> <p>Teacher repeats the video twice. In the second playback, the teacher pauses the video showing a certain time. Then, students are required to express what activities can be done in that hour.</p> <p>Example: <i>Teacher : Alright, look at the video. What time is that?</i> <i>Students : It is a half past six.</i> <i>Teacher : Please tell me what do you do at a half past six in the morning?</i> <i>Student : I take a bath at a half past six</i></p>
		Writing	Creativity	<p>Draw analog clocks according to the given digital clocks and write the time in sentences.</p> <p>Students draw the analog clock by adding fruit pictures with a circle in the middle to make a clock</p>

		Reading	Critical Thinking Collaboration	<p>Work in pairs. Solving a simple case of helping Jonny find out what time he can go on vacation with his father!</p> <p>There is a short conversation about Jonny and his father. Jonny wants to go to swimming pool with his father. Jonny does not know what time he can go to swimming pool.</p> <p>Father : we start cleaning the house at 07.00 in the morning. We wipe the window for 15 minutes. Next, we sweep and mop the floor for 25 minutes. Next, we clean the garden for 20 minutes. After the garden is clean, we have breakfast for 15 minutes, take a bath for 15 minutes, and prepare things for 20.</p> <p>Jonny : How about feeding our fish?</p> <p>Father : Oh yeah, we will do it after preparing the things. We feed the fish for only 5 minutes. Then, we can go on vacation.</p> <p>Johnny : Alright Dad.</p> <p>Question:</p> <ul style="list-style-type: none"> - <i>What time do Joni and his father go to the swimming pool?</i> - <i>Draw the analog clock that shows the correct time and tell the time!</i>
I Go to School after Having Breakfast	Writing sentences related to daily activities.	Listening Writing	Collaboration Creativity	<p>Watching a video entitled "Daily Routines and Time"</p> <p>The teacher plays a video using a LCD projector and speaker. Students watch the video and learn the activities in the video.</p> <p>Daily Routines and Time (1:40) https://youtu.be/S15gHKcLJQU</p> <p>Work in pairs with chair-mates to make a short conversation about daily activities with time.</p> <p>Example :</p> <p><i>Student A : What time do you wake up?</i></p>

				<p><i>Student B : I wake up at 05.00 in the morning. How about you?</i></p> <p><i>Student A : I wake up at 05.30 in the morning.</i></p> <p><i>Student A : What time do you take a shower?</i></p> <p><i>Student B : I take a shower at 05.30. How about you?</i></p> <p><i>Student A : I take a shower at 06.00.</i></p> <p><i>Student B : What time do you eat breakfast?</i></p>
		Listening Speaking	Communication Collaboration	<p>Listen the audio of the conversation example.</p> <p>Next, the pairs come in front of the class and practice their conversation.</p>
		Reading	Critical Thinking	<p>Solving a simple case of helping Alan to make his daily activities schedule.</p> <p>There is a template table of schedule activities. Students must write the activities that Alan must do and determine the right time for each activity. That way, Alan can manage time and arrive at school on time.</p> <p>Example :</p> <p><i>Wake up at 05.30</i></p> <p><i>Clean bedroom at 05.45</i></p> <p><i>Take a bath at 06.00</i></p>
He Always Gets Up at 5 O'clock	Expressing and writing daily activities using adverbs of frequency.	Writing	Collaboration	Work in pairs to make a short conversations about activities with adverbs of frequency.
		Listening Speaking	Communication Collaboration	<p>Listen the audio of the conversation example.</p> <p>Next, the pairs come in front of the class and practice their conversation.</p>
		Writing	Collaboration Critical Thinking	<p>Work in pairs to solving some cases by finding out the cause of several problem. Students think about the problem and write the cause by considering the adverbs of frequency.</p> <p><i>Example:</i></p>

				<p><i>Case 1</i> <i>Benny has a stomachache. What happened to him?</i> <i>Answer: He <u>sometimes</u> eats spicy food.</i></p>
		Reading	Creativity Critical thinking Collaboration	<p>Work in groups of 3-4 students and help Eliza solve her problem. Eliza <u>never</u> cleans her garden. So, her garden is dirty. Students must draw a simple garden and color it.</p> <p>Cut the drawing and paste it on the cardboard. Put the cardboard on the classroom wall.</p>
How Do You Go to School?	Identifying the name of transportations.	Listening Speaking	Communication	<p>Sing a song together. The teacher plays a song video using a LCD projector and speaker. Students watch the video and sing the song together.</p> <p>Transportation song (2:56) https://youtube.com/watch?v=Ut-HbauKzDw&feature=share</p> <p>Teacher and students have question and answer session about transportation. Teacher points a student and gives the student some questions.</p> <p><i>Example:</i> <i>Teacher : What transportation do you like?</i> <i>Student : I like car, train, and bus.</i> <i>Teacher : Alright. Then, how do you go to school?</i> <i>Student : I go to school by motorcycle.</i></p>
		Reading Writing	Critical thinking Collaboration	<p>Group work of 4-5 students to solve a case. Let's help Roni find out what happened to the car!</p> <p>There is a situation about a short story. Rony goes to the market with his father by motorbike. On the way, Rony hears a very loud siren. Roniy sees a car with a loud siren going</p>

				<p>very fast. Rony sees that there is a hospital sign on the car. Rony does not know what happened to the car. Rony feels confused.</p> <p>Questions?</p> <ol style="list-style-type: none"> 1. What car does Rony see? 2. Why does the siren of the car sound so loud? 3. Where will the car go? 4. Please mention 3 names of transportation with sirens that you know!
		Writing	Collaboration Creativity	<p>Work in groups to draw a car based on the case of Ronny and students have to color the car.</p> <p>Cut the drawing and paste it on the cardboard. Put the cardboard on the classroom wall.</p>



Appendix 42. Resources sheet

Sources	Creators	Contents
<p>Canva</p>	<p>MM_J from Mimai Sorn, OpenClipart-Vectors from Pixabay, Qiana vect, Iconsy, Jemastock, Clker-Free-Vector-Images from Pixabay, Procrea, Elba Hana from Flowerone Design, Sparklestroke from Sparklestroke, Sketchify, Iconsy, Rivera from Trendify, Merre57 from Pixabay, Happyfloral_Art Chitra Tembe from Happy Floral Art-Chitra's Images, Stelle Butalid from Sparklestroke, AceClipart_Etsy, LillyCantabile from Pixabay, Popular Logos, Sketchify Education, Cecilli Solmerano, Eucalyp from Amethyststudio, Jabs Creative from TheVectorShack.com, Iryna Danyliuk, Romanty_Project, Kiarra from Sketchify Philippines, Abangireng03@gmail.com from Abang Ireng, Summeries from Sania Meilani, Sketchify Pro from Sketchify Education, Taya from Tazkiya Yaumil A's Images, Aisyaaahhh from Cuties Art by Aisyah, Vgrenon by Pixabay, ArtsyBeeKids by Pixabay, Procrea from Procrea, Ymz Design from YMZ Design, Sketchify Korea, 3cohfouad from pixabay, LOLOGO from pixabay, Orathai from Orathai Yingyoud, Camille Ramos from Sketchify Education, Meecoffee-Parinya from meecoffee's Images, Canva Layouts, Emakcatz from Catz Story Images, Sunnyrabbit, LOFA, Bbbnbillo from BBBNBILLO, Asi24 from Pixabay, Samuel1983 from Pixabay, Diego Solas from Trendify, Jenzon Lopez from Sparklestroke, Cecille Solmerano, Jira from Jira's Image, Twemoji, Auchara Phuangsitthi from Auchara, Sketchify Education, Evrina from Evrina Tresnayanti's Images, Bucarama_Pics from Pixabay, Drawcee from Drawcee, Stelle Butalid from Sketchify Education, Dorol from Diversifysketch, Trendify, Lemuel Taytay from Sketchify Education, Clouds from Captain's Images, Zabi Jose from Trendify, Pavika, Jonny from Sparklestroke (yg bener Sparklestroke), Felixmh from Pixabay, Divyansh100 from Pixabay, Sketchify Spain, Kievinay from Pixabay, Allan Faustino by Sketchify Education, Alexramos10 from Pixabay, Chelsea Gonzales from Sketchify Education, Sparklestroke Global, Tienhoang1199 from Pixabay, Fathurmutiah from FathurMutiah, Zazufiane from Pixabay, Children Singing Music Clipart from Carlee Mills's Images,</p>	<p>Stickers, pictures, illustrations, and elements.</p>

	Bigheadbrogames from Pixabay, Sketchify Indonesia, Anika De Jesus from Sketchify, Tris from Sketchify, Iryna Danyliuk, Izzah Fauziah from Fauziah Izzah, Jeaden Ramos from Jeaden Sinead Ramos, Canva Creative Studio, ImagineHarry from Trendify, Sketchify Japan from Sketchify Japan, Kid Studying Cartoon Png from Alberto Krajcik's Images, Skorec from Pixabay	
Freepic.com	Onlyyouqj Flaticon	Pictures
Youtube	Learning Time Fun Armagan Citak The Singing Walrus - English Songs For Kids Dayu Pujayani	Videos



Appendix 43. Expert and User Judgment Rubric

This rubric is adapted from BOTA (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
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						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
The Essential 21st Century Skills²²							
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						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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						

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



Appendix 44. The Result of Expert Judgment (Expert 1)

This rubric is adapted from BOTA (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
F.	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					√	
G.	The material gives an opportunity to facilitate students' varying abilities and backgrounds					√	
	The material contains clear explanations, examples, and illustrations				√		<ul style="list-style-type: none"> • Complete the vocabulary of verbs with pictures because children usually love pictures.
	The material provides learning experiences to suit current and future needs					√	
H.	The language used is easy for students to understand the materials				√		<ul style="list-style-type: none"> • Pay attention to the use of grammar. • Change the phrase "<i>Let's reading and telling</i>" to "<i>Let's read and tell</i>". • Change the term "<i>quarter</i>" to "<i>a quarter</i>".

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
							<ul style="list-style-type: none"> • Change the words "<i>is it</i>" to "<i>is that</i>". • Change the phrase "<i>eat breakfast</i>" to "<i>have breakfast</i>".
	The book contains interesting visual designs					√	<ul style="list-style-type: none"> • Make learning activity instructions more proportional by using shape. • Add a barcode for the link of each video, song, or audio.
	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					√	
I.	The book provides various learning methods					√	
	The material provides exercise in various learning contexts					√	
	The material provides clear instructions				√		<ul style="list-style-type: none"> • Besides drawing, students are also asked to write down the times. So, the instructions need to be added. Change "<i>draw fruit pictures with the clock in the middle of the</i>

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
							<p><i>fruits" to "draw fruit pictures with the clock in the middle of the fruits and write the times".</i></p> <ul style="list-style-type: none"> • Before drawing the clock and telling the time, provide guidance to students in thinking about what time Jonny goes to the swimming pool.
	The book provides learning objectives				√		<ul style="list-style-type: none"> • Use operational verbs from Bloom's Taxonomy.
J.	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				√		
The Essential 21st Century Skills²²							
E.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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				√		
F.	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				√		

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
G.	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					√	
H.	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, 9 May 2023
Expert 1,



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



Appendix 45. The Result of Expert Judgment (Expert 2)

This rubric is adapted from BOTA (2005) and Chiruguru (2020)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
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					✓	
E	The material gives an opportunity to facilitate students' varying abilities and backgrounds					✓	
	The material contains clear explanations, examples, and illustrations					✓	<ul style="list-style-type: none"> • Change the words "<i>routine activities that you do everyday</i>" to "<i>routine that you do everyday</i>" • Put the appropriate picture of canoe.
	The material provides learning experiences to suit current and future needs					✓	
C	The language used is easy for students to understand the materials					✓	<ul style="list-style-type: none"> • Combine the two learning aspects in chapter 9 to be simpler. Change the words "<i>daily routine activities and daily activities time</i>" to "<i>daily activities and time</i>". • Change the word "moop"

						<p>to "mop".</p> <ul style="list-style-type: none"> ● Change the word "canoo" to "canoe". ● Change the word "sentences" to "lines". ● Change the words <i>"What happened to her refrigerator?"</i> to <i>"Why her refrigerator is dirty?"</i> ● Change the words <i>"What happened to his bedroom?"</i> to <i>"Why there is a lot of trash in his bedroom?"</i> ● Change the phrase <i>"a beautiful garden"</i> to <i>"a clean garden"</i>.
	The book contains interesting visual designs				✓	<ul style="list-style-type: none"> ● Use shape for the learning objectives to make the display more interesting.
	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				✓	
I	The book provides various learning methods				✓	
	The material provides exercise in various learning contexts				✓	

	The material provides clear instructions				✓	<ul style="list-style-type: none"> ● Put an example of a complete conversation in the learning activity that requires students to make conversations. ● In activities in practicing conversation, put the audio of a conversation example to make students learn intonation and pronunciation in speaking. ● In arranging the activity schedule, provide a direction of minimum and maximum activity that must be filled by the students. ● Add dotted lines in the learning activity that require students to continue the words provided into a sentence.
	The book provides learning objectives				✓	Remove "students are able"
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					✓	
The Essential 21st Century Skills							
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					✓	
E	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, 12 May 2023
Expert 2,



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

Appendix 46. Tabulation of Expert Judgment (Expert 1 and Expert 2)

No	Statements	Expert 1	Expert 2	Comments
1	The material is relevant to the students' needs	5	5	
2	The material is challenging for the students' level	5	5	
3	The material is original; not violate copyright	5	4	
4	The material adjusts school learning time	5	5	
5	The material gives an opportunity to facilitate students' varying abilities and backgrounds	5	5	
6	The material contains clear explanations, examples, and illustrations	4	5	<p>Expert 1</p> <ul style="list-style-type: none"> • Complete the vocabulary of verbs with pictures because children usually love pictures. <p>Expert 2</p> <ul style="list-style-type: none"> • Change the words "routine activities that you do everyday" to "routine that you do everyday" • Put the appropriate picture of canoe.
7	The material provides learning experiences to suit current and future needs	5	5	
8	The language used is easy for students to	4	5	<p>Expert 1</p> <ul style="list-style-type: none"> • Pay

	<p>understand the materials</p>		<p>attention to the use of grammar.</p> <ul style="list-style-type: none"> ● Change the phrase <i>"Let's reading and telling"</i> to <i>"Let's read and tell"</i>. ● Change the term <i>"quarter"</i> to <i>"a quarter"</i>. ● Change the words <i>"is it"</i> to <i>"is that"</i>. ● Change the phrase <i>"eat breakfast"</i> to <i>"have breakfast"</i>. <p>Expert 2</p> <ul style="list-style-type: none"> ● Combine the two learning aspects in chapter 9 to be simpler. Change the words <i>"daily routine activities and daily activities time"</i> to <i>"daily activities and time"</i>. ● Change the word <i>"moop"</i> to <i>"mop"</i>. ● Change the word <i>"canoo"</i> to
--	---------------------------------	--	---



				<p>"canoe".</p> <ul style="list-style-type: none"> ● Change the word "sentences" to "lines". ● Change the words "What happened to her refrigerator?" to "Why her refrigerator is dirty?" ● Change the words "What happened to his bedroom?" to "Why there is a lot of trash in his bedroom?" ● Change the phrase "a beautiful garden" to "a clean garden".
9	The book contains interesting visual designs	5	5	<p>Expert 1</p> <ul style="list-style-type: none"> ● Make learning activity instructions more proportional by using shape. ● Add a barcode for the link of each video, song, or audio.

				Expert 2 <ul style="list-style-type: none"> Use shape for the learning objectives to make the display more interesting.
10	The material provides motivating learning activities and strategies	5	5	
11	The material uses suitable language for the students' level	5	5	
12	The material contains non-discriminatory words, examples, illustrations, and pictures	5	5	
13	The book provides various learning methods	5	5	
14	The material provides exercise in various learning contexts	5	5	
15	The material provides clear instructions	4	5	Expert 1 <ul style="list-style-type: none"> Besides drawing, students are also asked to write down the times. So, the instructions need to be added. Change <i>"draw fruit pictures with the clock in the middle of the fruits"</i> to <i>"draw fruit pictures with the clock in the middle of</i>

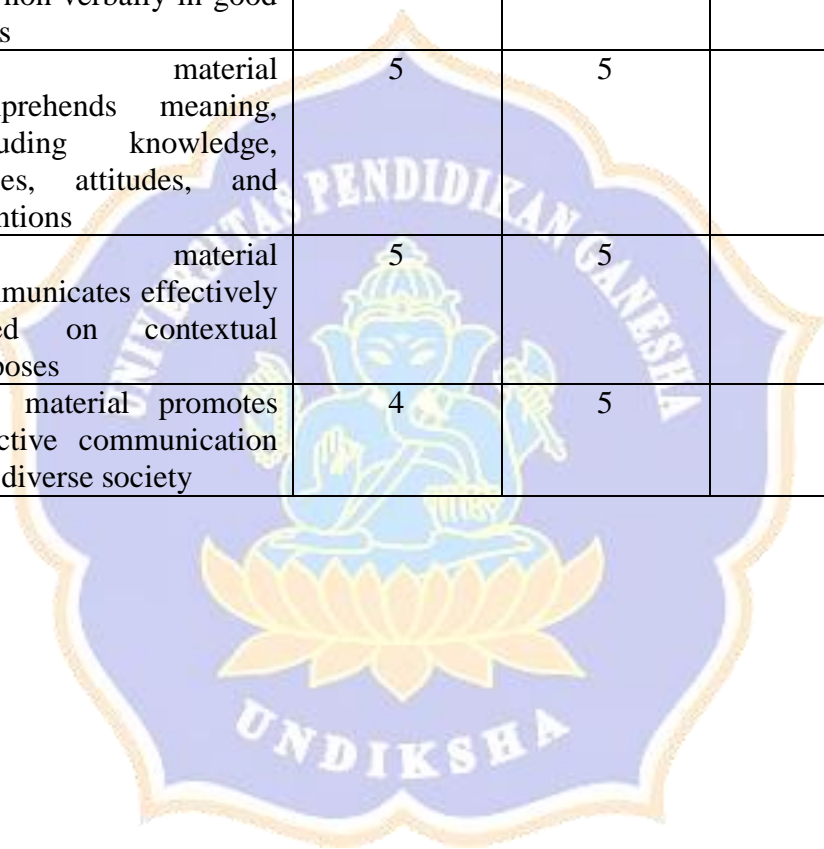
				<p><i>the fruits and write the times".</i></p> <ul style="list-style-type: none"> • Before drawing the clock and telling the time, provide guidance to students in thinking about what time Jonny goes to the swimming pool. <p>Expert 2</p> <ul style="list-style-type: none"> • Put an example of a complete conversation in the learning activity that requires students to make conversations. • In activities in practicing conversation, put the audio of a conversation example to make students learn intonation and pronunciation in speaking. • In arranging the activity
--	--	--	--	--



				<p>schedule, provide a direction of minimum and maximum activity that must be filled by the students.</p> <ul style="list-style-type: none"> • Add dotted lines in the learning activity that require students to continue the words provided into a sentence
16	The book provides learning objectives	4	5	<p>Expert 1</p> <ul style="list-style-type: none"> • Use operational verbs from Bloom's Taxonomy <p>Expert 2</p> <ul style="list-style-type: none"> • Remove "students are able"
17	The material promotes engagement through practical activities	5	5	
18	The exercise learning is challenging but understandable to attract students' interest	5	5	
19	The material assists the teachers to implement the curriculum	5	4	
20	The material integrates theory with correlative practices	4	5	
21	The material provides assessment activities	5	5	
22	The material contains	5	5	

	various types of reasoning such as deductive, inductive, etc. in the appropriate context			
23	The material analyzes the relatedness of each concept	4	5	
24	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	4	5	
25	The material solves different types of problems and analyzes them from different points of view to find a good solution	5	5	
26	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	5	5	
27	The material works effectively to develop and communicate new ideas	5	5	
28	The material respects and combines different perspectives	5	5	
29	The material helps the students promote new ideas	5	5	
30	The material promotes useful contributions to real-life based on students' innovations	5	5	
31	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	5	5	

32	The material exercises compromising to achieve a common goal	5	5	
33	The material shares responsibilities and appreciates each contribution to collaborative work	5	5	
34	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	5	5	
35	The material comprehends meaning, including knowledge, values, attitudes, and intentions	5	5	
36	The material communicates effectively based on contextual purposes	5	5	
37	The material promotes effective communication in a diverse society	4	5	



Appendix 47. The Result of User Judgment

This rubric is adapted from BOTA (2005) and Chiruguru (2020)

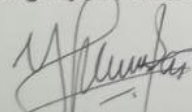
No	Descriptor(s)	Statements	Score				
			1	2	3	4	5
Principles for Developing Materials							
A	Foundation	The material is relevant to the students' needs					✓
		The material is challenging for the students' level					✓
		The material is original; not violate copyright					✓
		The material adjusts school learning time					✓
B	Scope	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	Structure and Design	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	Flexible Delivery	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	Content	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					✓
The Essential 21st Century Skills							
A	Critical Thinking	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	Creativity	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	Collaboration	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	Communication	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						✓

Mengehtahui,
Singaraja, 26 Maret 2023


Ni Luh Ayu Supriyasri S. Pd.

Appendix 48. Tabulation of User Judgment

No	Statements	User	Comments
----	------------	------	----------

1	The material is relevant to the students' needs	5	
2	The material is challenging for the students' level	5	
3	The material is original; not violate copyright	5	
4	The material adjusts school learning time	5	
5	The material gives an opportunity to facilitate students' varying abilities and backgrounds	5	
6	The material contains clear explanations, examples, and illustrations	5	
7	The material provides learning experiences to suit current and future needs	5	
8	The language used is easy for students to understand the materials	5	
9	The book contains interesting visual designs	5	
10	The material provides motivating learning activities and strategies	5	
11	The material uses suitable language for the students' level	5	
12	The material contains non-discriminatory words, examples, illustrations, and pictures	5	
13	The book provides various learning methods	5	
14	The material provides exercise in various learning contexts	5	
15	The material provides clear instructions	5	
16	The book provides learning objectives	5	
17	The material promotes engagement through practical activities	5	
18	The exercise learning is challenging but understandable to attract students' interest	5	
19	The material assists the teachers to implement the curriculum	5	
20	The material integrates theory with correlative practices	5	
21	The material provides assessment activities	5	
22	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	5	
23	The material analyzes the relatedness of each concept	5	
24	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	5	
25	The material solves different types of problems and analyzes them from different points of view to find a good solution	5	

26	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	5	
27	The material works effectively to develop and communicate new ideas	5	
28	The material respects and combines different perspectives	5	
29	The material helps the students promote new ideas	5	
30	The material promotes useful contributions to real-life based on students' innovations	5	
31	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	5	
32	The material exercises compromising to achieve a common goal	5	
33	The material shares responsibilities and appreciates each contribution to collaborative work	5	
34	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	5	
35	The material comprehends meaning, including knowledge, values, attitudes, and intentions	5	
36	The material communicates effectively based on contextual purposes	5	
37	The material promotes effective communication in a diverse society	5	

Appendix 49. Teacher's Interview Guide (After Implementation)

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 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	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 meningkatkan keterampilan 4C?
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?



Appendix 50. Teacher's Interview Transcription (After Implementation)

R :	Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?
T:	Bagus sekali desainnya. Bisa menarik anak-anak buat belajar.
R :	Bagaimanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?
T:	Videonya menarik, bagus, anak-anak jadi antusias untuk belajar.
R :	Bagiamanakah pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku tersebut?
T:	Bagus. Semuanya bagus. Semuanya terkolaborasi dengan baik.
R :	Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam buku yang telah dikembangkan?
T:	Sudah sangat terkait 4C. Sudah sangat bagus.
R:	Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?
T:	Sudah
R:	Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?
T:	Ya harapannya bisa lebih baik lagi bukunya. Lebih menunjang lagi aktivitas ataupun pembelajaran di siswa. Baik itu di materi lain ataupun sama dengan yang ada di buku.



Appendix 51. Students' Interview Guide (After Implementation)

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).	<p>Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?</p> <p>Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?</p> <p>Kalian sukanya aktivitas apa aja di dalam buku tersebut?</p> <p>Menurut kalian bukunya mudah dipahami nggak?</p> <p>Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?</p> <p>Seneng gak kalian belajar bhs inggris pake buku ini?</p> <p>Menurut kalian, apakah buku materi tambahan ini bisa nenambah informasi di buku paket?</p>
---	--	--



Appendix 52. Students' Interviews Transcription (After Implementation)

R: Researcher

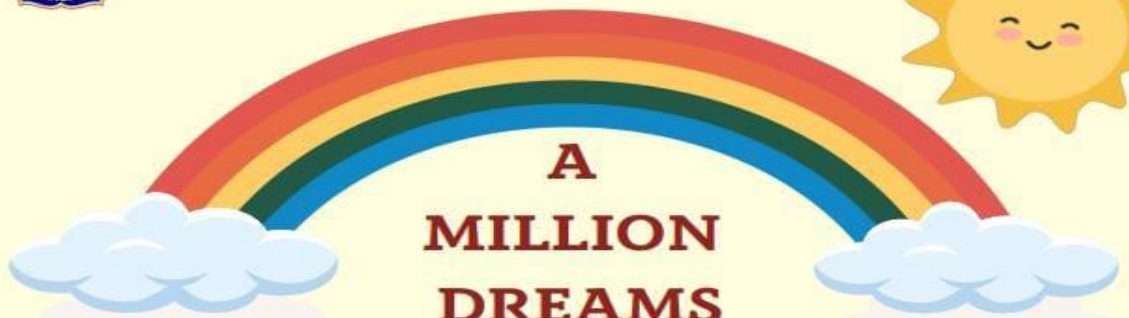
S: Student

R	<p>Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?</p> <p>(S1) <i>Bukunya sangat menarik. Gambarnya bagus.</i></p> <p>(S2) <i>Menarik kak</i></p> <p>(S3) <i>Buku yang tadi tu menarik kak</i></p>
R	<p>Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?</p> <p>(S1) <i>Suka kak. Warnanya bagus. Gambarnya kelihatan jelas.</i></p> <p>(S2) <i>Suka banget kak. Warna warni. Gambarnya bagus banget.</i></p> <p>(S3) <i>Suka kak. Warna sama gambarnya suka.</i></p>
R	<p>Kalian sukanya aktivitas apa aja di dalam buku tersebut?</p> <p>(S1) <i>Kerja ama temen berpasangan</i></p> <p>(S2) <i>Yang diskusi ama temen sebangku tu suka banget.</i></p> <p>(S3) <i>Sukanya yang pas cari jawaban ama temen satu bangku</i></p>
R	<p>Menurut kalian bukunya mudah difahami nggak?</p> <p>(S1) <i>Mudah kak</i></p> <p>(S2) <i>Ya kak mudah dipahami</i></p> <p>(S3) <i>Mudah</i></p>
R	<p>Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?</p> <p>(S1) <i>Semangat</i></p> <p>(S2) <i>Semangat kak</i></p> <p>(S3) <i>Semangat</i></p>
R	<p>Seneng gak kalian belajar bhs inggris pake buku ini?</p> <p>(S1) <i>Seneng sekali.</i></p> <p>(S2) <i>Seneng kak</i></p> <p>(S3) <i>Seneng</i></p>
R	<p>Menurut kalian, apakah buku materi tambahan ini bisa membantu kalian dalam memahami buku paket yang kalian gunakan?</p> <p>(S1) <i>Iya kak bisa membantu.</i></p> <p>(S2) <i>Bukunya jadi bikin lebih ngerti materi.</i></p> <p>(S3) <i>Iya bisa</i></p>

Appendix 53. The Developed English Supplementary Materials



UNIVERSITAS PENDIDIKAN GANESHA
2023



A MILLION DREAMS

ENGLISH SUPPLEMENTARY MATERIALS
FOR SECOND SEMESTER



● Ida Ayu Devi Pujayani ● G.A.P. Suprianti ● Ni Putu Astiti Pratiwi
PENDIDIKAN BAHASA INGGRIS

English Supplementary Materials for Grade Four

**GRADE
4**

TABLE OF CONTENTS

Preface.....	ii
Table of Contents.....	iii
CHAPTER 8 <i>Be On Time</i>	1
Learning Objectives.....	2
Learning Material.....	3
Activity 1.....	7
Activity 2.....	8
Activity 3.....	10
Activity 4.....	11
CHAPTER 9 <i>I Go to School after Having Breakfast</i>	12
Learning Objectives.....	13
Learning Material.....	14
Activity 1.....	17
Activity 2.....	18
Activity 3.....	19
Activity 4.....	21
CHAPTER 10 <i>He Always Gets Up at 5 O'clock</i>	23
Learning Objectives.....	24
Learning Material.....	25
Activity 1.....	30
Activity 2.....	31
Activity 3.....	32
Activity 4.....	33
CHAPTER 11 <i>How do You Go to School?</i>	35
Learning Objectives.....	36
Learning Material.....	37
Activity 1.....	41
Activity 2.....	42
Activity 3.....	43
Activity 4.....	44

Let's read and tell time!

O'clock

We use "o'clock" when there are no minutes.



It is six o'clock



It is nine o'clock



It is eleven o'clock

ACTIVITY 2



Let's draw the clocks

Draw fruit pictures with the clock in the middle of the fruits and write the time!

08:00



It is eight o'clock

07:30



10:15



05:45



ACTIVITY 3



Work in Pair

Jonny does not know what time he can go to the swimming pool. Let's help Jonny arrange the time and find out the time to go to swimming pool!



Please arrange the time of the activities!

1 Clean the house

07:00

2 Wipe the windows

07:15

3 Sweep and mop the floor

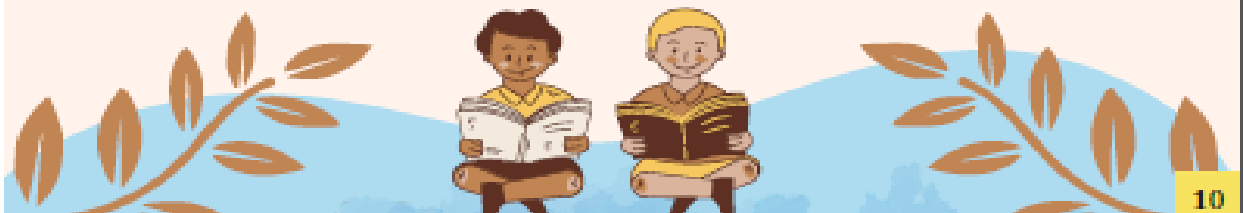
4 Clean the garden

5 Have breakfast

6 Take a bath

7 Prepare things

8 Feed the fish





Ida Ayu Devi Pujayani lahir di Denpasar, 8 Juni 2001. Penulis lahir dari pasangan suami istri Bapak Ida Bagus Wiranata dan Ibu Ida Ayu Ketut Mahayani. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Setia Budi No. 55 B, Desa Pemecutan Kaja, Kecamatan Denpasar Utara, Kota Denpasar, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 4 Pemecutan dan lulus pada tahun 2013. Penulis melanjutkan pendidikan di SMP PGRI 5 Denpasar dan lulus pada tahun 2016. Kemudian penulis melanjutkan pendidikan di SMA Negeri 2 Denpasar dan lulus pada tahun 2019. Selanjutnya, penulis melanjutkan pendidikan ke jenjang perguruan tinggi dengan mengambil program studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2023, penulis telah menyelesaikan tugas akhir yang berjudul "*Developing English Supplementary Materials Integrated into 4C skills for the Fourth-Grade Students at SD N 3 Banjar Jawa.*" Penulis berharap penelitian ini bisa bermanfaat bagi dunia pendidikan.

