



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 : 2828/UN48.7.1/DT/2022

5 Oktober 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 3 Kaliuntu
di Singaraja

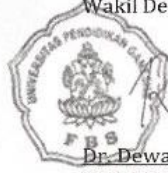
Dalam rangka pengumpulan data untuk menyelesaikan Penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Hendra efendi
NIM	: 1912021044
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 : 82/UN48.7.1/DT/2023

12 Januari 2023


Perihal : Permohonan Izin Penelitian

Yth. Kepala SD Negeri 3 Kaliuntu
di Singaraja

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

Nama	: Hendra efendi
NIM	: 1912021044
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 SIXTH- GRADE STUDENTS OF SD N 3 KALIUNTU

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

a.n. Dekan,
Wakil Dekan I,


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 Appendix 3. Surat Balasan dari Sekolah



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SEKOLAH DASAR NEGERI 3 KALIUNTU

Jalan Tekukur Gang I/I Singaraja

Telp: (0362) 27364

Nomor : 045.2/25/Pendas/2023
Lamp :-
Perihal : Surat Ijin Kepala Sekolah

Yang bertanda tangan di bawah ini Kepala SD Negeri 3 Kaliuntu:

Nama : Nyoman Koni Frestianti, S.Pd.
NIP : 197105221996062001
Jabatan : Kepala Sekolah
Unit Kerja : SD Negeri 3 Kaliuntu

Dengan ini memberikan ijin kepada mahasiswa :

Nama : Hendra Efendi
NIM : 1912021044
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris

Dalam rangka mengumpulkan data untuk menyelesaikan Skripsi/Tugas Akhir di SD Negeri 3 Kaliuntu.

Demikian surat ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 3 Mei 2023

Kepala Sekolah SDN 3 Kaliuntu



Nyoman Koni Frestianti, S.Pd.

NIP 197105221996062001

Appendix 4 Construct Validity of Observation Sheet

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
The existence of supplementary materials in the library					
1	Supplementary materials provide interesting and interactive activities that can attract students' motivation in the learning process. Supplementary materials also assist students in acquiring knowledge and language. Thus, supplementary materials can improve students' language abilities and 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 provide interesting and interactive activities that can attract students' motivation in the learning process. Supplementary materials also assist students in acquiring	Using English book or material in learning process			
		Using English illustrated book or material in learning process			
		Using English supplementary			

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	knowledge and language. Thus, supplementary materials can improve students' language abilities and skills (Dodd, 2015; Andriyani et al., 2019).	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 material which are practical			
The learning process					
12	Effective learning requires the motivation of the students, thus, the process needs to involve a variety of activities which meet their interests, such as using songs, videos, games, movement, etc. (Mubar, 2015; Spratt et al., 2012). Providing interesting and interactive materials foster the interaction among students and teacher which shows nonverbal communication such as gestures and facial	The learning process contained activities that can motivate students.			

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	expressions (Brown, 1995)				
13	<p>Communication is a clear comprehension of messages, instructions, ideas, responses, and instructions (Seilman, 2020). It develops confidence in interacting while expressing their thoughts and ideas to build relationships (Rawat, 2016).</p> <p>Critical thinking requires students to have a clear and rational reasoning in solving problems. They need to identify, analyze, interpret, and summarize the information before taking decisions. (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> <p>Collaboration provides activities for students to work cooperatively, help</p>	The learning process contained activities integrated to 4C skills.			

No	Theories	Statements	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	<p>and support each other in accomplishing tasks and achieving common goals. (Lai, 2011).</p> <p>Creativity refers to the process of creating a product or applying new ideas (Newell & Shaw, 1972). Creative thinking can be developed by allowing students to solve problems, stimulate their curiosity, and utilizing their skills to create new ideas and innovations (Kivunja, 2014)..</p>				
14	<p>English language learning involves activities that stimulate student participation that can develop their language skills which can be done by using interesting materials. It can be audio, video, games, discussions, etc. (Doughty & Long, 2003; Ratminingsih, 2019)</p>	<p>The learning process contained activities that can improve students' four language skills.</p>			

Appendix 5 Construct Validity of Teacher Interview Guide Before Implementation

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

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 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	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration),			

through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	bagaimanakah pendapat Bapak/Ibu?			
	Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?			



Appendix 6 Construct Validity of Student Interview Guide Before Implementation

o.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	<p>Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).</p>	<p>Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p>			
		<p>Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?</p>			
		<p>Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?</p>			
2.	<p>Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly</p>	<p>Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p>			

o.	Dasar Teori (Brewster, 1992).	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
		Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?			



Appendix 7 Construct Validity of Expert and User Judgement 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					

		2020).	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	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 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	Collaboration	Collaboration is emphasizing	Show students' capacity to					

		cooperation in terms of overcoming problems to achieve a goal through discussion (Chiruguru, 2020).	collaborate respectfully and productively with different teams					
			Exercise compromising to achieve a common goal					
			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 Teacher Interview Guide After Implementation

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	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).	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 9 Construct Validity of Student Interview Guide After Implementation

o.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?			
		Kalian suka nggak sama tampilan bukunya? Warnanya Bagaimana? Gambarnya bagaimana?			
		Kalian sukanya aktivitas apa aja di dalam buku tersebut?			
		Menurut kalian bukunya mudah dipahami nggak?			
		Kalian semangat gak tadi dengan aktivitas kelompok/berpasangannya?			
		Seneng gak kalian belajar bahasa inggris pakai buku ini?			
		Menurut kalian, apakah buku materi tambahan ini bisa nenambah informasi di buku paket?			

Appendix 10 Instrument Validation for Observation Sheet Before Revision Expert

1

No	Statements	Judgement		
		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	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	material which are practical			
The learning process				
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	Judgement		
		Relevant	Irrelevant	Comments/ Suggestion s
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



Appendix 12 Instrument Validation for Observation Sheet After Revision Expert

2

No	Statements	Judgement		
		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	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	<p>contained activities that can motivate students.</p> <p>Indicators: raising hand, showing facial expression, active participation, etc.</p>			
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> - 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>	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	<ul style="list-style-type: none"> - Asking and giving opinions. Writing <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	Judgement		
		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	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	<p>contained activities that can motivate students.</p> <p>Indicators: raising hand, showing facial expression, active participation, etc.</p>			
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> - 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>	√		

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/ Suggestions
	<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 2,



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

NIP.

198808252015042002



Appendix 14 Recapitulation of Instrument Validation for Observation Sheet

No.	Statements	Judgement		
		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	Relevant	Relevant	D

No.	Statements	Judgement		
		Expert		Relevance Category
		Expert 1	Expert 2	
	<p>motivate students. Indicators: raising hand, showing facial expression, active participation, etc.</p>			
13	<p>The learning process contained activities integrated to 4C skills.</p> <p>Communication</p> <ul style="list-style-type: none"> - 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>	Relevant	Relevant	D
14	<p>The learning process contained activities that can improve students' four language skills.</p> <p>Listening</p> <ul style="list-style-type: none"> - 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 	Relevant	Relevant	D

No.	Statements	Judgement		
		Expert		Relevance Category
		Expert 1	Expert 2	
	opinions. Writing - Expressing ideas in written form.			



Appendix 15 Instrument Validation for Teacher Interview Guide before Try Out after Revision (Expert 1)

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

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	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).	Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

Singaraja, 10 January 2023

Expert 1,



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

NIP 199002242014042001

Appendix 16 Instrument Validation for Teacher Interview Guide before Try Out
Before Revision (Expert 2)

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1	During the Covid-19 pandemic, many schools conducted online learning with the integration of technology. Meanwhile, after the pandemic, most of schools conducted face-to-face learning in the classroom by utilizing some technologies to develop the knowledge, abilities, and skills of the students (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan selama/sesudah pandemi? Apakah menggunakan bahan ajar digital atau tidak?	√		
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & 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?		√	Perjelas statement ini agar tidak ambigu.

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

	through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

Singaraja, 10 January 2023

Expert 2,



trich

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

NIP 198808252015042002

Appendix 17 Instrument Validation for Teacher Interview Guide before Try Out after Revision (Expert 2)

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

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	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).	Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		

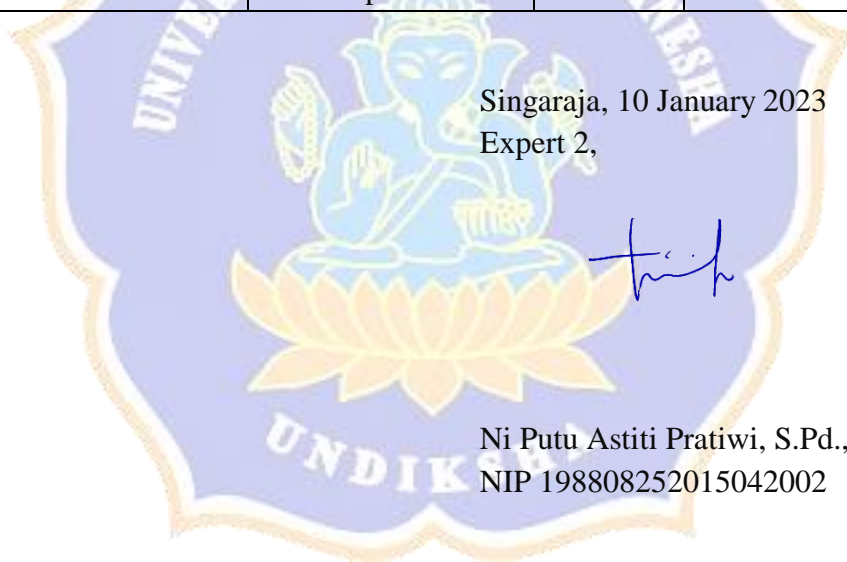
Singaraja, 10 January 2023

Expert 2,



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

NIP 198808252015042002



Appendix 18 Recapitulation of Instrument Validation for Teacher Interview
Guide before Try Out

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,	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D

	2018).				
4	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?	Relevant	Relevant	D
5	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?	Relevant	Relevant	D
		Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?	Relevant	Relevant	D
		Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?	Relevant	Relevant	D
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?	Relevant	Relevant	D
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And	Relevant	Relevant	D

	the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).	Collaboration), bagaimanakah pendapat Bapak/Ibu?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	Relevant	Relevant	D



Appendix 19 Instrument Validation for students interview guide before Try Out after Revision (Expert 1)

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	(Brewster, 1992).	Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?	√		

Singaraja, 10 January 2023

Expert 1,



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

NIP 199002242014042001



Appendix 20 Instrument validation for students interview guide before try out after revision (Expert 2)

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?	√		
		Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?	√		
		Aktivitas belajar apa yang kalian suka 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	Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?	√		

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	(Brewster, 1992).	Apakah guru kalian memberikan 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 Recapitulation of instrument validation for students interview guide before try out

No.	Dasar Teori	Pertanyaan	Judgement		
			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	Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?	Relevant	Relevant	D

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		
			Expert 1	Expert 2	Relevance Category
	material properly (Brewster, 1992).	Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?	Relevant	Relevant	D



Appendix 22 Content Validity of Expert and User Judgement Rubric (Before Revision) Expert 1

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
	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?
	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	√		
	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	√		
	provide various learning	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	methods			
	provide exercise in various learning contexts	√		
	provide clear instructions	√		
	provide standard competencies requirements		√	Change the sentence “standard competencies requirements” into “learning objectives”
	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				
	Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate context		√	Adjust the descriptor into the context of the study. For example: the material contains various types of reasoning such as deductive, inductive, etc in the appropriate context.
	Analyze the relatedness of each concept	√		
	effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	processes			
	solve different types of problems and analyze them from different points of view to find a good solution	√		
	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	√		
	Show students' capacity to collaborate respectfully and productively with different teams	√		
	Exercise compromising to achieve a common goal	√		
	Share responsibilities and appreciate each contribution to collaborative work	√		
	express ideas verbally and non-verbally in good ways	√		
	comprehend meaning, including knowledge, values, attitudes, and intentions	√		
	communicate effectively based on contextual purposes	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	promote effective communication in a diverse society	√		

Singaraja, 13 April 2023
Expert 1



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



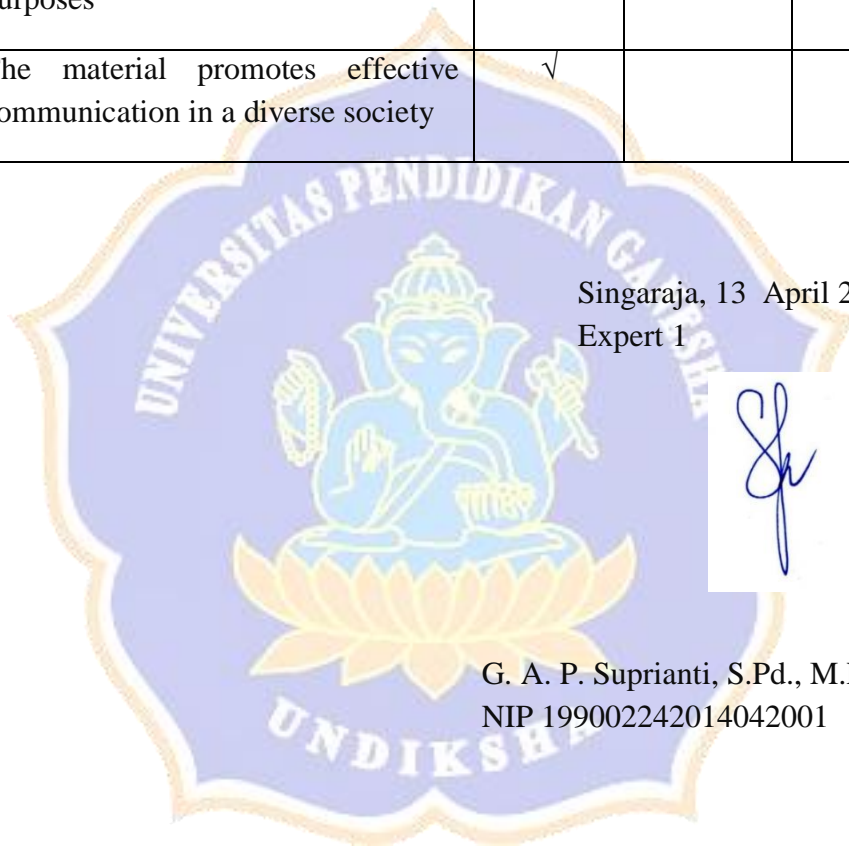
Appendix 23 Content Validity of Expert and User Judgement Rubric (After Revision) Expert 1

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	√		
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	√		
	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-	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	discriminatory words, examples, illustrations, and pictures			
	The book provides various learning methods	√		
	The material provides exercise in various learning contexts	√		
	The material provides clear instructions	√		
	The book provides learning objectives	√		
	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				
	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	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	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	√		
	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 for students to express ideas verbally	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
	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, 13 April 2023
Expert 1

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

Appendix 24 Instrument Validity of Expert and User Judgement Rubric (After Revision) Expert 2

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

After revision

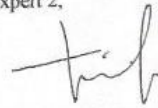
No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
B.	The material is relevant to the students' needs	✓		
	The material is challenging for the students' level	✓		
	The material is original; not violate copyright	✓		
	The material adjusts school learning 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

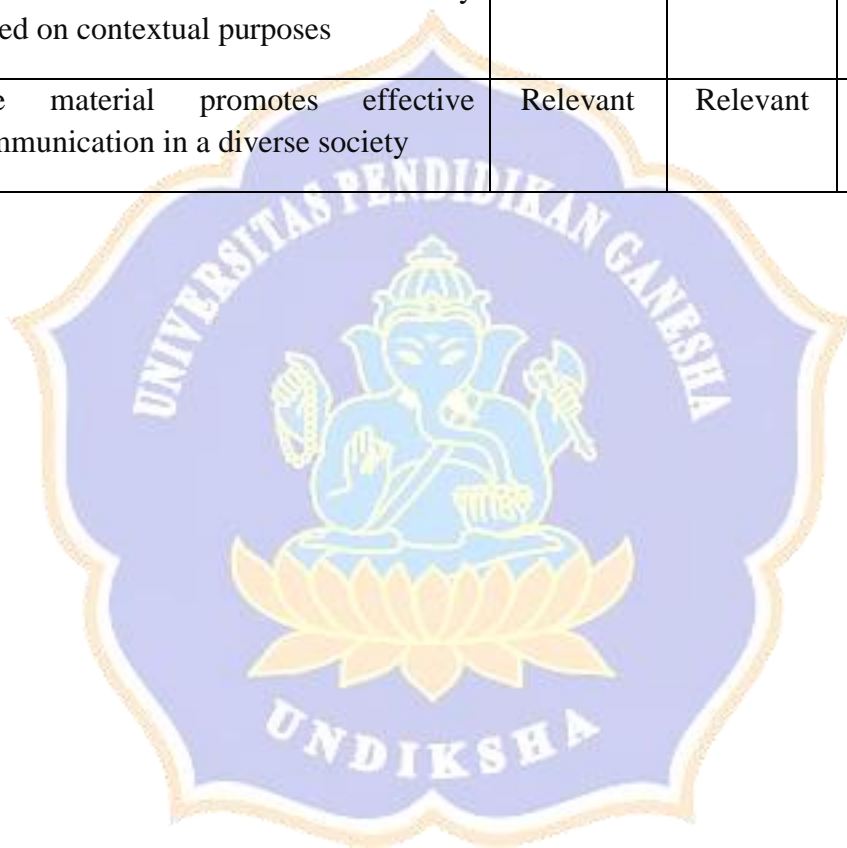
Appendix 25 Recapitulation of Instrument Validity of Expert and User Judgement

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

No.	Statements	Judgement		
		Experts		Relevance Category
		Expert 1	Expert 2	
	The material contains non-discriminatory words, examples, illustrations, and pictures	Relevant	Relevant	D
I	The book provides various learning methods	Relevant	Relevant	D
	The material provides exercise in various learning contexts	Relevant	Relevant	D
	The material provides clear instructions	Relevant	Relevant	D
	The book provides learning objectives	Relevant	Relevant	D
E	The material promotes engagement through practical activities	Relevant	Relevant	D
	The exercise learning is challenging but understandable to attract students' interest	Relevant	Relevant	D
	The material assists the teachers to implement the curriculum	Relevant	Relevant	D
	The material integrates theory with correlative practices	Relevant	Relevant	D
	The material provides assessment activities	Relevant	Relevant	D
The Essential 21st Century Skills				
A	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	Relevant	Relevant	D

No.	Statements	Judgement		
		Experts		Relevance Category
		Expert 1	Expert 2	
	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	Relevant	Relevant	D
E	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
C	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	Relevant	Relevant	D
	The material exercises compromising to achieve a common goal	Relevant	Relevant	D
	The material shares responsibilities and appreciates each contribution to collaborative work	Relevant	Relevant	D
I	The material provides opportunity for students to express ideas verbally and	Relevant	Relevant	D

No.	Statements	Judgement		
		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 of interview guide after implementation expert

1

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
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?	√		

Singaraja, 10 January
2023
Expert 1,



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



Appendix 27 Instrument validation of interview guide after implementation expert

2

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	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).	dikembangkan?			
		Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	√		
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	√		

Singaraja, 10 January
2023
Expert 2,



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

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

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		Relevance Category
			Expert 1	Expert 2	
1	Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).	Bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa inggris ini? Menarik, terlalu ribet/kompleks, dll?	Relevant	Relevant	D
		Bagaimanakah menurut Ibu terkait tampilan atau desain dari buku tersebut?	Relevant	Relevant	D
		Bagiamanakah pendapat Ibu mengenai video yang digunakan didalam buku tersebut?	Relevant	Relevant	D
		Bagiamanakan pendapat bapak terkait aktivitas pembelajaran kelompok atau berpasangan yang ada didalam buku	Relevant	Relevant	D

No.	Dasar Teori	Pertanyaan	Judgement		
			Experts		Relevance Category
			Expert 1	Expert 2	
		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?	Relevant	Relevant	D
		Apakah aktivitas pembelajaran yang terdapat di dalam buku tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?	Relevant	Relevant	D
		Bagaimana saran/harapan Bapak mengenai buku ini kedepannya?	Relevant	Relevant	D

Appendix 29 Instrument Validation for Student Interview Guide After Try Out
Expert 1

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

Singaraja, 10 January
2023

Expert 1,



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

NIP

19900224201404200



Appendix 30 Instrument Validation for Student Interview Guide After Try Out
Expert 2

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

Singaraja, 10 January
2023

Expert 2,



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

NIP.

198808252015042002



Appendix 31 Recapitulation of Instrument Validation for Teacher Interview Guide After Try Out

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

Appendix 32 Observation Sheet (Before)

No	Statements	Available	Unavailable
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			
	The learning process contained activities that can motivate students		
	The learning process contained 4C skills activities integrated to 4C skills		
	The learning process contained activities that can improve students' skills		

Appendix 33 Observation Sheet (After)

No	Statements	Available	Unavailable
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
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
The learning process			
	The learning process contained activities that can motivate students		V
	The learning process contained 4C skills activities integrated to 4C skills		V
	The learning process contained activities that can improve students' skills	V	

Appendix 34 Interview Guide for Teacher (Need Analysis)

No.	Dasar Teori	Pertanyaan
1	<p>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).</p>	<p>Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan sebelum/sesudah pandemi?</p>
2	<p>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).</p>	<p>Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?</p>
3	<p>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).</p>	<p>Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?</p>
4	<p>Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).</p>	<p>Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?</p>
5	<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,</p>	<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</p>

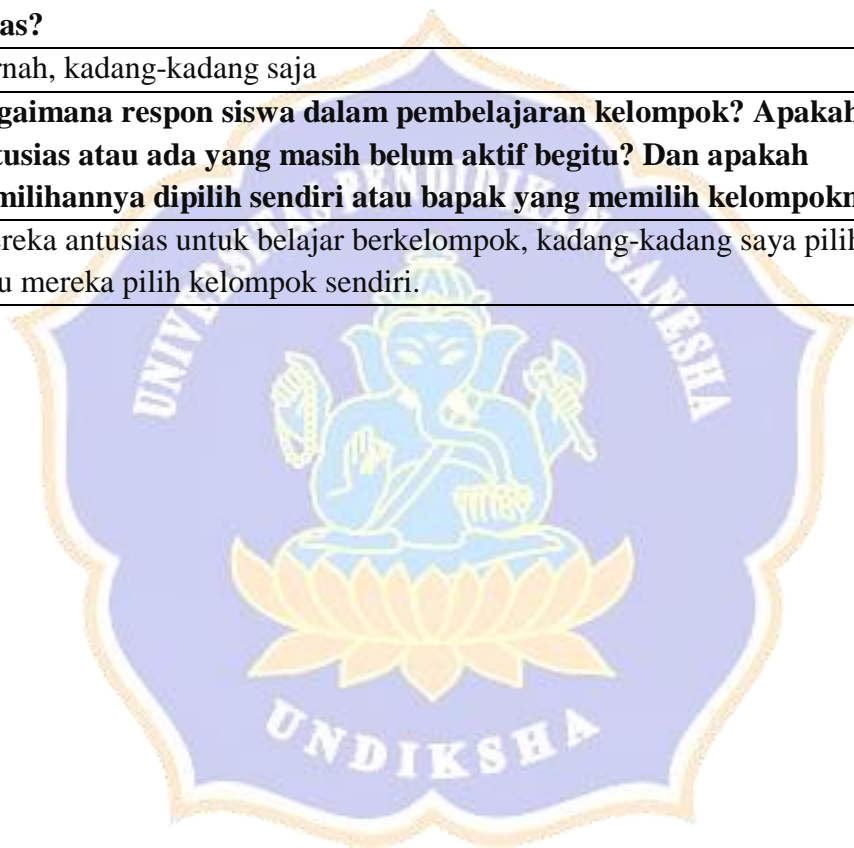
	1992).	menggunakan materi tambahan Bahasa Inggris?
		Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?
6	National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system 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; Pardede, 2020).	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu? Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?



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

R :	Pak, setelah saya melakukan silabus analisisnya, dibukunya ada 3 materi yang diajarkan di semester ini, apakah cukup materi ini untuk dikembangkan atau ada tambahan lagi pak?
	Iya dik cukup 3 aja sesuai dengan jumlah materi di semester ini
R :	Bagaimana sistem serta aktivitas pembelajaran yang bapak terapkan sebelum, selama, dan sesudah pandemi?
	Sebelum pandemi kita menerapkan pembelajaran itu dengan menggunakan buku saja kalau selama pandemic itu kita pakai wa grup dan google meet tapi google meetnya jarang sekali karena tidak semua siswa punya hp jadi saya jarang pakai google meet. Sama kalau pakai google meet itu cuman sebentar saja durasinya. Saya lebih sering pakai wa grup saja, jadi saya foto tugasnya yang dari buku lalu kirim ke grup. Kalau saat ini (setelah pandemic) kita kembali pakai buku saja.
R :	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?
	Pakai buku yang dari sekolah saja. Jarang saya nyari dari internet.
R :	Bagaimana harapan Bapak mengenai pembelajaran Bahasa Inggris di kelas?
	Harapan saya agar siswanya lebih aktif dikelas sama lebih mengerti dan fasih dalam belajar bahasa inggris apalagi bahasa inggris sangat penting.
R :	Bagaimana harapan Bapak mengenai materi Bahasa Inggris yang digunakan?
	Agar materinya sesuai dengan level mereka, tidak membebankan, menarik, dan lain-lain.
R :	Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?
	Diperlukan sekali untuk meningkatkan keaktifan siswa sama skill mereka.
R :	Apakah Bapak sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?
	Jarang sekali dik, cuman beberapa.
R :	Apakah alasan yang melatarbelakangi bapak menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?
	kadang-kadang ada yang materinya itu tidak ada dibuku lalu saya cari di internet untuk tambahan saja.
R :	Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat bapak?
	Setuju sekali, saya akan dukung itu.
R :	Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And

	Collaboration), bagaimanakah pendapat bapak?
	Menarik sekali dan bagus tentunya.
R	Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang
:	sudah mampu mengarahkan siswa untuk meningkatkan keterampilan
4C?	
	Saya rasa sudah karena dibukunya ada aktivitas yang mengasah berpikir kritis seperti menganalisis, sama ada game juga yang berkelompok.
R	Kalau seandainya saya mengisi dengan lagu, video, dan games,
:	bagaimakah pendapat bapak?
	Itu bagus dik, siswanya jadi semangat belajar.
R	Apakah bapak pernah mengadakan aktivitas pembelajaran kelompok di
:	kelas?
T	Pernah, kadang-kadang saja
R	Bagaimana respon siswa dalam pembelajaran kelompok? Apakah semua
:	antusias atau ada yang masih belum aktif begitu? Dan apakah
	pemilihannya dipilih sendiri atau bapak yang memilih kelompoknya>
T	Mereka antusias untuk belajar berkelompok, kadang-kadang saya pilihkan atau mereka pilih kelompok sendiri.



Appendix 36 Interview Guide for Students (Need Analysis)

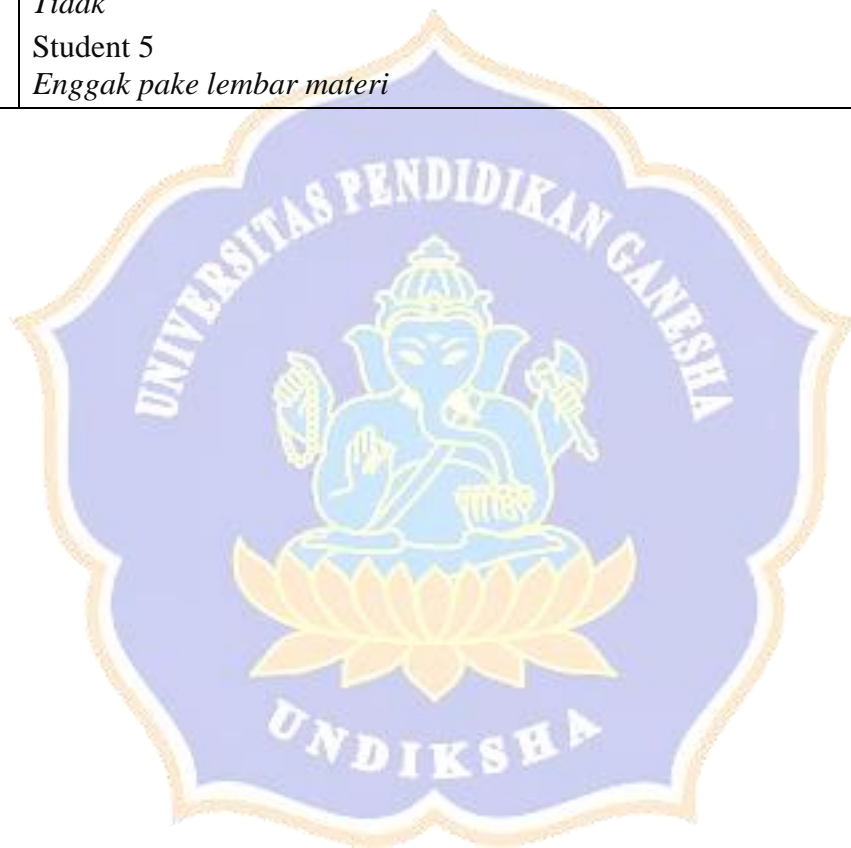
No.	Dasar Teori	Pertanyaan
1.	Learning materials contain learning activities that increase students' motivation. Additionally, they have to engage the students' both cognitively and affectively (Tomlinson, 2003).	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa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

Appendix 37 Transcription of Students' Interviews (Need Analysis)

R	Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas? Apakah bukunya menarik, bosan untuk dibaca, isinya padat? Ada game atau tidak? Ada aktivitas/suruhan apa saja didalam bukunya?
P	<p>Student 1 <i>Bukunya seru kak, banyak gambar. Bacanya jadi nggak bosan. Isi game seperti tebak-tebakan.</i></p> <p>Student 2 <i>Bukunya bagus dan menarik. Bukunya sedikit seru, ada koneksi kata/nyambungin kata. Banyak isi tulisan juga.</i></p> <p>Student 3 <i>Bukunya itu menarik dan banyak gambar tentunya. Tidak bosan dan pusing untuk dibaca karena ada banyak gambar. Ada game juga kayak mencocokkan.</i></p> <p>Student 4 <i>Menarik, banyak gambar. Tidak bosan untuk dibaca karena tulisannya warna-warni, dan semangat untuk belajar.</i></p> <p>Student 5 <i>Menarik karena ada gambar dan tulisannya berwarna. Tidak bosan untuk dibaca karena banyak gambar dan tulisan.</i></p>
R	Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas setiap hari senin? Apakah hanya membaca buku, apakah ada menyanyikan sebuah lagu dalam bahasa inggris, atau bermain game?
P	<p>Student 1 <i>Biasanya itu baca buku, jawab pertanyaan, ada menyanyi juga. Sama main game. Tidak pernah nonton video.</i></p> <p>Student 2 <i>Baca-baca aja. Ada main games tapi hanya saat tim program kampus mengajar yang sedang mengisi dikelas. Pas bapaknya ngajar itu biasa-biasa saja, tidak main games, tidak pernah menyanyi, dan tidak pernah menonton video pas jam pelajaran bahasa inggris. Hanya membaca buku saja.</i></p> <p>Student 3 <i>Menyanyi jarang kalau untuk pelajaran bahasa inggris. Kadang-kadang main games, jawab soal, dan membaca.</i></p> <p>Student 4 <i>Menjawab soal, menggambar, dan main games.</i></p> <p>Student 5 <i>Baca buku, jawab soal, menggambar.</i></p>

R	<p>Aktivitas belajar apa yang kalian suka dalam pembelajaran Bahasa Inggris di kelas seperti menyanyi, main games, menonton video? Dan apakah kalian mau untuk di suruh acting? bagaimana jika kalian diminta untuk presentasi didepan kelas dengan teman-teman, apakah kalian mau?</p>
P	<p>Student 1 <i>Bermain games, menyanyi. nonton video tidak pengen karena membosankan. Saya enggak tau presentasi tapi pengen jadinya presentasi.</i></p> <p>Student 2 <i>Kalau make buku lebih suka baca buku, dan kalau tugasnya sudah selesai dibaca-baca lagi. Kalau tidak menggunakan buku, lebih suka menonton video bahasa inggris di youtube. Suka games juga.</i></p> <p>Student 3 <i>Main games, menggambar dan menyanyi. Mau (untuk acting). Mau (untuk presentasi).</i></p> <p>Student 4 <i>Membaca, menjawab soal, dan main games. Mau (untuk acting)</i></p> <p>Student 5 <i>Membaca, jawab soal, menggambar, dan main games. Mau kayak bawang merah bawang putih.</i></p>
R	<p>Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas? Apakah kalian pernah membeli dan membawa buku bahasa inggris lain selain buku dari sekolah untuk digunakan dalam belajar bahasa inggris disekolah? Dan apakah guru kalian pernah memberikan kalian materi tambahan seperti lagu, video, gambar, atau materi yang dari google?</p>
P	<p>Student 1 <i>Saya hanya bawak dan pake buku yang dari sekolah saja. tidak pernah (membeli dan membawa buku bahasa inggris lain selain yang dari sekolah seperti kamus, dll). Bapaknya enggak pernah menggunakan lagu, video, gambar.</i></p> <p>Student 2 <i>Tidak menggunakan materi tambahan seperti buku bahasa inggris tambahan, lagu. Bapaknya tidak pernah menggunakan buku lain, hanya menggunakan 1 buku saja. Bapaknya juga tidak pernah menggunakan lagu, video.</i></p> <p>Student 3 <i>Tidak pernah tapi kalau nyari materi di google pernah.</i></p> <p>Student 4 <i>Cuman buku disekolah aja</i></p>

	<p>Student 5 <i>Bapaknya tidak pernah pakai buku lain.</i></p>
R	<p>Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?</p>
P	<p>Student 1 <i>Enggak.</i></p> <p>Student 2 <i>Bapaknya tidak pernah menggunakan lembar materi tambahan.</i></p> <p>Student 3 <i>Enggak pernah.</i></p> <p>Student 4 <i>Tidak</i></p> <p>Student 5 <i>Enggak pake lembar materi</i></p>



Appendix 38 Syllabus of Grade Six

Class	Basic competencies	Topics	Descriptions
6	<p>Comprehend the words, phrases and sentences related to Prosperous Community.</p> <p>Apply the appropriate use of words, phrases and sentences about Prosperous Community.</p>	Prosperous Community	<p>Read the English texts and dialogues on the themes Environmental Care, Building A Prosperous Society, Strong State Prosperous Society, and I Love Reading.</p> <p>Recognize the vocabulary about Environmental Care, Building A Prosperous Society, Strong State Prosperous Society, and I Love Reading.</p> <p>Memorize English vocabulary related to Environmental Care, Building a Prosperous Society, Strong State Prosperous Society, and I Love Reading.</p> <p>Match the English sentences.</p> <p>Sing a song with the Prosperous Community.</p> <p>Answer questions related to Environmental Care, Building A Prosperous Society, Strong State Prosperous Society, and I Love Reading.</p>
6	<p>Comprehend the words, phrases and sentences related to Leadership.</p> <p>Apply the appropriate use of words, phrases and sentences about Leadership.</p>	Leadership	<p>Read English texts and dialogues with the themes The Leader Around Me, My Idol Leader, Come On, To Be A Leader, and I Love Reading.</p> <p>Recognize the vocabulary about The Leader Around Me, My Idol Leader, Come On, To Be A Leader, and I Love Reading.</p> <p>Memorize English vocabulary related to The Leader around Me, My Idol Leader, Come On, To Be A Leader, and I Love Reading.</p> <p>Match the English sentences.</p> <p>Sing a song with the theme of Leadership.</p> <p>Answer questions related to The Leader around Me, My Idol Leader, Come On, To Be</p>

			A Leader, and I Love Reading.
6	<p>Comprehend words, phrases and sentences related to My Earth.</p> <p>Apply the appropriate use of words, phrases and sentences about My Earth.</p>	My Earth	<p>Read English text and dialogue with the themes Time and Influence Difference, My Earth and The Season, Earth, Sun, and Moon, and I Love Reading. Recognize vocabulary about Time and Influence Difference, My Earth and The Season, Earth, Sun, and Moon, and I Love Reading.</p> <p>Memorize English vocabulary related to Time and Influence Difference, My Earth and The Season, Earth, Sun, and Moon, and I Love Reading.</p> <p>Match the English sentences.</p> <p>Sing a song with the theme of My Earth.</p> <p>Answer questions related to Time and Influence Difference, My Earth and The Season, Earth, Sun, and Moon, and I Love Reading.</p>
6	<p>Comprehend words, phrases and sentences related to The Explore Outer Space.</p> <p>Apply the appropriate use of words, phrases and sentences about My Earth.</p>	Exploring Space	<p>Read English texts and dialogues on the themes Amazing Regularity, Celestial Objects and The Secret, Space Exploration, and I Love Reading.</p> <p>Recognize the vocabulary of Amazing Regularity, Celestial Objects and The Secret, Space Exploration, and I Love Reading.</p> <p>Memorize English vocabulary related to Amazing Regularity, Celestial Objects and The Secret, Space Exploration, and I Love Reading.</p> <p>Match the English sentences.</p> <p>Sing a song with the theme Exploring Space.</p> <p>Answer questions related to Amazing Regularity, Celestial Objects and The Secret, Space Exploration, and I Love</p>

			Reading.
--	--	--	----------



Appendix 39 Matrix Syllabus Analysis (Before)

Based on The Syllabus		
Topic	No Need to Develop	Need to Develop
Prosperous Community		
Leadership		
My Earth		
Exploring Space		
Based on The Main Material		
At the shop		
Going green		
Technology around us		



Appendix 40 Matrix syllabus analysis (After)

Based on The Syllabus		
Topic	No Need to Develop	Need to Develop
Prosperous Community	√	
Leadership	√	
My Earth	√	
Exploring Space	√	
Based on The Main Material		
At the shop		√
Going green		√
Technology around us		√



Appendix 41 Blueprint of developed English supplementary materials for grade six

Topic	Language Function	Language Skills	4C Skills	Activities
At the shop	How to buy some fruits	Reading Writing	Critical thinking	<p><i>Analyze the picture of the fruits and its price</i></p> <p><i>See the Erlangga book on page 77 for the example.</i></p> <p>Students analyze the picture related to the fruits and their prices then, they answer five questions in it. Write the answers in the book.</p> <p>The questions</p> <p>Ayu went to the traditional market to buy some fruits. Ayu brought money with the amount of:</p> <ul style="list-style-type: none"> 1 bill of 50,000 Rupiah 1 bill of 20,000 Rupiah 2 bill of 10,000 Rupiah 4 bill of 5,000 Rupiah <p>The questions:</p> <p>How many kg of salak will Ayu get if she spends 60,000 rupiah?</p> <p>If Ayu buys 3/kg of coconut and then pays 50,000, how much change will Ayu get?</p> <p>How much money will Ayu spend if she buys 1kg of durian & 3kg of coconut?</p>
		Speaking Listening	Critical thinking Creativity	<p><i>Play a game "Guess who I am".</i></p> <p>Students asked to sit in a circle and the teacher sits in the middle. The teacher invites 8 students to give a clue about fruits chosen and other students answer it.</p> <p>Description:</p> <p>Students will play a guessing game about the following fruits (banana, papaya, durian, coconut, and snake fruit). 8 students randomly selected to give clues</p>




				<p>from the five pieces of fruit. There will be several students who get the same fruits but different clues. Other students who do not give the clue will answer the questions.</p> <p>Procedure: All students sit in the circle. 8 students randomly called by the teacher. (students will be offered first who wants to be chosen to be the giver of clues). Game started; the first clue giver gives a clue of the fruit she/he gets. He/she will give the clue twice. After the clues given, other students who know the answer directly raise their hand to answer the clue. Continued to the next fruits.</p> <p>Rules: Students must raise their hand first to answer the clue. If they do not, they will not give the opportunity to answer. If many students raise their hand then the teacher chooses the earliest. If one student gives an incorrect answer, then the opportunity to answer will be given to the other student. The winners (3) are those who answer the most questions.</p> <p>Possible clues: Snake fruit: the skin is brown and scaly like a snake, has two children, has popular names like pondoh, bali, gula, etc. Apple: sweet like me, related to snow white, used as a smartphone brand.</p>
		Writing	Critical thinking Collaboration Creativity	<p><i>Work in pairs; writing the conversation about buying something at the shop</i> Students work in pairs to write the conversation about buying fruit</p>

				<p>at the shop. The conversation consists of 4/more lines. After the conversation already written, the the pairs do a role-play in the front of the class.</p> <p>Possible critical conversation: Students A (Buyer): Hello ms/sir. How much is a kilo of apples? Students B (Seller): Hi ms/sir, you just need to spend fifteen thousand rupiah to get a kilo of apples. Students A (Buyer): Okay, sir, but I only have nine thousand rupiah. how many kilos of apples will I get? Students B (Seller): you get half kilo of apples but I will give you 1 apple to meet the amount of your money. Students A (Buyer): Ok then. Students B (Seller): Here are your apples. Students A (Buyer): Thank you sir.</p>
		<p>Speaking Reading Listening</p>	<p>Communication on Collaboration</p>	<p><i>The pairs do a role-play related to the conversation that they have written.</i></p> <p>The pairs do a role-play after they have written the script. The script of the conversation is collected to the teacher after they played the role-play (<i>they can read the script if they have a problem or remember the script</i>). Students do a role-play in the duration of 2-3 minutes.</p>
<p>Going green</p>	<p>Asking and giving for information related to going green.</p>	<p>Listening Reading</p>	<p>Communication</p>	<p><i>Sing a song entitled "Let's save the earth"</i></p> <p>Students listen to and sing a song https://www.youtube.com/watch?v=ySmXUfVK2Qg. Then students require to express their opinions about the song in the front of the class. This activity helps them to connect the learning process with the everyday-lives.</p>

				<p>Possible sentences and questions that teacher can give to students in order to make students express their opinions:</p> <p>How was the video? Interesting?</p> <p>Did you guys enjoy it?</p> <p>Do you realize that currently there are many natural disasters that occur due to human activities such as fires, floods, etc. The video teaches us how to prevent natural disasters by doing simple activities such as closing tap water, turning off lights, etc. This morning, have you turned off the water faucet after taking shower? Before you go to school, have you turned off the lights in your room?</p> <p>Possible expressions:</p> <p>Interesting sir, I can learn that we have to unplug to save energy.</p> <p>I have unplugged it sir.</p> <p>Many more</p>
		<p>Speaking Listening</p>	<p>Communicati on Creativity Critical thinking</p>	<p><i>Play a game "I'll recycle it into"</i></p> <p>Students play with a plastic bottle where they will sit in a circle and then the plastic bottle will be carried /passed aside. The student will answer if the song and the bottle stop on him/her. <i>The plastic bottle is prepared by the teacher and the song is a learning song that is also related to the topic. The teacher will give the example first.</i></p> <p>Procedure:</p> <p>All students sit in the circle.</p> <p>The teacher sits in the middle of the circle.</p> <p>Teacher tells the procedure and rules of the game.</p> <p>Then, teacher gives the bottle to the student randomly.</p> <p>The student who is given the bottle can run the bottle if the music is played.</p> <p>Teacher pauses the song and the</p>

				<p>student who got the bottle directly answer by saying (<i>I'll recycle this bottle into...</i>).</p> <p>If the student already tells it, then the game can continue.</p> <p>Rules:</p> <p>The answers of each student are not allowed to be the same.</p> <p>Possible expressions:</p> <p><i>I'll recycle this bottle into plastic flower, vase, pencil holder, etc.</i></p> <p><i>The link of the song used:</i></p> <p>(31) Going Green Song YouTube</p>
		<p>Writing</p> <p>Reading</p>	<p>Communication</p>	<p><i>Students do a reflection in one paper by using KWL chart</i></p> <p>Teacher leads students to do the reflection by using KWL chart</p> <p>Teacher can ask students to start writing the reflection especially the phase (K&W) in the pre-activity and the (L) phase in the post-activity.</p>
<p>Technology around us</p>	<p>Describing the function of a technology in everyday lives.</p>	<p>Speaking</p>	<p>Communication</p>	<p><i>Ice breaking</i></p> <p>Students report the learning application (<i>Zoom, Gmeet Classroom, etc</i>) that they used in the pandemic situation then they express their opinion in one word (<i>happy, boring, sad, etc.</i> or provide emoticons) related to their feelings in using the technology/application.</p> <p><i>Possible expressions:</i></p> <p>I am happy in using zoom</p> <p>I like to use Google Meet because it is easy</p>
		<p>Reading</p>	<p>Critical thinking</p> <p>Collaboration</p>	<p><i>Play a game of match the technology & non-technology</i></p> <p>Students will play a game in groups and they will be divided into three groups randomly. They will classify the things that belong to technology and non-technology. However, before playing the game, students read the vocabulary related to the kinds of</p>

				<p>the technology that contained in the main material.</p> <p><i>About the game:</i></p> <p>Teacher provides some printed pictures of technology and non-technology and also teacher prepares 6 carton boxes that will be used in collecting the pictures. Students will classify those pictures by placing the technology in one box and non-technology in another box.</p>
	 <p>Writing Reading</p>	<p>Creativity Communication</p>		<p><i>Draw one kind of technology</i></p> <p>Draw one kind of technology that the students know or they have at home then, write the description about it and publish the picture in the board/wall of the class. Students only draw and describe the technology that they already know in three sentences/more. Students are allowed if choosing the same technology. Teacher provides hint/keyword description to make students easier in writing the descriptions. The hint/keyword included of the color, the type, the function, and how the students feel about the technology that they have.</p> <p><i>Possible description:</i></p> <p><i>“This is my Laptop. My father bought me this. The color is black. We can communicate with people who are far from us with this kind of technology. I love to use it.”</i></p> <p><i>“This is a tablet/laptop, I use this to learn or etc. It’s very awesome”</i></p> <p><i>Etc.</i></p>



Appendix 42 Resources sheet

Sources	Creators/Links	Contents
Canva	Sparklestroke, Sketchify, Pixabay, Iconsy, Fildzahnandya, Cecile Solmerano, Drawcee, Twemoji, Trendify, ALWF, Macrovector, Nouri Studio Images, Flowerone Design, Tansy, Canva Creative Studio, Eragiovani1988, Slidesignus, Hayunidillus, Logosandbrands, Maiko hatta, Gambar Ratna Fitry, Popular Logos, Hafizdzaki Mcd, Deadframe Works Images, Maxim Filitov, Muhammad Atiq, Roudicons Pro, Edanpo Studios, The img.	Stickers, pictures, illustrations, and elements.
Youtube	Have fun teaching The Kiboomers-Kids Music Channel	Videos
Internet Websites	<p>Sparkling Plastic Bottle Rhinestone Vase - DIY & Crafts (diyncrafts.com)</p> <p>Upcycled Plastic Bottle Pig Planter - DIY & Crafts (diyncrafts.com)</p> <p>Adorable DIY Piggy Banks from Plastic Bottles - DIY & Crafts (diyncrafts.com)</p> <p>DIY Caterpillar Pencil Holder From Plastic Bottles - DIY & Crafts (diyncrafts.com)</p> <p>Upcycled Plastic Bottle Turkey Craft - DIY & Crafts (diyncrafts.com)</p> <p>Stunning Snowflake Ornament from Upcycled Plastic Bottle - DIY & Crafts (diyncrafts.com)</p> <p>DIY 2-liter Bottle Ecosystem Project - Welcome To Nana's (welcometonanas.com)</p> <p>Make a Recycled Plastic Bottle Bird Feeder - Welcome To Nana's (welcometonanas.com)</p> <p>http://www.bouf.com/shops/sarahturner/hires</p> <p>https://www.boredpanda.com/plastic-bottles-recycling-ideas/</p> <p>https://www.boredpanda.com/creative-diy-lamp-chandelier-lighting-ideas/</p> <p>http://www.epbot.com/2012/03/dew-it-yourself-jewelry-stand.html</p> <p>https://www.behance.net/gallery/%28POP%29culture/3874285</p> <p>http://www.personalise.co.uk/blog/plastic-bottle-bouquet</p> <p>http://stranamasterov.ru/node/111110</p> <p>https://www.flickr.com/photos/miulein/437902193/sizes/l</p> <p>https://www.flickr.com/photos/fijimetour/5163354542/sizes/l</p> <p>https://www.boredpanda.com/plastic-bottles-recycling-ideas/</p>	Pictures

<p>https://static.boredpanda.com/blog/wp-content/uploads/2017/05/Recycling-Some-Plastic-Bottles-Into-59197b6e1bf2e_880.jpg</p> <p>https://www.designsmag.com/wp-content/uploads/2015/06/plastic-bottle-recycling-ideas-014.jpg</p> <p>https://www.designsmag.com/wp-content/uploads/2015/06/plastic-bottle-recycling-ideas-016.jpg</p> <p>https://icreativeideas.com/wp-content/uploads/2014/03/DIY-Beautiful-Candle-Holder-from-Plastic-Bottle-1-700x700.jpg</p>	
---	--



No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
	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				√		
	The material gives an opportunity to facilitate students' varying abilities and backgrounds					√	
	The material contains clear explanations, examples, and illustrations				√		Add a brief explanation about the kinds of technologies. Add more examples of handicrafts from plastic bottles. Bold the word "Watermelons" to make it better.
	The material provides learning experiences to suit current and future needs					√	
	The language used is easy for students to understand the materials				√		Pay attention to the consistency of tenses in the narrative text. Pay attention to the position of comma in the word "such as", whether it places before or after the word "such as". The word "etc" can be used after mentioning at least three points. Change the phrase "Before students writing" to "Before students write". Change the phrase "Lets flashback" into

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
							"Let's do flashback". Change the word "analyze" into "examine".
	The book contains interesting visual designs					√	Position one sentence in one line to avoid using a lot of space.
	The material provides motivating learning activities and strategies					√	
	The material uses suitable language for the students' level					√	Simplify the word "Role-play" into "Practice" to make students easier in understanding the instruction.
	The material contains non-discriminatory words, examples, illustrations, and pictures					√	
	The book provides various learning methods					√	
	The material provides exercise in various learning contexts					√	
	The material provides clear instructions					√	Change the technique of writing number of the group from "5/6" into "5-6". Distinguish fonts or colors from instructions, examples, links, and explanations.
	The book provides learning objectives					√	
	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					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	with correlative practices						
	The material provides assessment activities					√	
The Essential 21st Century Skills							
	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					√	
	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					√	
	The material provides opportunity for students to show their capacity to collaborate					√	

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

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

References:

Chiruguru, S. (2020). *The essential skills of 21st century classroom (4Cs)*.
https://www.researchgate.net/profile/Suresh_Chiruguru2/publication/340066140_The_Essential_Skills_of_21st_Century_Classroom_4Cs/links/5e75277d4585157b9a4d9964/The-Essential-Skills-of-21st-Century-Classroom-4Cs.pdf

Botswana Training Authority. (2005). *Guidelines for developing learning materials*. <https://www.saide.org.za/resources/Library/Bota.pdf>

Singaraja, 13 April 2023
 Expert 1



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



Appendix 44 The Result of Expert Judgement (Expert 2)

No.	Statements	Scale	Comment and Suggestion
-----	------------	-------	------------------------

		1	2	3	4	5	
Principles for Developing Materials							
	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					✓	
	The material gives an opportunity to facilitate students' varying abilities and backgrounds					✓	
	The material contains clear explanations, examples, and illustrations					✓	add a brief explanation about the kinds of technologies. Add more examples of handicrafts from plastic bottles. move the translation of fruits.
	The material provides learning experiences to suit current and future needs					✓	
	The language used is easy for students to understand the materials					✓	implify the sentence " <i>Keep turning on the lights</i> " into " <i>Wasted energy</i> ". implify the sentence " <i>I will give you 1 apple to meet the amount of your money</i> " into " <i>you will get 1 extra apple</i> " ange the sentence " <i>the conversation consists of 4/more sentences</i> " into " <i>the conversation consists of 4/more lines</i> "
	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				✓	
	The book provides various learning methods				✓	
	The material provides exercise in various learning contexts				✓	
	The material provides clear instructions				✓	
	The book provides learning objectives				✓	
	The material promotes engagement through practical activities				✓	
	The exercise learning is challenging but understandable to attract students' interest				✓	attention to the rules of the game "Guess who I am". Change the number of the fruits used in the game from 10 to 5 and the number of students who give the clue from 10 to 8 to make the game more challenging. Of the 8 students, there will be several students who get the same fruit but with different clues. It can deceive students and practice their critical thinking skills.
	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							
	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					✓	
	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				✓	
	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				✓	
	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				✓	

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

References:

Chiruguru, S. (2020). *The essential skills of 21st century classroom (4Cs)*.
https://www.researchgate.net/profile/Suresh_Chiruguru2/publication/340066140_The_Essential_Skills_of_21st_Century_Classroom_4Cs/links/5e75277d4585157b9a4d9964/The-Essential-Skills-of-21st-Century-Classroom-4Cs.pdf

Botswana Training Authority. (2005). *Guidelines for developing learning materials*. <https://www.saide.org.za/resources/Library/Bota.pdf>

Singaraja, 12 May 2023

Expert 2



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

NIP. 198808252015042002

No	Statements	Expert 1	Expert 2	Comment/sug gestion
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	4	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>Add a brief explanation about the kinds of technologies.</p> <p>Add more examples of handicrafts from plastic bottles.</p> <p>Bold the word "Watermelons" to make it better.</p> <p>Add a brief explanation about the kinds of technologies.</p> <p>Add more examples of handicrafts from plastic bottles.</p> <p>Remove the translation of fruits.</p>
7	The material provides learning experiences to suit current and future needs	5	5	

8	The language used is easy for students to understand the materials	4	5	<p>Pay attention to the consistency of tenses in the narrative text.</p> <p>Pay attention to the position of comma in the word “<i>such as</i>”, whether it places before or after the word “<i>such as</i>”.</p> <p>The word “<i>etc</i>” can be used after mentioning at least three points.</p> <p>Change the phrase “<i>Before students writing</i>” to “<i>Before students write</i>”.</p> <p>Change the phrase “<i>Lets flashback</i>” into “<i>Let’s do flashback</i>”.</p> <p>Change the word “<i>analyze</i>” into “<i>examine</i>”.</p> <p>Simplify the sentence “<i>Keep turning on the lights</i>” into “<i>Wasted energy</i>”.</p> <p>Simplify the sentence “<i>I will give you 1 apple to meet the amount of your money</i>” into “<i>you will</i>”</p>
---	--	---	---	---

				<p><i>get 1 extra apple”</i></p> <p>Change the sentence “<i>the conversation consists of 4/more sentences</i>” into “<i>the conversation consists of 4/more lines</i>”</p>
9	The book contains interesting visual designs	5	5	Position one sentence in one line to avoid using a lot of space.
10	The material provides motivating learning activities and strategies	5	5	
11	The material uses suitable language for the students’ level	5	5	Simplify the word “ <i>Role-play</i> ” into “ <i>Practice</i> ” to make students easier in understanding the instruction.
12	The material contains non-discriminatory words, examples, illustrations, and pictures	5	5	
13	The book provides various learning methods	4	5	
14	The material provides exercise in various learning contexts	5	5	
15	The material provides clear instructions	5	5	<p>Change the technique of writing number of the group from “<i>5/6</i>” into “<i>5-6</i>”.</p> <p>Distinguish fonts or colors from</p>

				instructions, examples, links, and explanations.
16	The book provides learning objectives	5	5	
17	The material promotes engagement through practical activities	5	5	
18	The exercise learning is challenging but understandable to attract students' interest	5	5	Pay attention to the rules of the game " <i>Guess who I am</i> ". Change the number of the fruits used in the game from 10 to 5 and the number of students who give the clue from 10 to 8 to make the game more challenging. Of the 8 students, there will be several students who get the same fruit but with different clues. It can deceive students and practice their critical thinking skills.
19	The material assists the teachers to implement the curriculum	5	4	
20	The material integrates theory with correlative practices	5	5	
21	The material provides assessment activities	5	5	
22	The material contains various types of reasoning such as	5	5	

	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	4	5	
33	The material shares responsibilities and appreciates each contribution to	5	5	

	collaborative work			
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 46 The Result of User Judgement

PENILAIAN USER

Pernyataan	Skor					Saran/komentar
	1	2	3	4	5	
Kriteria Materi yang Dikembangkan						
The material is relevant to the students' needs Materi sesuai dengan kebutuhan siswa					✓	
The material is challenging for the students' level Materi menantang bagi level siswa					✓	
The material is original; not violate copyright Materi tidak melanggar copyright/bukan hasil plagiasi					✓	
The material adjusts school learning time Materi menyesuaikan dengan waktu belajar di sekolah					✓	
The material gives an opportunity to facilitate students' varying abilities and backgrounds Materi memfasilitasi kemampuan dan latar belakang siswa					✓	
The material contains clear explanations, examples, and illustrations Materi mengandung penjelasan-penjelasan, contoh-contoh, dan ilustrasi-ilustrasi yang jelas.					✓	
The material provides learning experiences to suit current and future needs Materi memberikan pengalaman belajar yang sesuai dengan kebutuhan saat ini dan masa depan					✓	
The language used is easy for students to understand the materials Penggunaan bahasa didalam materi mudah untuk difahami oleh siswa					✓	



The book contains interesting visual designs Materi mengandung desain visual yang menarik						
The material provides motivating learning activities and strategies Materi memberikan aktivitas dan strategi belajar yang memotivasi siswa					✓	
The material uses suitable language for the students' level Materi menggunakan bahasa yang sesuai dengan jenjang siswa					✓	
The material contains non-discriminatory words, examples, illustrations, and pictures Materi tidak mengandung kata-kata, contoh, ilustrasi, dan gambar yang berbau diskriminatif					✓	
The book provides various learning methods Materi mengandung berbagai metode belajar					✓	
The material provides exercise in various learning contexts materi mengandung latihan dalam berbagai konteks pembelajaran					✓	
The material provides clear instructions Materi mengandung intruksi-intruksi yang jelas					✓	
The book provides learning objectives Materi mengandung tujuan-tujuan pembelajaran					✓	
The material promotes engagement through practical activities Materi mengandung aktivitas praktikal yang dapat melibatkan siswa					✓	
The exercise learning is challenging but understandable to attract students' interest Materi mengandung latihan yang menantang namun tetap dimengerti untuk menarik minat					✓	



siswa						
The material assists the teachers to implement the curriculum Materi membantu guru untuk mengimplementasikan kurikulum					✓	
The material integrates theory with correlative practices Materi mengintegrasikan teori dengan praktik yang sesuai					✓	
The material provides assessment activities Materi mengandung kegiatan penilaian					✓	
The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context Materi mengandung berbagai macam dari penalaran dalam berbagai konteks					✓	
The material analyzes the relatedness of each concept Materi menganalisis keterkaitan masing-masing konsep					✓	
The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes Materi memberikan hubungan antara informasi dan bukti yang nyata untuk menarik kesimpulan berdasarkan analisis yang mencerminkan pengalaman dan proses pembelajaran					✓	
The material solves different types of problems and analyzes them from different points of view to find a good solution Materi mampu memecahkan berbagai macam masalah dan menganalisis masalah-masalah tersebut berdasarkan dari sudut pandang yang berbeda untuk menemukan solusi yang tepat.					✓	
The material analyzes and evaluates original ideas to improve creative efforts in					✓	

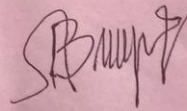


generating beneficial ideas					
Materi dapat menganalisis dan mengevaluasi ide-ide orisinal untuk meningkatkan kreativitas dalam menghasilkan ide-ide yang bermanfaat					
The material works effectively to develop and communicate new ideas Materi dapat mengembangkan dan mengkomunikasikan ide-ide baru secara efektif				✓	
The material respects and combines different perspectives Materi menghargai dan menggabungkan perspektif yang berbeda				✓	
The material helps the students promote new ideas Materi membantu siswa dalam menghasilkan ide-ide baru				✓	
The material promotes useful contributions to real-life based on students' innovations Materi memberikan kontribusi yang bermanfaat bagi kehidupan nyata berdasarkan inovasi siswa				✓	
The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams Materi memberikan kesempatan bagi siswa untuk menampilkan kapasitas mereka untuk berkolaborasi dengan tim yang berbeda				✓	
The material exercises compromising to achieve a common goal Materi membantu siswa melatih komunikasi dan kolaborasi mereka untuk mencapai tujuan bersama				✓	
The material shares responsibilities and appreciates each contribution to collaborative work Materi memberikan tanggung jawab dan				✓	



menghargai setiap kontribusi dalam kerja kolaboratif						
The material provides opportunity for students to express ideas verbally and non-verbally in good ways Materi memberikan kesempatan bagi siswa untuk mengekspresikan ide secara verbal dan non-verbal dengan cara yang baik					✓	
The material comprehends meaning, including knowledge, values, attitudes, and intentions Materi memahami makna, termasuk pengetahuan, nilai, sikap, dan niat					✓	
The material communicates effectively based on contextual purposes Materi mampu berkomunikasi secara efektif berdasarkan tujuan kontekstual					✓	
The material promotes effective communication in a diverse society Materi mempromosikan komunikasi yang efektif dalam masyarakat yang beragam					✓	

Singaraja, 1 April 2023
User



Gede Boyka Putra Dewantara



Appendix 47 Tabulation of User Judgement

No	Statements	User	Comment/sug gestion
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	5	

	combines different perspectives		
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 48 Teacher's Interview Guide (After Implementation)

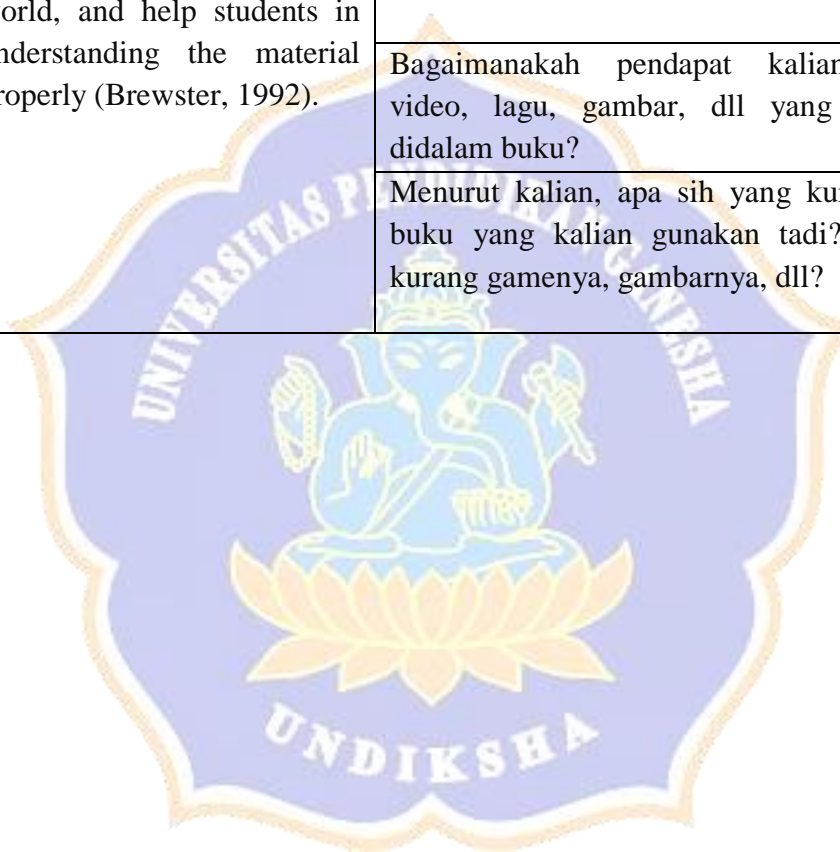
No.	Dasar Teori	Pertanyaan
5	<p>Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).</p>	<p>Menurut bapak, bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa Inggris ini? Menarik, terlalu ribet/kompleks, dll?</p> <p>Bagaimanakah menurut bapak terkait tampilan atau desain dari buku tersebut? Terlalu berwarna, pas, atau bagaimana?</p> <p>Bagaimanakah pendapat bapak mengenai lagu, video, dan games yang digunakan didalam buku tersebut?</p> <p>Bagaimanakah pendapat bapak terkait aktivitas pembelajaran kelompok yang ada didalam buku tersebut? Apakah menarik, efektif, dan membuat siswa antusias?</p>
6	<p>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).</p>	<p>Bagaimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam buku yang telah dikembangkan dan apakah sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?</p> <p>Bagaimana saran/harapan Bapak mengenai buku telah dikembangkan kedepannya?</p>

Appendix 49 Teacher's Interview Transcription (After Implementation)

R :	Menurut bapak, bagaimana sistem serta aktivitas pembelajaran selama menggunakan buku bahasa inggris ini? Menarik, terlalu ribet/kompleks, dll?
T:	Setelah saya amati, pembelajaran yang diterapkan sangat menarik. Itu terlihat dari antusias dan keseruan siswa dalam mengikuti proses pembelajaran. Mereka tertarik mengikuti pembelajaran yang dilaksanakan oleh adik. Ini merupakan sebuah inovasi model pebelajaran dan sangat cocok untuk diterapkan sehingga siswa tertarik dalam mengikuti pembelajaran.
R :	Bagimanakah menurut bapak terkait tampilan atau desain dari buku tersebut? Terlalu berwarna, pas, atau bagaimana?
T:	Dilihat dari desain, warna, gambar, tulisannya itu semua sangat menarik bagi anak-anak usia kelas 6 sehingga dari membaca sampul saja mereka tertarik untuk membaca dan membuka serta mempelajari didalamnya.
R :	Bagimanakah pendapat bapak mengenai lagu, video, dan games yang digunakan didalam buku tersebut?
T:	Menurut saya game, lagu, dan video yang ditawarkan sangat bagus, menarik, seru. Dan pembelajarannya juga nyambung dari awal sampai akhir.
R :	Bagimanakan pendapat bapak terkait aktivitas pembelajaran kelompok yang ada didalam buku tersebut? Apakah menarik, efektif, dan membuat siswa antusias?
T:	Terkategorikan bagus yang membuat siswa menjadi lebih berkomunikasi dengan teman dan gurunya.
R :	Bagimanakah pendapat bapak terkait aktivitas 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam buku yang telah dikembangkan dan apakah sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C??
T:	Setelah saya baca bukunya, materi yang terdapat didalam buku ini sudah sesuai dengan keterampilan 4C siswa dan mampu meningkatkan keterampilan 4C siswa.
R:	Bagaimana saran/harapan Bapak mengenai buku telah dikembangkan kedepannya?
T:	Kekurangannya yaitu dari segi desain yang dipenuhi oleh sistem bergambar maka otomatis memerlukan biaya yang cukup besar untuk mencetaknya dan untuk segi pembuatannya juga memerlukan biaya yang serupa. Namun, biaya-biaya yang besar ini akan dibayar dengan ketertarikan siswa dengan buku ini dalam mengikuti pembelajaran. Intinya, meskipun biaya bukunya memerlukan biaya yang besar namun siswa akan tertarik mengikuti proses pembelajaran dan dapat meningkatkan keterampilan berbahasa dan 4C siswa.

Appendix 50 Students' Interview Guide (After Implementation)

No	Dasar Teori	Pertanyaan
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>Bagaimanakah pendapat kalian tentang buku pelengkap yang digunakan selama proses pembelajaran? Apakah menarik atau membosankan?</p> <p>Bagaimanakah pendapat kalian tentang desain bukunya?</p> <p>Bagaimanakah pendapat kalian tentang video, lagu, gambar, dll yang terdapat didalam buku?</p> <p>Menurut kalian, apa sih yang kurang dari buku yang kalian gunakan tadi? Apakah kurang gamenya, gambarnya, dll?</p>



Appendix 51 Students' Interviews Transcription (After Implementation)

R	Menurut kalian, buku yang kita tadi gunakan itu menarik nggak? Atau membosankan?
S1	Bukunya sangat menarik dan tidak bosan. Ada banyak warna, gambar, dan soal-soal yang membuat pembelajarannya seru.
S2	Bukunya sangat menarik, tidak membosankan, dan menarik juga karena menggunakan hp dalam membaca bukunya.
S3	Menarik, tidak membosankan.
R	Kalian suka nggak sama desain bukunya? Warna, gambar, dll.
S1	Sangat suka
S2	Sangat suka
S3	Sangat suka
R	Kalian sukanya aktivitas apa aja di dalam buku tersebut?
S1	Membaca didepan, bermain game, dan mencatat.
S2	Main game dan jawab soal
S3	Praktik didepan/role-play
R	Apakah kalian suka dengan game, lagu, video, dan gambar didalam buku tersebut? Lagu dan video yang digunakan itu terlalu lama atau tidak? Bosan nggak kalian nontonnya?
S1	Suka
S2	Suka
S3	Suka
R	Menurut kalian bukunya mudah difahami nggak?
S1	Bukunya mudah difahami
S2	Sangat mudah
S3	Mudah dan gampang diingat
R	Kalian antusias/semangat gak tadi dengan aktivitas kelompok/berpasangannya?
S1	Antusias karena ada gamenya. Bukunya sangat menarik karena ada warna dan gambar-gambar.
S2	Semangat
S3	Semangat
R	Menurut kalian, apa sih yang kurang dari buku yang kalian gunakan tadi? Apakah kurang gamenya, gambarnya, dll?
S1	Gambarnya kurang banyak.
S2	Kurang banyak lagi aktivitasnya
S3	Gamenya kurang
R	Seneng gak kalian belajar bhs inggris pake buku ini?

S1	Sangat senang.
S2	Sangat senang
S3	Sangat senang
R	Menurut kalian, lebih gampang pake buku ini atau buku yang kalian biasa gunakan?
S1	Lebih gampang belajar pakai buku ini.
S2	Lebih gampang belajar pakai buku ini.
S3	Lebih gampang belajar pakai buku ini.



Appendix 52 The Developed English Supplementary Materials



TABLE OF CONTENTS

ACKNOWLEDGEMENT

Lesson 4 <i>At The Shop</i>	1
Learning Objectives	2
Activity 1	3
Activity 2	4
Activity 3	5
Activity 4	6
Activity 5	8
Activity 6	9
Lesson 5 <i>Going Green</i>	10
Learning Objectives	11
Activity 1.....	12
Activity 2.....	13
Activity 3.....	14
Activity 4.....	18
Activity 5.....	19
Lesson 6 <i>Technology Around Us</i>	23
Learning Objectives.....	24
Activity 1.....	25
Activity 2	27
Activity 3.....	29
Activity 4.....	35

PICTURE SOURCE

ELEMENT SOURCE

ANSWER KEY



AT THE SHOP



Lesson 4

Activity 2



Examine the picture

1. Please examine this picture.
2. Take a note about the fruits and the price.
3. After examining the picture, answer the questions on the next page.



Read the procedure and the rules of the game!

Procedure

- All students sit in the circle.
- 8 students randomly called by the teacher. (students will be offered first who wants to be chosen to be the giver of clues).
- Game started; the first clue giver gives a clue of the fruit he/she gets. He/she will read the clues twice.
- After the clues given, other students who know the answer directly raise their hand then answer the clue.
- Continued to the next fruits.

Rules

- Students must raise their hand first to answer the clue. If they do not, they will not give the opportunity to answer.
- If many students raise their hands, then the teacher chooses the earliest.
- If one student gives an incorrect answer, then the opportunity to answer will be given to the other student.
- The winners (3) are students who answer the most questions.

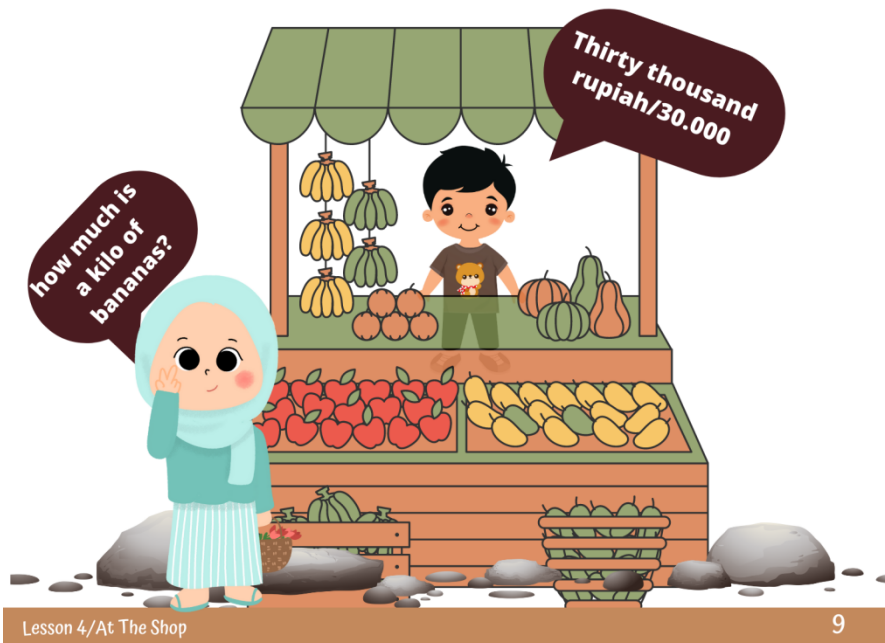
Activity 6



Role-Play Project

After you read and practice the conversation, then work with your chairmate to write the conversation about buying some fruits at the shop.

1. The conversation consists at least 4 lines.
2. Choose with your friend who will be a buyer and a seller.
3. Use the fruits and the price on the page 3.
4. After you write the conversation, practice it in the front of the class.
5. You can see the example of conversation on activity 5.



RIWAYAT HIDUP



Hendra Efendi lahir di Yehsumbul pada tanggal 23 Juli 2001. Penulis lahir dari pasangan Bapak Sahrin dan Ibu Sa'amah. Penulis berkebangsaan Indonesia dan beragama Islam. Saat ini penulis beralamat di Desa Yehsumbul, Kecamatan Mendoyo, Kabupaten Jembrana, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di MIN 1 Jembrana pada Tahun 2013. Kemudian melanjutkan di MTs N 2 Jembrana dan lulus pada tahun 2016. Pada tahun 2019, penulis lulus dari MAN 2 Jembrana jurusan IPA (Ilmu Pengetahuan Alam) dan melanjutkan ke jenjang Strata 1 (S1) Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester genap tahun 2023, penulis telah menyelesaikan Skripsi yang berjudul "*Developing English Supplementary Materials Integrated to 4C Skills by Using Canva for the Sixth Grade Students at SDN 3 Kaliuntu*".

