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 : 2427/UN48.7.1/DT/2022　　　　　　　　　8 September 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMK Negeri 2 Seririt

　　di Kecamatan Seririt, Kabupaten Buleleng.

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

Nama	: Ngurah Rama Aditya Putra
NIM	: 1912021060
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 Penelitan

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 : 80/UN48.7.1/DT/2023   12 Januari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 2 Seririt
    di Singaraja

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

Nama	: Ngurah Rama Aditya Putra
NIM	: 1912021060
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: THE DEVELOPMENT OF ENGLISH LANGUAGE SUPPLEMENTARY MATERIAL BASED ON 4C SKILL USING CANVA FOR TENTH GRADE VOCATIONAL STUDENT

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

a.n. Dekan,
Wakil Dekan I,

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

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

Appendix 3. Surat Balasan Sekolah

SURAT IJIN KEPALA SEKOLAH
Nomor : B.31.421.5 /3086/SMKN2SERIRIT/DIKPORA

Yang bertanda tangan di bawah ini Kepala SMK Negeri 2 Seririt :

Nama	:	**I Putu Suarbawa, S.Pd**
NIP	:	197402042000121002
Pangkat Golongan	:	Pembina Tk. I / IVb
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMK Negeri 2 Seririt

Dengan ini memberikan ijin kepada mahasiswa :

Nama	:	Ngurah Rama Aditya Putra
NIM	:	1912021060
Jurusan	:	Bahasa Asing
Prodi	:	Pendidikan Bahasa Inggris

Dalam rangka mengumpulkan data untuk menyelesaikan Skripsi/Tugas Akhir di SMK Negeri 2 Seririt

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

Ditetapkan di Bali
Pada Tanggal : 10 April 2023
Kepala SMKN 2 Seririt

I Putu Suarbawa, S.Pd
NIP. 197402042000121002

Appendix 4. Construct Validation

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)	The material is relevant to the students' needs					
			The material is challenging for the students' level					
			The material is original; not violate copyright					
			The material adjusts school learning time					
B	**Scope**	Scope refers to the learning materials' depth and breadth (BOTA, 2005).	The material gives an opportunity to facilitate students' varying abilities and backgrounds					
			The material contains clear explanations, examples, and illustrations					
			The material provides learning experiences to suit current and future needs					
C	**Structure and Design**	Learning materials must be well-structured and well-organized to make students easier in exploring the materials (BOTA, 2005)	The language used is easy for students to understand the materials					
			The book contains interesting visual designs					
			The material provides motivating					

			learning activities and strategies					
			The material uses suitable language for the students' level					
			The material contains non-discriminatory words, examples, illustrations, and pictures					
D	**Flexible Delivery**	Learning materials must incorporate that learners (as well as trainers and assessors, as appropriate) have varied requirements, interests, and entry levels (BOTA, 2005).	The book provides various learning methods					
			The material provides exercise in various learning contexts					
			The material provides clear instructions					
			The book provides learning objectives					
E	**Content**	Content is the material for learning which includes the elaboration of the curriculum (BOTA, 2005).	The material promotes engagement through practical activities					
			The exercise learning is challenging but understandable to attract students' interest					
			The material assists the teachers to implement the curriculum					
			The material integrates theory with correlative practices					

			The material provides assessment activities					
The Essential 21st Century Skills								
A	**Critical Thinking**	Critical thinking is looking at problems in a different way and linking learning to disciplines (Chiruguru, 2020).	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context					
			The material analyzes the relatedness of each concept					
			The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes					
			The material solves different types of problems and analyzes them from different points of view to find a good solution					
B	**Creativity**	Creativity is the way to create innovation and invention by trying new approaches (Chiruguru, 2020).	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas					

			The material works effectively to develop and communicate new ideas						
			The material respects and combines different perspectives						
			The material helps the students promote new ideas						
			The material promotes useful contributions to real-life based on students' innovations						
C	**Collaboration**	Collaboration is emphasizing cooperation in terms of overcoming problems to achieve a goal through discussion (Chiruguru, 2020).	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams						
			The material exercises compromising to achieve a common goal						
			The material shares responsibilities and appreciates each contribution to collaborative work						
D	**Communication**	Communication entails the exchange of concepts, issues,	The material provides opportunity for students to express ideas						

		and solutions (Chiruguru, 2020)	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					

Appendix 5. Content Validity of Expert and User Judgment Rubric (Before Revision)

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
Principles for Developing Materials				
A.	be relevant to the students' needs	√		
	be challenging for the students' level	√		
	be original; not violate copyright		√	Add references and credit acknowledgements in the last pages. Referencing use APA styles.
	adjust school learning time		√	The given activities and contents should consider the teaching durations.
B.	identify the relevant learning outcomes		√	
	facilitate students' varying abilities and backgrounds		√	Use contrast background that make the content readable and clear.
	contain clear explanations, examples, and illustrations	√		
	provide learning experiences to suit current and future needs	√		
C.	be easy for students to understand the materials		√	Check the grammar of the instructions, reading text, questions, so students can easy to understand the language.
	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 methods	√		

No.	Statements	Judgment		
		Relevant	Irrelevant	Description
D.	provide exercise in various learning contexts	√		
	provide clear instructions		√	Make sure the instructions clear for teachers and students.
	provide standard competencies requirements	√		
E.	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.	Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate context	√		
	Analyze the relatedness of each concept	√		
	effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	solve different types of problems and analyze them from different points of view to find a good solution	√		
B.	Analyze and evaluate original ideas to improve creative efforts in generating beneficial ideas	√		
	Work effectively to develop and communicate new ideas	√		
	Respect and combine different perspectives	√		
	Promote new ideas	√		
	Promote useful contributions to real-life based on students' innovations	√		

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

Singaraja, 6 Oktober 2022
Expert 1

G. A. P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001
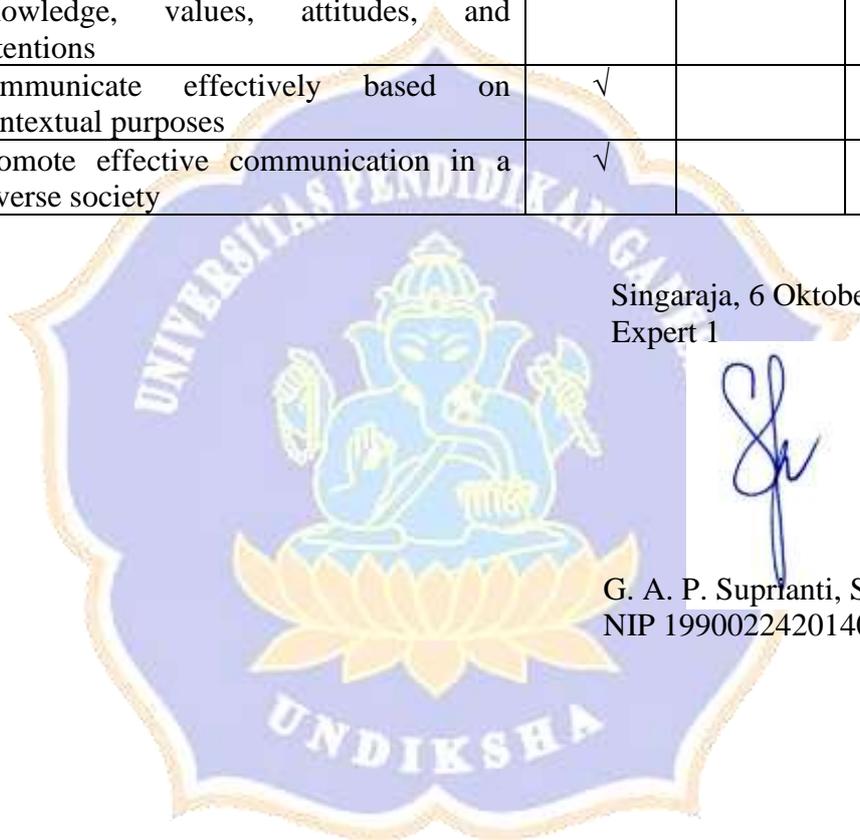
Appendix 6. Content Validity of Expert and User Judgement (After Revision)

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

No.	Statements	Judgment		
		Relevant	**Irrelevant**	**Description**
	The book provides learning objectives	√		
E.	The material promotes engagement through practical activities	√		
	The exercise learning is challenging but understandable to attract students' interest	√		
	The material assists the teachers to implement the curriculum	√		
	The material integrates theory with correlative practices	√		
	The material provides assessment activities	√		
The Essential 21st Century Skills				
A.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	√		
	The material analyzes the relatedness of each concept	√		
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	√		
	The material solves different types of problems and analyzes them from different points of view to find a good solution	√		
B.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas	√		
	The material works effectively to develop and communicate new ideas	√		
	The material respects and combines different perspectives	√		
	The material helps the students promote new ideas	√		

No.	Statements	Judgment		
		Relevant	**Irrelevant**	**Description**
	The material promotes useful contributions to real-life based on students' innovations	√		
C.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams	√		
	The material exercises compromising to achieve a common goal	√		
	The material shares responsibilities and appreciates each contribution to collaborative work	√		
D.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	√		
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	√		
	The material communicates effectively based on contextual purposes	√		
	The material promotes effective communication in a diverse society	√		

Singaraja, 18 Oktober 2022
Expert 1

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

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 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	√		

No.	Statements	Judgment		
		Relevant	**Irrelevant**	**Description**
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 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	√		

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

Singaraja, 28 April 2023
Expert 2

Luh Gd Rahayu Budiarta, S.Pd., M.P.
NIP 199309192018032001

Appendix 7. Tabulation of Content Validity Judgement

No.	Statements	Judgement		Relevance Category
		Validator		
		Validator 1	**Validator 2**	
Principles for Developing Materials				
C.	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
D.	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
E.	The language used is easy for students to understand the materials	Relevant	Relevant	D
	The book contains interesting visual designs	Relevant	Relevant	D
	The material provides motivating learning activities and strategies	Relevant	Relevant	D
	The material uses suitable language for the students' level	Relevant	Relevant	D
	The material contains non-discriminatory words, examples, illustrations, and pictures	Relevant	Relevant	D
F.	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
G.	The material promotes engagement through practical activities	Relevant	Relevant	D
	The exercise learning is challenging but understandable to attract students' interest	Relevant	Relevant	D

No.	Statements	Judgement		Relevance Category
		Validator		
		Validator 1	**Validator 2**	
	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				
C.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	Relevant	Relevant	D
	The material analyzes the relatedness of each concept	Relevant	Relevant	D
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes	Relevant	Relevant	D
	The material solves different types of problems and analyzes them from different points of view to find a good solution	Relevant	Relevant	D
D.	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
E.	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

No.	Statements	Judgement		Relevance Category
		Validator		
		Validator 1	Validator 2	
F.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	Relevant	Relevant	D
	The material comprehends meaning, including knowledge, values, attitudes, and intentions	Relevant	Relevant	D
	The material communicates effectively based on contextual purposes	Relevant	Relevant	D
	The material promotes effective communication in a diverse society	Relevant	Relevant	D

Appendix 8. 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 9. Observation Sheet (After)

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 10. Interview Guide for Teacher (Need Analysis)

No.	Dasar Teori	Pertanyaan
1	Before the Covid-19 pandemic, face-to-face and online learning were regularly practiced all around the world. After this pandemic, certain strategies may be put into place to build learner's knowledge, abilities, and values, so they are able to develop, design, create, think, collaborate, and lead to address current real-world issues (Manadhar & Luitel, 2020).	Bagaimana sistem serta aktivitas pembelajaran yang Bapak/Ibu terapkan sebelum/sesudah pandemi?
2	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapıdere, 2021).	Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?
3	Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018).	Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas?
4	Learning materials can enrich the learners' experience and knowledge by providing 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 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 11. Transcript of Teacher's Interview (Need analysis)

Teacher interview

Researcher : "Good afternoon sir, introduce my name is Ngurah Rama Aditya Putra, I am from Ganesha University of Education, English language education study program, so here I want to interview you regarding the learning material that you have provided and what is the process of applying your learning material, okay for questions that First, what are the learning systems and activities that you implemented before and after the pandemic?"

Teacher : "Yes, for pre-pandemic activities, for the learning activity before the pandemic, the learning activity was just like usual face-to-face learning, fortunately at that time we (teachers) had implemented learning in LMS, at that time I used schoology, so the teachers here mostly used schoology, so the the learning material and quiz could not be implemented in the classroom so we brought the material and quiz into Schoology LMS, after the pandemic (LMS) was increasingly used, after the pandemic striked, it (LMS) was increasingly used, in the first year of the pandemic, we still used Schoology, then there problem was on the students side which they had some difficulties during the used of it so we change the LMS to google classroom"

Researcher : "For the second question, what are the English teaching materials that have been used in class?"

Teacher : "The first teaching material was from a textbook that already had the BSE, then, If the content of the textbook is not appreciated to use, then I created my own, I created a worksheet, I found an article, and I also found material in YouTube that had appropriate content. , so I share the material directly in the classroom, it is projected the material using a projector, if it could not be implemented in the classroom I would share the material with google classroom so that the learning process could be hybrid."

Researcher : "For the third question, what are your expectations for learning English in class?"

Teacher : "I would expect that the English learning itself could be loved by students so that it made the students easy to learn, there is the impression that English is it is difficult for students because this is not their everyday language, English is foreign language, therefore in the future English learning should be fun, more interactive, and could help the students to enhance their written and oral language skills"

Researcher : "What are your expectations regarding the English materials used?"

Teacher : "Supplementary material that could fit the explained topic and could enrich their learning in the part of vocabulary and language skills"

Researcher : "Is supplementary English material needed for learning English?"

Teacher : "Yes, supplementary material is really needed because the content in the main textbook always lacks content that is appropriate for the DKV class"

Researcher : "Have you used supplementary English material during teaching?

Teacher : "Yes, so far I have used learning material. I took some sources in order to complete the textbook content that was available."

Researcher : "What are the reasons behind you to use additional learning materials?"

Teacher : "The first reason is as complementary, the second to enrich the content, therefore if there are any lacks and in general, I search for the complementary,"

Researcher : "Which the content in textbook still general?"

Teacher : "Yes, in the textbook, I looked for extras outside, so the material is richer"

Researcher : "For the next question, if it is provided by the developer what do you think?"

Teacher : "Yes, Of course I really accepted it (supplementary material), I accept gracefully whatever it is, that will be great to enrich the materials that already exist."

Researcher : "For the next question, if there is supplementary English learning material that integrates 4C skills or critical thinking, creativity, communication and collaboration, what do you think?"

Teacher : "Yes the notion is great, that will help me to become more creative and gain additional knowledge about how to create English learning material integrated with 4C skills."

Researcher : "For this last, are the learning activities contained in the supplementary material, in this case the textbooks and materials that you have made, have been able to develop 4C skills?"

Teacher : "Yes, For the textbook, from what I observed is still could not improve students' 4C skills yet because there is still a bunch of material need to be added and need to be improvised and that's what I made, I made supplementary material myself, which I felt was capable of fulfilling 4C skills but if you need improvement or so on, I can still accept input or opinions, so for the learning material that I created and provided to directly enhance the 4C skill in general, if you say the presentation is around 80 percent."

Researcher : "Yes, that was my interview, thank you sir, good afternoon

Teacher : "Good afternoon."

Appendix 12. 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 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 (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 13. Transcription of Students' Interview (Need Analysis)

Transcript interview for students
First students interview

Researcher	: Good morning, Let me introduce myself, Ngurah Rama Aditya Putra from Ganesha University of Education, taking an English language education study program, so here I want to ask regarding the learning process so far. For the first question, what do you think about the textbooks used in class?
Student	: Well, we got the main textbook but in the English learning process, we often got learning materials through google classroom
Researcher	: For the second question, what are the learning activities carried out in learning English in class?
Student	: Usually we did listening, reading, and writing, sometimes there were a number of questions that needed to be filled.
Researcher	: For the third question, what learning activities do you like in learning English?
Student	: What I like most is listening and writing.
Researcher	: Why?
Student	: Because listening is clear, because there are examples from the native speaker directly
Researcher	: For the next question, have you ever used textbooks or supplementary material while learning English?
Student	: For textbooks, we are more often given sheets like material questions like that.
Researcher	: Accessed through google classroom?
Student	: Yes, sometimes the teacher give the materials directly in the class.
Researcher	: For the last question, has your teacher ever provided supplementary material sheets in learning English?
Student	: Yes, we were provided additional materials through google classroom, YouTube, and google form.
Researcher	: That all, thank you.

Second students interview

Researcher	: Good morning, Let me introduce myself, Ngurah Rama Aditya Putra from Ganesha University of Education, taking an English language education study program, so here I want to ask regarding the learning process so far. For the first question, what do you think about the textbooks used in class?"
Student	: So we got learning books (textbooks) but we rarely used them and used Google Classroom instead.
Researcher	: For the second question, what are the learning activities carried out in learning English in class?
Student	: There are listening, writing, and reading.
Researcher	: For the third question, what learning activities do you like in learning English?
Student	: The learning activity that I like the most is listening because it is clearer and more direct.

Researcher	: For the next question, have you ever used textbooks or supplementary material while learning English?
Student	: The learning material provided such as learning sheet, worksheet, and digital material.
Researcher	: For the last question, has your teacher ever provided supplementary material sheets in learning English?
Student	: yes, sometimes using google form or direct YouTube.
Researcher	: That all, thank you.

Third students interview

Researcher	: Good morning, Let me introduce myself, Ngurah Rama Aditya Putra from Ganesha University of Education, taking an English language education study program, so here I want to ask regarding the learning process so far. For the first question, what do you think about the textbooks used in class?
Student	: We usually did not use textbooks in the classroom, instead our teacher often provided us with other learning materials. Moreover, the main textbooks were infrequently used but we got the book.
Researcher	: For the second question, what are the learning activities carried out in learning English in class?
Student	: Listening, speaking and so on.
Researcher	: For the third question, what learning activities do you like in learning English?
Student	: I think it's listening, because it's delivered by the person directly and if it's in the form of (written) material I don't really understand the content
Researcher	: For the next question, have you ever used textbooks or supplementary material while learning English?
Student	: Yes, I often get books or materials in the form of sheets from our teacher
Researcher	: Through google classroom?
Student	: Yes
Researcher	: In printed version?
Student	: Yes
Researcher	: For the last question, has your teacher ever provided supplementary material sheets in learning English
Student	: We have,
Researcher	: How do you feel about using it?
Student	: It was a bit difficult to use the material given, the material provided only the important points
Researcher	: That all, thank you

Fourth students interview

Researcher	: Good morning, Let me introduce myself, Ngurah Rama Aditya Putra from Ganesha University of Education, taking an English language education study program, so here I want to ask regarding the learning process so far. For the first question, what do you think about the textbooks used in class?
Student	: In my opinion the textbook is less effective, this is because the textbook is rarely used in the learning process, we use google classroom instead.

Researcher : For the second question, what are the learning activities carried out in learning English in class?

Student   : There are listening, reading, dan speaking

Researcher : For the third question, what learning activities do you like in learning English?

Student   : I like all four activities, from listening to reading

Researcher : Why?

Student   : Because it's more complete, if one by one (separately) something is not clear

Researcher : For the next question, have you ever used textbooks or supplementary material while learning English?

Student   : Yes, we use additional learning (materials) that are channeled through YouTube or Google Classroom.

Researcher : For the last question, has your teacher ever provided supplementary material sheets in learning English?

Student   : Yes, the teacher has

Researcher : In printed form?

Student   : Yes in printed form and in digital form.

Researcher : Thank you
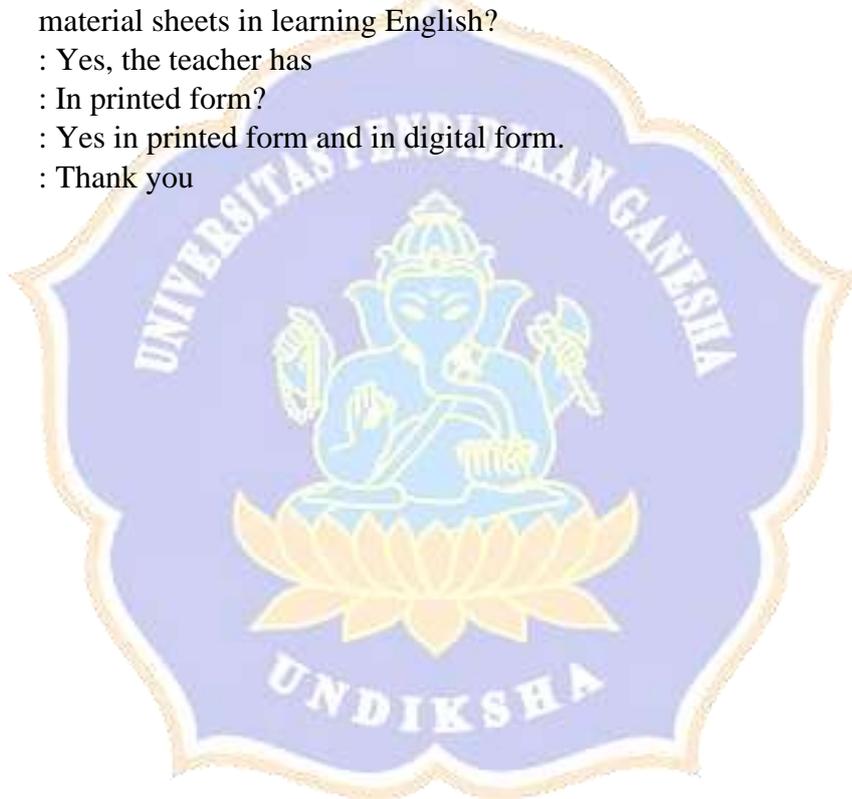
Appendix 14. Syllabus of Tenth-grade English Language of SMK N 2 Seririt

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Website :www.smkn2seririt.sch.id, E-Mail: smknegeriduaseririt@yahoo.co.id

CAPAIAN PEMBELAJARAN

Mata Pelajaran   : Bahasa Inggris
Bidang Keahlian   : TIK, Bisma, Perhotelan dan Jasa Pariwisata
Program Keahlian   : DKV, TKJ, Akuntansi, Perhotelan
Fase / Kelas   : E / X
Tahun Pelajaran   : 2022 - 2023

A. Rasional Mata Pelajaran Bahasa Inggris

Bahasa Inggris adalah salah satu bahasa yang dominan digunakan secara global dalam aspek pendidikan, bisnis, perdagangan, ilmu pengetahuan, hukum, pariwisata, hubungan internasional, kesehatan, dan teknologi. Mempelajari bahasa Inggris memberikan peserta didik kesempatan untuk berkomunikasi dengan warga dunia dari latar belakang budaya yang berbeda. Dengan menguasai Bahasa Inggris, maka peserta didik akan memiliki kesempatan yang lebih besar untuk berinteraksi dengan menggunakan berbagai teks. Dari interaksi tersebut, mereka memperoleh pengetahuan, mempelajari berbagai keterampilan, dan perilaku manusia yang dibutuhkan untuk dapat hidup dalam budaya dunia yang beraneka ragam.

Pembelajaran bahasa Inggris umum pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) dalam kurikulum nasional memberikan kesempatan bagi peserta didik untuk membuka wawasan yang berkaitan dengan diri sendiri, hubungan sosial, kebudayaan, dan kesempatan kerja yang tersedia secara global. Mempelajari bahasa Inggris memberikan peserta didik kemampuan untuk mendapatkan akses ke dunia luar dan memahami cara berpikir yang berbeda. Pemahaman mereka terhadap pengetahuan sosial budaya dan interkultural ini dapat meningkatkan kemampuan berpikir kritis. Dengan memahami budaya lain dan interaksinya dengan budaya Indonesia, mereka mengembangkan pemahaman yang mendalam tentang budaya Indonesia, memperkuat identitas dirinya, dan dapat menghargai perbedaan.

Pembelajaran bahasa Inggris difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terpadu, dalam berbagai jenis teks. Capaian Pembelajaran minimal keenam keterampilan bahasa Inggris ini mengacu pada Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) dan setara level B1. Level B1 (CEFR) mencerminkan spesifikasi yang dapat dilihat dari kemampuan peserta didik untuk:

- mempertahankan interaksi dan menyampaikan sesuatu yang diinginkan, dalam berbagai konteks dengan artikulasi jelas;
- mengungkapkan pokok pikiran utama yang ingin disampaikan secara komprehensif; dan
- mempertahankan komunikasi walaupun terkadang masih terdapat jeda.

Pembelajaran bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) diharapkan dapat membantu peserta didik berhasil mencapai kemampuan berkomunikasi dalam Bahasa Inggris sebagai bagian dari life skills. Pendekatan yang digunakan dalam pembelajaran bahasa Inggris umum adalah pendekatan berbasis teks (genre-based approach), yakni pembelajaran difokuskan pada teks, dalam berbagai moda, baik lisan, tulisan, visual, audio, maupun multimodal. Hal ini sesuai dengan pernyataan yang dikatakan oleh Halliday dan Mathiesen (2014: 3) bahwa "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret." Ada empat tahapan dalam pendekatan berbasis teks, dan keempat tahapan ini dilakukan dalam pembahasan mengenai topik yang sama.

1. Building Knowledge of the Field (BKOF): Guru membangun pengetahuan atau latar belakang pengetahuan peserta didik terhadap topik yang akan ditulis atau dibicarakan. Pada tahapan ini, guru juga membangun konteks budaya dari teks yang diajarkan.
2. Modelling of the Text (MOT): Guru memberikan model/contoh teks sebagai acuan bagi peserta didik dalam menghasilkan karya, baik secara lisan maupun tulisan.
3. Joint Construction of the Text (JCOT): Guru membimbing peserta didik dan bersama-sama memproduksi teks.
4. Independent Construction of the Text (ICOT): peserta didik memproduksi teks lisan dan tulisan secara mandiri (Emilia, 2011).

Komunikasi akan terjadi pada tingkat teks, bukan hanya sekadar kalimat. Artinya, makna tidak hanya disampaikan oleh kata-kata, melainkan harus didukung oleh konteks. Setiap teks memiliki tujuan, seperti mendeskripsikan, menjelaskan, bercerita, dsb. (Agustien, 2020). Pembelajaran bahasa Inggris umum di dalam kurikulum nasional membantu peserta didik untuk menyiapkan diri menjadi pembelajar sepanjang hayat, yang memiliki Profil Pelajar Pancasila seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebhinekaan global. Profil ini dapat dikembangkan dalam pembelajaran bahasa Inggris umum, karena pembelajarannya yang bersifat dinamis dan fluid, yaitu memberikan kesempatan bagi peserta didik untuk terlibat dalam pemilihan teks atau jenis aktivitas belajarnya. Pembelajaran bahasa Inggris memiliki peluang untuk mencapai Profil Pelajar Pancasila melalui materi teks tertulis, visual, teks oral, maupun aktivitas-aktivitas yang dikembangkan dalam proses belajar mengajar.

Mata pelajaran Bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) dapat diselenggarakan sebagai mata pelajaran pilihan bagi satuan pendidikan yang memiliki kesiapan sumber daya. Satuan pendidikan yang belum siap memberikan mata pelajaran Bahasa Inggris sebagai mata pelajaran pilihan dapat mengintegrasikan muatan Bahasa Inggris ke dalam mata pelajaran lain dan/atau ekstrakurikuler dengan melibatkan masyarakat, komite sekolah, relawan mahasiswa, dan/atau bimbingan orang tua.

B. Tujuan Mata Pelajaran Bahasa Inggris

Mata pelajaran bahasa Inggris bertujuan untuk memastikan peserta didik dapat melakukan hal-hal sebagai berikut.
1. Mengembangkan kompetensi komunikatif dalam bahasa Inggris dengan berbagai teks multimodal (lisan, tulisan, visual, dan audiovisual).
2. Mengembangkan kompetensi interkultural untuk memahami dan menghargai perspektif, praktik, dan produk budaya Indonesia dan budaya asing.
3. Mengembangkan kepercayaan diri untuk berekspresi sebagai individu yang mandiri dan bertanggung jawab.
4. Mengembangkan keterampilan bernalar kritis dan kreatif.

C. Karakteristik Mata Pelajaran Bahasa Inggris

1. Jenis teks yang diajarkan dalam bahasa Inggris umum beragam, misalnya narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, teks khusus (pesan singkat, iklan), dan teks otentik. Beragam teks ini disajikan bukan hanya dalam bentuk teks tulisan saja, tetapi juga teks lisan (monolog atau dialog), teks visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual dan audio), baik otentik maupun teks yang dibuat untuk tujuan pengajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kertas maupun layar. Hal ini diupayakan untuk memfasilitasi peserta didik agar terampil menggunakan teknologi (literasi teknologi), sehingga dapat meningkatkan kemampuan mereka dalam menavigasi informasi digital.

2. Guru dapat menentukan jenis teks yang ingin diajarkan sesuai dengan kondisi di kelas. Pembelajaran dapat dimulai dari jenis teks yang memuat topik yang sudah dikenal oleh peserta didik untuk membantu mereka memahami isi teks yang dibacanya dan kemudian mampu menghasilkan teks jenis tersebut dalam bentuk lisan dan tulisan. Selanjutnya, guru dapat memperkenalkan peserta didik dengan jenis teks yang baru diketahui oleh peserta didik. Guru dapat membantu mereka membangun pemahaman terhadap jenis teks baru tersebut, sehingga peserta didik mampu menghasilkan karya dalam jenis teks tersebut, baik lisan maupun tulisan. Pemilihan jenis teks juga dapat disesuaikan dengan kondisi yang sering dialami oleh peserta didik baik di dalam konteks sekolah, maupun konteks di rumah agar peserta didik memiliki kesempatan untuk mempelajari dan mempraktikkan teks tersebut dalam kehidupan nyata.

3. Proses belajar berfokus pada peserta didik (learner-centred) (Tyler, 1949, 1990), yakni bahwa proses belajar harus difokuskan pada upaya mengubah perilaku peserta didik (yang asalnya dari tidak mampu menjadi mampu), dalam menggunakan bahasa Inggris pada enam keterampilan berbahasa dalam berbagai jenis teks.

4. Pembelajaran bahasa Inggris umum difokuskan pada kemampuan berbahasa peserta didik sesuai dengan tahapan perkembangan kemampuan berbahasa. Pembelajaran bahasa Inggris umum mencakup elemen keterampilan reseptif (menyimak, membaca, dan memirsa), serta keterampilan produktif (berbicara, menulis, dan mempresentasikan).

Berikut elemen-elemen mata pelajaran serta deskripsinya

Elemen	Deskripsi
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

Pada pembelajaran bahasa Inggris umum di Fase E dan F (SMA/MA/Program Paket C), pembelajaran bahasa Inggris berfokus pada penguatan berbahasa lisan dan tulisan dengan target CEFR B1.

D. Capaian Pembelajaran Mata Pelajaran Bahasa Inggris pada Fase E (Umumnya Kelas 10 SMA)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa / pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

Elemen Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Seririt, 4 Juli 2022

Mengetahui,
Kepala SMKN 2 Seririt

Guru Bahasa Inggris

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PEMERINTAH PROVINSI BALI
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ALUR TUJUAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Bidang Keahlian	: TIK, Bisnis Manajemen, Pariwisata dan Jasa Perhotelan
Program Keahlian	: DKV, TKJ, Akuntansi, Perhotelan
Fase / Kelas	: E / X
Nama Penyusun	: I Ketut Agus Bratasena, S.Pd.
Tahun Pelajaran	: 2022 – 2023

Elemen	Tujuan Pembelajaran	Materi Pokok	Jumlah JP
SEMESTER GANJIL			
Menyimak - Berbicara	1. Siswa mampu mengenali ungkapan-ungkapan perkenalan diri 2. Siswa mampu menggunakan ungkapan-ungkapan perkenalan diri	- Greetings - Article a, an, the - Preposition (in, at, on, etc) - Pronoun, Noun phrase - To be - Hobi and profesi - Simple present tense - Waktu - Ungkapan-ungkapan perkenalan diri dan responnya	26 JP (Tatap muka= 16 JP, Sumatif=4 JP, Penugasan=10 JP)
Membaca - memirsa	3. Siswa mampu menemukan informasi dalam teks deskripsi sederhana tentang perkenalan diri	- Teks deskripsi perkenalan diri	14 JP (Tatap muka=4 JP, Sumatif=2 JP, Penugasan=8 JP)
Menulis - mempresentasikan	4. Siswa mampu membuat teks tulis sederhana tentang pemaparan jati diri	- Kalimat topik dan kalimat pendukung	16 JP (Tatap muka=6 JP, Sumatif=2 JP, Penugasan=8 JP)
SEMESTER GENAP			
Membaca - Memirsa	5. Siswa mampu menemukan informasi dalam teks deskripsi	- Teks deskripsi	16 JP (Tatap muka=6 JP, Sumatif=2 JP, Penugasan=8 JP)
Menulis - Mempresentasikan	6. Siswa mampu mendeskripsikan sesuatu (seperti tempat wisata, objeck benda, seseorang) secara lisan dan atau tertulis	- Teks deskripsi - Kalimat Topik dan kalimat pendukung - Simple present tense - Preposition, adjective, noun phrase	20 JP (Tatap muka=6 JP, Sumatif=2 JP, Penugasan=12 JP)
Menyimak - Berbicara	7. Siswa mampu mengenali ungkapan-ungkapan berpendapat dan responnya 8. Siswa mampu menggunakan ungkapan-ungkapan berpendapat dalam sebuah percakapan sederhana	- Asking for and giving opinion - Agreeing and disagreeing	16 JP (Tatap muka=8 JP, Sumatif=4 JP, Penugasan=4 JP)

Seririt, 4 Juli 2022

Mengetahui,
Kepala SMKN 2 Seririt

Gede Suarbawa, S.Pd.
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Guru Mata Pelajaran Bahasa Inggris

I Ketut Agus Bratasena, S.Pd.
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Appendix 15. Matrix Syllabus Analysis (Before)

Topics	Analysis	
	Needed to be developed	**Did not need to be developed**
Descriptive text	√	
Recount text	√	

Appendix 16. Matrix Syllabus Analysis (After)

Topics	Analysis	
	Needed to be developed	**Did not need to be developed**
Descriptive text	√	
Recount text	√	

Appendix 17. Blueprint of English Supplementary material

Topic	Sub Topic	Language Skills	4C Skills	Activity
Descriptive text	1. Objectives: Describe a place, object, or person in detail 2. Definition 3. Language feature 4. Structure	Listening	Critical thinking	Title : Listen to the audio and pick given illustrations to portray the descriptive text The students need to listen to the audio then pick one of appropriate illustration from some illustration to describe the object, place, person. If possible students can share their answers to other. Teaching procedure : 1. The teacher shares the worksheet to the students and instructs them to access the given audio. 2. The teacher asks the students to listen carefully. 3. Teacher instructs them to choose a particular illustration to be picked to portray, object, place, person based on the audio given. 4. The teacher asks students to share their

				answers with the other students.
		Grammar	Critical thinking	Title : Fill in the blank in the given conversations The students need to Fill in the blank that able in the given conversations. If possible students can share their answers to other. Teaching procedure : 1. The teacher share the worksheet to the students. 2. The teacher asks the students to Fill in the blank that able in the given conversations 3. The teacher asks students to share their answers with the other students.
		Reading Writing	Critical thinking Creativity	Title : Evaluate the personal description with the advertisement by answering the questions The students need to evaluate the personal description with the advertisement by answering the questions. If possible

				students can share their answers to other.
				Teaching procedure : 1. The teacher shares the worksheet to the students. 2. The teacher asks the students to evaluate the personal description with the advertisement by answering the questions 3. The teacher asks students to share their answers with the other students.
		Reading Writing	Critical thinking Creativity Collaboration	Title : Create the simple identification of the illustrations Students need to team up with the pervious activity group that consist of 2-3 students then try to construct simple identification of the illustrations using prompt (the prompt consists of table of guidance) Teaching procedure : 1. The teacher shares the worksheet to the students 2. The teacher asks the students to create the

				simple identification of the illustrations using provided prompts
		Writing	Creativity Collaboration	Title : Create your own identification part

Students need to team up with 3-4 students then choose one from three illustrated topic that can be objects (it can be laptop, digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic store), or person (it can be photographer, animator, illustrator, digital designer) then the students construct identification part that describe the chosen illustration.

Teaching procedure :
1. The teacher shares the worksheet to the students
2. The teacher instructs the students to create team that consists of 3-4 students
3. The teacher asks the students to choose one of the illustrations of objects (it can be laptop, |

				digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic store), or person (it can be photographer, animator, illustrator, digital designer).
		Writing	Creativity	Title : Write your own part of descriptions The students need to continue to finish their identification part to create a descriptive text. Teaching procedure : 1. The teacher shares the worksheet to the students 2. The teacher asks the students to continue the process of writing a descriptive text using the given prompt 3. If possible the teacher can ask the students to show their works in front of the class.
		Writing	Communication	Title : Share what you have learned using KWL Chart

				The students need to fill the provided KWL Chart Teaching procedure : 1. The teacher shares the worksheet to the students. 2. The teacher asks the students to describe what they have learned using the given table as guidance.
Recount Text	2. Objectives: Retell a personal experience or an event that happened in the past 3. Definition 4. Language feature 5. Structure	Listening	Critical thinking	Title : Listen to the audio and choose true and false statements based on the audio The students need to listen to the audio then answer the true and false questions (the provided questions are based on HOTS). If possible students can share their answers Teaching procedure : 1. The teacher shares the worksheet to the students and instructs them to access the given audio. 2. The teacher asks students to listen carefully to the audio. 3. Then the teacher

				instructs the students to choose true and false statements based on the audio.
		Grammar	Critical thinking	Title : Correct the sentence by filling in the missing word Students need to read the whole paragraph and fill the blank using list of words. Teaching procedure : 1. The teacher shares the worksheet to the students. 2. The teachers instruct the students to fill the blank based on the context 3. If possible the teacher asks the students to share their works.
		Reading Writing	Critical thinking Creativity	Title : What if ? Students need to answer what if questions using prompts given (there are several "if questions" and illustrations to help the students to answer the questions). If possible students can share their work to other

				Teaching procedure : 1. The teacher shares the worksheet to the students 2. The teacher asks students to answer what if questions using prompt given (there is several if questions and illustration to help the students to answer appropriately) 3. If possible the teacher asks the students to present their work to other students
		Writing	Creativity Critical thinking Collaboration	Title : What came after an event? Students divided themselves to work collaboratively in a group that consisted of 2-3 members to fill the blank of paragraph that already have "after event", so the students try to create beforehand event. Teaching procedure : 1. he teacher share the worksheet to the students

				2. The teacher instructs the students to create team that consists of 2-3 students 3. The teacher asks the students to fill a blank space on the what was/were happened template before using the provided guidance (The prompt consists of the examples to answer the questions) and the template that consists of a series of after events where the students need to fill the before events or the trigger events.
		Writing	Creativity	Title : Create your own orientation Students need to write sentences related to the orientation part, they need to answer who, what, when, where questions using provided writing prompt (there is a table consists of two columns of questions and answer and with each row or question column consists

				of who, what, when, and where questions) Teaching procedure : 1. The teacher share the worksheet to the students 2. The teacher instructs the students to write sentences related to orientation that answer who, what, when, where questions using provided prompt 3. If possible the teacher asks the students to present their work to other students
		Writing	Creativity	Title : Write your own series of events Students need to continue to write a series of event part based on orientation that have been made previously. Students were recommended to use provided prompt (There are table to write their series of events part that consist of three series) Teaching procedure : 1. The teacher share the worksheet to the students

				2. The teacher asks the students to complete the writing prompt that help them to write series of events part of their recount text using given prompts
		Writing	Creativity Communication	Title : Let's share your work together! Students need to share their work from activity 4 and 6 compose them into a complete recount text and share the result in Canva. Student can add picture, illustration, other element to make their slide interesting. Then teacher instruct the students to react each other work using provided prompts (it consist of how to upload the work, edit the slide, how to react, comment to give feedback. Teaching procedure : 1. The teacher shares the worksheet to the students and instructs them to access the given Canva link. 2. The teacher needs to make sure that the

				students are allowed to access the link.
				3. The teacher instruct the students to read the provided instructions or prompt how share their activity 4 and 6
				4. Then instruct other students to give reaction or feedback

Topic	Sub Topic	Language Skills	4C Skills	Activity
Descriptive text	5. Objectives: Describe a place, object, or person in detail 6. Definition 7. Language feature 8. Structure	Listening	Critical thinking	Title : Listen to the audio and pick given illustrations to portray the descriptive text The students need to listen to the audio then pick one of appropriate illustration from some illustration to describe the object, place, person. If possible students can share their answers to other. Teaching procedure : 5. The teacher shares the worksheet to the students and instructs them to access the given audio. 6. The teacher asks the students to listen carefully. 7. Teacher instructs them to choose a particular illustration to be picked to portray, object, place, person based on the audio given. 8. The teacher asks students to share their answers with the other students.

		Grammar	Critical thinking	Title : Fill in the blank in the given conversations
				The students need to Fill in the blank that able in the given conversations. If possible students can share their answers to other.
				Teaching procedure : 4. The teacher share the worksheet to the students. 5. The teacher asks the students to Fill in the blank that able in the given conversations 6. The teacher asks students to share their answers with the other students.

		Reading Writing	Critical thinking Creativity	Title : Evaluate the personal description with the advertisement by answering the questions
				The students need to evaluate the personal description with the advertisement by answering the questions. If possible students can share their answers to other.
				Teaching procedure : 4. The teacher shares the worksheet to the students. 5. The teacher asks the students to evaluate the personal description with the advertisement by answering the questions 6. The teacher asks students to share their answers with the other students.

| | | Reading Writing | Critical thinking Creativity Collaboration | Title : Create the simple identification of the illustrations

Students need to team up with the pervious activity group that consist of 2-3 students then try to construct simple identification of the illustrations using prompt (the prompt consists of table of guidance)

Teaching procedure :
3. The teacher shares the worksheet to the students
4. The teacher asks the students to create the simple identification of the illustrations using provided prompts |
|---|---|---|---|---|

		Writing	Creativity Collaboration	Title : Create your own identification part
				Students need to team up with 3-4 students then choose one from three illustrated topic that can be objects (it can be laptop, digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic store), or person (it can be photographer, animator, illustrator, digital designer) then the students construct identification part that describe the chosen illustration.
				Teaching procedure : 4. The teacher shares the worksheet to the students 5. The teacher instructs the students to create team that consists of 3-4 students 6. The teacher asks the students to choose one of the illustrations of objects (it can be laptop, digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic

				store), or person (it can be photographer, animator, illustrator, digital designer).
		Writing	Creativity	Title : Write your own part of descriptions The students need to continue to finish their identification part to create a descriptive text. Teaching procedure : 4. The teacher shares the worksheet to the students 5. The teacher asks the students to continue the process of writing a descriptive text using the given prompt 6. If possible the teacher can ask the students to show their works in front of the class.

		Writing	Communication	Title : Share what you have learned using KWL Chart The students need to fill the provided KWL Chart Teaching procedure : 3. The teacher shares the worksheet to the students. 4. The teacher asks the students to describe what they have learned using the given table as guidance.

| Recount Text | 6. Objectives: Retell a personal experience or an event that happened in the past
7. Definition
8. Language feature
9. Structure | Listening | Critical thinking | Title : Listen to the audio and choose true and false statements based on the audio

The students need to listen to the audio then answer the true and false questions (the provided questions are based on HOTS). If possible students can share their answers

Teaching procedure :
4. The teacher shares the worksheet to the students and instructs them to access the given audio.
5. The teacher asks students to listen carefully to the audio.
6. Then the teacher instructs the students to choose true and false statements based on the audio. |

		Grammar	Critical thinking	Title : Correct the sentence by filling in the missing word
				Students need to read the whole paragraph and fill the blank using list of words.
				Teaching procedure : 4. The teacher shares the worksheet to the students. 5. The teachers instruct the students to fill the blank based on the context 6. If possible the teacher asks the students to share their works.

		Reading Writing	Critical thinking Creativity	Title : What if ?
				Students need to answer what if questions using prompts given (there are several "if questions" and illustrations to help the students to answer the questions). If possible students can share their work to other
				Teaching procedure :
				4. The teacher shares the worksheet to the students
				5. The teacher asks students to answer what if questions using prompt given (there is several if questions and illustration to help the students to answer appropriately)
				6. If possible the teacher asks the students to present their work to other students

		Writing	Creativity Critical thinking Collaboration	Title : What came after an event? Students divided themselves to work collaboratively in a group that consisted of 2-3 members to fill the blank of paragraph that already have "after event", so the students try to create beforehand event. Teaching procedure : 4. he teacher share the worksheet to the students 5. The teacher instructs the students to create team that consists of 2-3 students 6. The teacher asks the students to fill a blank space on the what was/were happened template before using the provided guidance (The prompt consists of the examples to answer the questions) and the template that consists of a series of after events where the students need to fill the before events

				or the trigger events.
		Writing	Creativity	Title : Create your own orientation Students need to write sentences related to the orientation part, they need to answer who, what, when, where questions using provided writing prompt (there is a table consists of two columns of questions and answer and with each row or question column consists of who, what, when, and where questions) Teaching procedure : 4. The teacher share the worksheet to the students 5. The teacher instructs the students to write sentences related to orientation that answer who, what, when, where questions using provided prompt 6. If possible the teacher asks the students to present their work to other students

		Writing	Creativity	Title : Write your own series of events
				Students need to continue to write a series of event part based on orientation that have been made previously. Students were recommended to use provided prompt (There are table to write their series of events part that consist of three series) Teaching procedure : 3. The teacher share the worksheet to the students 4. The teacher asks the students to complete the writing prompt that help them to write series of events part of their recount text using given prompts

		Writing	Creativity Communication	Title : Let's share your work together!
				Students need to share their work from activity 4 and 6 compose them into a complete recount text and share the result in Canva. Student can add picture, illustration, other element to make their slide interesting. Then teacher instruct the students to react each other work using provided prompts (it consist of how to upload the work, edit the slide, how to react, comment to give feedback.
				Teaching procedure :
				5. The teacher shares the worksheet to the students and instructs them to access the given Canva link.
				6. The teacher needs to make sure that the students are allowed to access the link.
				7. The teacher instruct the students to read the provided instructions or prompt how share their

				activity 4 and 6
				8. Then instruct other students to give reaction or feedback

Topic	Sub Topic	Language Skills	4C Skills	Activity
Descriptive text	9. Objectives: Describe a place, object, or person in detail 10. Definition 11. Language feature 12. Structure	Listening	Critical thinking	Title : Listen to the audio and pick given illustrations to portray the descriptive text The students need to listen to the audio then pick one of appropriate illustration from some illustration to describe the object, place, person. If possible students can share their answers to other. Teaching procedure : 9. The teacher shares the worksheet to the students and instructs them to access the given audio. 10. The teacher asks the students to listen carefully. 11. Teacher instructs them to choose a particular illustration to be picked to portray, object, place, person based on the audio given. 12. The teacher asks students to share their answers with the other students.

		Grammar	Critical thinking	Title : Fill in the blank in the given conversations The students need to Fill in the blank that able in the given conversations. If possible students can share their answers to other. Teaching procedure : 7. The teacher share the worksheet to the students. 8. The teacher asks the students to Fill in the blank that able in the given conversations 9. The teacher asks students to share their answers with the other students.

| | | Reading Writing | Critical thinking Creativity | Title : Evaluate the personal description with the advertisement by answering the questions

The students need to evaluate the personal description with the advertisement by answering the questions. If possible students can share their answers to other.

Teaching procedure :
7. The teacher shares the worksheet to the students.
8. The teacher asks the students to evaluate the personal description with the advertisement by answering the questions
9. The teacher asks students to share their answers with the other students. |
|---|---|---|---|---|

		Reading Writing	Critical thinking Creativity Collaboration	Title : Create the simple identification of the illustrations
				Students need to team up with the pervious activity group that consist of 2-3 students then try to construct simple identification of the illustrations using prompt (the prompt consists of table of guidance)
				Teaching procedure :
				5. The teacher shares the worksheet to the students
				6. The teacher asks the students to create the simple identification of the illustrations using provided prompts

		Writing	Creativity Collaboration	Title : Create your own identification part Students need to team up with 3-4 students then choose one from three illustrated topic that can be objects (it can be laptop, digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic store), or person (it can be photographer, animator, illustrator, digital designer) then the students construct identification part that describe the chosen illustration. Teaching procedure : 7. The teacher shares the worksheet to the students 8. The teacher instructs the students to create team that consists of 3-4 students 9. The teacher asks the students to choose one of the illustrations of objects (it can be laptop, digital camera, printer, drawing tablet) or place (it can be studio, workplace, electronic

				store), or person (it can be photographer, animator, illustrator, digital designer).
		Writing	Creativity	Title : Write your own part of descriptions The students need to continue to finish their identification part to create a descriptive text. Teaching procedure : 7. The teacher shares the worksheet to the students 8. The teacher asks the students to continue the process of writing a descriptive text using the given prompt 9. If possible the teacher can ask the students to show their works in front of the class.

		Writing	Communication	Title : Share what you have learned using KWL Chart The students need to fill the provided KWL Chart Teaching procedure : 5. The teacher shares the worksheet to the students. 6. The teacher asks the students to describe what they have learned using the given table as guidance.

| Recount Text | 10. Objectives: Retell a personal experience or an event that happened in the past
11. Definition
12. Language feature
13. Structure | Listening | Critical thinking | Title : Listen to the audio and choose true and false statements based on the audio

The students need to listen to the audio then answer the true and false questions (the provided questions are based on HOTS). If possible students can share their answers

Teaching procedure :
7. The teacher shares the worksheet to the students and instructs them to access the given audio.
8. The teacher asks students to listen carefully to the audio.
9. Then the teacher instructs the students to choose true and false statements based on the audio. |

		Grammar	Critical thinking	Title : Correct the sentence by filling in the missing word Students need to read the whole paragraph and fill the blank using list of words. Teaching procedure : 7. The teacher shares the worksheet to the students. 8. The teachers instruct the students to fill the blank based on the context 9. If possible the teacher asks the students to share their works.

| | | Reading
Writing | Critical
thinking
Creativity | Title : What if ?

Students need to answer what if questions using prompts given (there are several "if questions" and illustrations to help the students to answer the questions). If possible students can share their work to other

Teaching procedure :
   7. The teacher shares the worksheet to the students
   8. The teacher asks students to answer what if questions using prompt given (there is several if questions and illustration to help the students to answer appropriately)
   9. If possible the teacher asks the students to present their work to other students |

		Writing	Creativity Critical thinking Collaboration	Title : What came after an event? Students divided themselves to work collaboratively in a group that consisted of 2-3 members to fill the blank of paragraph that already have "after event", so the students try to create beforehand event. Teaching procedure : 7. he teacher share the worksheet to the students 8. The teacher instructs the students to create team that consists of 2-3 students 9. The teacher asks the students to fill a blank space on the what was/were happened template before using the provided guidance (The prompt consists of the examples to answer the questions) and the template that consists of a series of after events where the students need to fill the before events

				or the trigger events.
		Writing	Creativity	Title : Create your own orientation
				Students need to write sentences related to the orientation part, they need to answer who, what, when, where questions using provided writing prompt (there is a table consists of two columns of questions and answer and with each row or question column consists of who, what, when, and where questions)
				Teaching procedure : 7. The teacher share the worksheet to the students 8. The teacher instructs the students to write sentences related to orientation that answer who, what, when, where questions using provided prompt 9. If possible the teacher asks the students to present their work to other students

		Writing	Creativity	Title : Write your own series of events
				Students need to continue to write a series of event part based on orientation that have been made previously. Students were recommended to use provided prompt (There are table to write their series of events part that consist of three series)
				Teaching procedure :
				5. The teacher share the worksheet to the students
				6. The teacher asks the students to complete the writing prompt that help them to write series of events part of their recount text using given prompts

		Writing	Creativity Communication	Title : Let's share your work together! Students need to share their work from activity 4 and 6 compose them into a complete recount text and share the result in Canva. Student can add picture, illustration, other element to make their slide interesting. Then teacher instruct the students to react each other work using provided prompts (it consist of how to upload the work, edit the slide, how to react, comment to give feedback. Teaching procedure : 9. The teacher shares the worksheet to the students and instructs them to access the given Canva link. 10. The teacher needs to make sure that the students are allowed to access the link. 11. The teacher instruct the students to read the provided instructions or prompt how share their

				activity 4 and 6
				12. Then instruct other students to give reaction or feedback

Appendix 18. Resources Sheet

The Material Resources

Chapter	Adapt/Adopt	Content	Author/Year	Link Sources
1,2	Adapt	Learning Material	Widiati, Rohmah, and Furaidah/2017	Widiati, U., Rohmah, Z., & Furaidah, F. (2017). Bahasa Inggris / Kementrian Pendidikan dan Kebudayaan (3rd ed., pp. 50-68, 108-119). Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

The Graphic Sources

Source	Author	Contents
Canva.com	Sketchify, Kester from Sketchify Education, Engin Akyurt from Pexels, Tookapic from Pexels, Quang Nguyen Vinh from Pexels, Luis Quintero from Pexels, StockSnap from pixabay, gourav ahir from Pexels, Matveev from Pexels, Luca Sammarco from Pexels, Bongkarn thanyakij from Pexels, Anthony Shkraba from Pexels, Deybson Mallony from Pexels, Anil Sharma from Pexels, SHAHBAZ ZAMAN from Pexels, Kiarra from Sketchify Philippines, Tris from Sketchify Education, Sketchify Indonesia,Sketchify Education, Wichian Wichitsak from Pixels, Darrel Und from Pexels, cottonbro from Pexels, Mikhail Nilov from Pexels, fauxels from Pexels, Pexels–2286921 from pixabay, studioroman, Sketchify Korea, Bon from Gambar Ratna Fitry, JESHOOTS.com from Pexels.	Template, Stickers, Pictures, Illustration, and elements.

Appendix 19. Result of Expert Judgment (Expert 1)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
A.	The material is relevant to the students' needs					√	.
	The material is challenging for the students' level					√	
	The material is original; not violate copyright				√		• Add references and credit acknowledgements in the last pages. Referencing use APA styles.
	The material adjusts school learning time					√	• The given activities and contents should consider the teaching durations.
B.	The material gives an opportunity to facilitate students' varying abilities and backgrounds				√		
	The material contains clear explanations, examples, and illustrations				√		• Use contrast background that make the content readable and clear.
	The material provides learning experiences to suit current and future needs					√	
C.	The language used is easy for students to understand the materials				√		• Check the grammar of the instructions, reading text, questions, so students can easy to understand the language.

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	The book contains interesting visual designs					√	
	The material provides motivating learning activities and strategies					√	
	The material uses suitable language for the students' level					√	
	The material contains non-discriminatory words, examples, illustrations, and pictures					√	
D.	The book provides various learning methods					√	
	The material provides exercise in various learning contexts				√		
	The material provides clear instructions					√	• Make sure the instructions clear for teachers and students.
	The book provides learning objectives					√	
E.	The material promotes engagement through practical activities					√	
	The exercise learning is challenging but understandable to attract students' interest					√	
	The material assists the teachers to implement the curriculum					√	
	The material integrates theory with correlative practices				√		
	The material provides assessment activities					√	
The Essential 21st Century Skills							
A.	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context				√		

190

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	The material analyzes the relatedness of each concept				√		
	The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes					√	
	The material solves different types of problems and analyzes them from different points of view to find a good solution					√	
B.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas					√	
	The material works effectively to develop and communicate new ideas					√	
	The material respects and combines different perspectives					√	
	The material helps the students promote new ideas					√	
	The material promotes useful contributions to real-life based on students' innovations					√	
C.	The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams					√	
	The material exercises compromising to achieve a common goal					√	
	The material shares responsibilities and appreciates each contribution to collaborative work					√	
D.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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, 26 April 2023
Expert 1
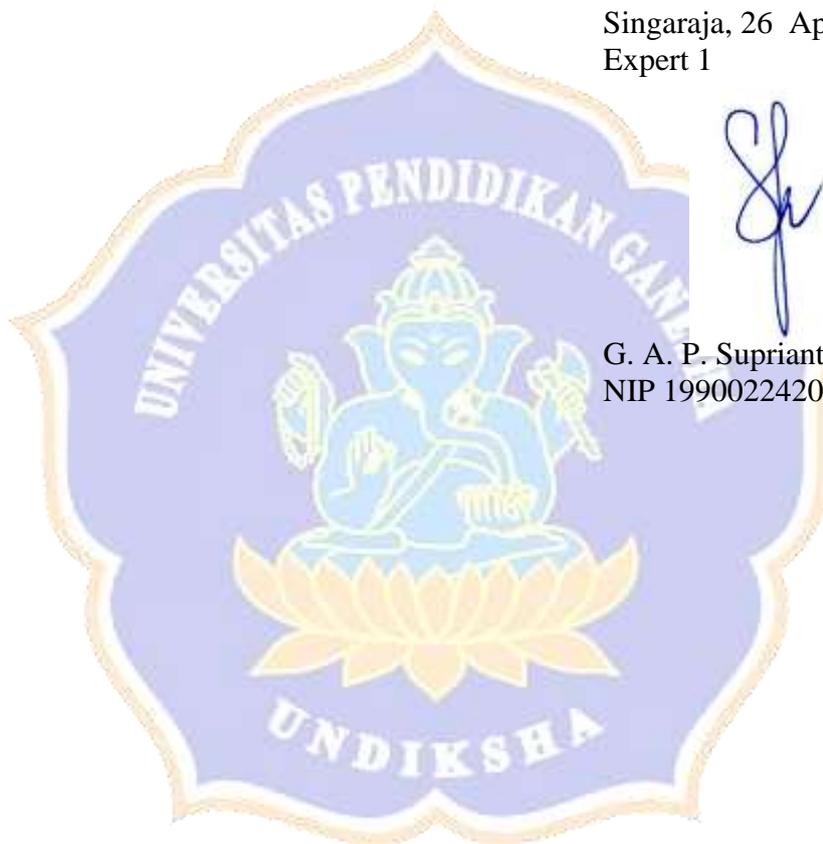
G. A. P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001

Appendix 20. The Result of Expert Judgment (Expert 2)

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
F.	The material is relevant to the students' needs					√	
	The material is challenging for the students' level				√		• Every activities which promote critical thinking need adjust the difficulty, so the activity can be challenging for the students.
	The material is original; not violate copyright				√		• Add references and credit acknowledgements in the last pages. Referencing use APA styles.
	The material adjusts school learning time					√	
G.	The material gives an opportunity to facilitate students' varying abilities and backgrounds					√	
	The material contains clear explanations, examples, and illustrations				√		
	The material provides learning experiences to suit current and future needs					√	

							Notes
H.	The language used is easy for students to understand the materials				√		• Check the grammar of the instructions, reading text, questions, so students can easy to understand the language.
	The book contains interesting visual designs					√	
	The material provides motivating learning activities and strategies					√	
	The material uses suitable language for the students' level				√		
	The material contains non-discriminatory words, examples, illustrations, and pictures					√	
I.	The book provides various learning methods					√	
	The material provides exercise in various learning contexts				√		• The accessibility in listening activities need to be make sure so the teachers and students can easily use them.
	The material provides clear instructions				√		

							• Make sure the instructions clear for teachers and students.
	The book provides learning objectives					√	
J.	The material promotes engagement through practical activities					√	
	The exercise learning is challenging but understandable to attract students' interest					√	• Make sure the transitions for each activity smoothly arrange, avoid to make an unnecessary activity that can make students confuse.
	The material assists the teachers to implement the curriculum					√	
	The material integrates theory with correlative practices				√		
	The material provides assessment activities				√		• Make sure to provide key answers or possible answers.

The Essential 21st Century Skills							
E.	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					√	
F.	The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas					√	
	The material works effectively to develop and communicate new ideas					√	
	The material respects and combines different perspectives					√	
	The material helps the students promote new ideas					√	
	The material promotes useful contributions to real-life based on students' innovations					√	
G.	The material provides opportunity for students to show their capacity to				√		

		collaborate respectfully and productively with different teams					√	• The number of members in a collaborative activity needs to be made sure so every student can show their best and participate well.
		The material exercises compromising to achieve a common goal					√	
		The material shares responsibilities and appreciates each contribution to collaborative work					√	
	H.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways					√	
		The material comprehends meaning, including knowledge, values, attitudes, and intentions					√	
		The material communicates effectively based on contextual purposes					√	
		The material promotes effective communication in a diverse society					√	

Singaraja, April 2023
Expert 2

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP 199309192018032001

Appendix 21. Tabulation of Expert Judgment (Expert 1 and Expert 2)

No	Statements	Expert 1	Expert 2	Comments
1.	The material is relevant to the students' needs	5	5	
2.	The material is challenging for the students' level	5	4	
3.	The material is original; not violate copyright	4	4	Expert 1: Add references and credit acknowledgements in the last pages. Referencing use APA styles.
4.	The material adjusts school learning time	5	5	
5.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	4	5	
6.	The material contains clear explanations, examples, and illustrations	4	4	
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	4	Expert 2: Check the grammar of the instructions, reading text, questions, so students can easy to understand the language.
9.	The book contains interesting visual designs	5	5	
10	The material provides motivating learning activities and strategies	5	5	
11	The material uses suitable language for the students' level	5	4	
12	The material contains non-discriminatory words, examples, illustrations, and pictures	5	5	

13	The book provides various learning methods	5	5	
14	The material provides exercise in various learning contexts	4	4	Expert 2: The accessibility in listening activities need to be make sure so the teachers and students can easily use them.
15	The material provides clear instructions	5	4	Expert 1: Make sure the instructions clear for teachers and students.
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	4	
19	The material assists the teachers to implement the curriculum	5	5	
20	The material integrates theory with correlative practices	4	4	
21	The material provides assessment activities	5	4	
22	The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context	4	5	
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	5	5	
25	The material solves different types of problems and	5	5	

	analyzes them from different points of view to find a good solution			
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	4	Expert 2: The number of members in a collaborative activity needs to be made sure so every student can show their best and participate well.
32	The material exercises compromising to achieve a common goal	5	5	
33	The material shares responsibilities and appreciates each contribution to collaborative work	5	5	
34	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	5	5	
35	The material comprehends meaning, including knowledge, values, attitudes, and intentions	4	5	
36	The material communicates effectively based on contextual purposes	5	5	

37	The material promotes effective communication in a diverse society	5	5	

Appendix 22. The Result of User Judgment

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles for Developing Materials							
K.	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				√		
L.	The material gives an opportunity to facilitate students' varying abilities and backgrounds				√		
	The material contains clear explanations, examples, and illustrations			√			• The material need to contain clear provide explanation for each activities. Avoid using difficult explanations and unmatched illustrations
	The material provides learning experiences to suit current and future needs					√	

						√	
M.	The language used is easy for students to understand the materials					√	
	The book contains interesting visual designs				√		• The visual design is interesting but the fonts, shapes, and other visual elements need to have a consistency.
	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					√	
N.	The book provides various learning methods				√		
	The material provides exercise in various learning contexts					√	
	The material provides clear instructions				√		• Make sure that the instruction

							easy to be understand by the students.
	The book provides learning objectives					√	
O.	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							
I.	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					√	
J.	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				√		
K.	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				√		

					√		
L.	The material provides opportunity for students to express ideas verbally and non-verbally in good ways				√		
	The material comprehends meaning, including knowledge, values, attitudes, and intentions				√		
	The material communicates effectively based on contextual purposes				√		
	The material promotes effective communication in a diverse society				√		

Singaraja,   5   April 2023
User,

I Ketut Agus Bratasena, S.Pd.
NIP. 198008162015031001

Appendix 23. Tabulation of User Judgement

No	Statements	User	Comments
1.	The material is relevant to the students' needs	5	
2.	The material is challenging for the students' level	5	
3.	The material is original; not violate copyright	5	
4.	The material adjusts school learning time	4	
5.	The material gives an opportunity to facilitate students' varying abilities and backgrounds	4	
6.	The material contains clear explanations, examples, and illustrations	3	The material need to contain clear provide explanation for each activities. Avoid using difficult explanations and unmatched illustrations
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	4	The visual design is interesting but the fonts, shapes, and other visual elements need to have a consistency.
10	The material provides motivating learning activities and strategies	5	
11	The material uses suitable language for the students' level	4	
12	The material contains non-discriminatory words, examples, illustrations, and pictures	5	

13	The book provides various learning methods	4	
14	The material provides exercise in various learning contexts	5	Make sure that the instruction easy to be understand by the students.
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	4	
21	The material provides assessment activities	4	
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	5	

	improve creative efforts in generating beneficial ideas		
27	The material works effectively to develop and communicate new ideas	5	
28	The material respects and combines different perspectives	5	
29	The material helps the students promote new ideas	4	
30	The material promotes useful contributions to real-life based on students' innovations	4	
31	The material provides opportunity for students to show their capacity to collaborate respectfully and 5productively with different teams	4	
32	The material exercises compromising to achieve a common goal	4	
33	The material shares responsibilities and appreciates each contribution to collaborative work	4	
34	The material provides opportunity for students to express ideas verbally and non-verbally in good ways	4	
35	The material comprehends meaning, including knowledge, values, attitudes, and intentions	4	
36	The material communicates effectively based on contextual purposes	4	
37	The material promotes effective communication in a diverse society	4	

Appendix 24. Teacher's Interview Guide (After Implementation)

No.	Dasar Teori	Pertanyaan
1.	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Bagaimana pendapat Bapak/Ibu terhadap materi tambahan yang telah digunakan?
		Bagaimana harapan Bapak/Ibu mengenai materi tambahan Bahasa Inggris yang telah digunakan?
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).	Apakah materi tambahan tersebut sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?

Appendix 25. Teacher's Interview transcription (After Implementation)

Researcher : What was your opinion about the developed English supplementary material that has been implemented?

Teacher : After I have read, analyzed, and evaluated it, the design looked interesting, there are many pictures and illustrations within but, there were three points that needed to be considered, namely illustrations should be matched with the topic delivered, the font size needed to have consistency from the heading to the subheading, text, and other fonts used, and the composition of each element should also have consistency. Then from the content, the arrangement of the materials given was good, it started from the easier activity to the harder activity so the arrangement of content could help students to build the language used in a learning activity. However, there were things that need to be considered, some of the activities needed to adjust to the student's level of difficulty, especially in the activity of filling in blanks the instructions needed to be clear, and the content needed to focus on one aspect of language skills. Additionally, the grammatical of the learning materials, instructions, questions, and other related materials needed to be corrected. When there was a reading section, the activity should be started with a pre-reading activity to introduce the text. To help students visualize the reading text, moreover, the books should also contain the appropriate representative picture that matched the text. Overall, the supplementary material was good to be used for the tenth-grade DKV department students.

Researcher : What is your future expectation about the developed supplementary material that has been implemented?

Teacher : For the future expectation, after the finalization of the supplementary material. The supplementary material could be accessed by all the English teachers and students who needed it and could be distributed to every school, especially at Buleleng Regency. Moreover, the supplementary material could have other versions such as the AR versions and others.

Researcher : Did you think the developed supplementary material that had been implemented was able to enhance the 4C skills?

Teacher : For the aspect of collaboration, the supplementary material had been able to enrich teamwork. There were parts of the product that had been able to stimulate students to think critically. For the aspect of creativity, the product had been able to enhance creativity through the writing activity. Lastly, the communication aspect was also good but needed to consider another way to enhance the communication skills such as a monolog presentation. Overall, the product has promoted all the 4C skills.

Appendix 26 Students' Interviews Guide (After Implementation)

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 materi tambahan Bahasa Inggris telah digunakan dalam pembelajaran Bahasa Inggris? – Apakah tampilannya menarik? – Apakah mudah dibaca? – Apakah mudah digunakan?
		Aktivitas belajar apa yang paling kalian suka dalam buku English supplementary materials yang telah digunakan?
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 aktivitas belajar yang ada pada buku English supplementary materials menantang kamu untuk berpikir?
		Apakah aktivitas belajar yang ada pada buku English supplementary materials sudah mampu mengasah kreativitas kamu?
		Apakah aktivitas belajar yang ada pada buku English supplementary materials sudah mampu mendorong kamu untuk bekerja sama dengan teman-temanmu?
		Apakah aktivitas belajar yang ada pada buku English supplementary materials mampu membuat kamu percaya diri untuk menyampaikan ide/gagasan kamu?

Appendix 27. Students' Interview Transcription (After Implementation)

Student no 1

Researcher   : Let me introduce myself, my name is Ngurah Rama Aditya Putra. I am student at Universitas Pendidikan Ganesha. Please, allow me to ask several questions related to the material that has been used. What was your opinion about the material that has been used?

Student   The supplementary material was interesting, especially the part of design there are many illustrations. Then the supplementary material was easy to understand because the learning material has a great structure. Lastly, because of the great structure, it made it easy to use the material. :

Researcher   : Which learning activity did you like the most from the material that has been used?

Student   : I liked all of the activities from the material, but the activity that I liked the most is the activity that helps me convey my idea.

Researcher   : Did you think the activity within the material had been able to improve your way of thinking?

Student   : Yes, because I infrequently got the activity that can improve my thinking.

Researcher   : Did you think the activity within the material had been able to enhance your creativity?

Student   : Yes, because the activity helped me to use my creativity.

Researcher   : Did you think the activity within the material had been able to drive you to work collaboratively with your classmates?

Student   : Yes, I agreed that we had to work collaboratively in the activity of constructing opinions

Researcher   : Did you think the activity within the material had been able to help you to convey your idea?

Student   : Yes, I think the material helped me to convey my idea to my friend.

Student no 2

Researcher   : Let me introduce myself, my name is Ngurah Rama Aditya Putra. I am student at Universitas Pendidikan Ganesha. Please, allow me to ask several questions related to the material that has been used. What was your opinion about the material that has been used?

Student   : The design of the supplementary material was interesting, there are many illustrations and colors used. The content is also understandable because the material was to the point. Lastly, this material was easy to use.

Researcher   : Which learning activity did you like the most from the material that has been used?

Student   : The activity that I liked the most was the listening activity (and critical thinking).

Researcher   : Did you think the activity within the material had been able to improve your way of thinking?

Student   : Yes, in the activity of conveying opinions. The material really made me think critically.

Researcher   : Did you think the activity within the material had been able to enhance your creativity?

Student   : Yes, in the activity of writing stories, the material pushed me to think creatively to complete the story.

Researcher	: Did you think the activity within the material had been able to drive you to work collaboratively with your classmates?
Student	: Yes, I involved myself in collaborative work to complete the activity of conveying ideas.
Researcher	: Did you think the activity within the material had been able to help you to convey your idea?
Students	: Yes, the activity of conveying ideas helped me to be confident to convey my idea.

Student no 3

Researcher	: Let me introduce myself, my name is Ngurah Rama Aditya Putra. I am student at Universitas Pendidikan Ganesha. Please, allow me to ask several questions related to the material that has been used. What was your opinion about the material that has been used?
Student	: The design was interesting because of the illustration provided. Then, the material is also understandable because the material is well-structured. Lastly, It was easy to be used because of the material was well-structured.
Researcher	: Which learning activity did you like the most from the material that has been used?
Student	: I liked most of the activities, especially I liked the critical thinking and creative activity.
Researcher	: Did you think the activity within the material had been able to improve your way of thinking?
Student	: Yes, the material really helps me to improve my critical thinking, especially the activity of conveying an opinion pushes me to think critically.
Researcher	: Did you think the activity within the material had been able to enhance your creativity?
Student	: Yes. the material provides space to use my creativity because of the activity of critical thinking and creativity.
Researcher	: Did you think the activity within the material had been able to drive you to work collaboratively with your classmates?
Student	: Yes, the material helped me to work collaboratively with my classmate thanks to the provided collaborative activity.
Researcher	: Did you think the activity within the material had been able to help you to convey your idea?
Student	: Yes, there were activities that helped me to convey my idea. For example, the activity of creating my own story helped me to be confident to communicate my story.

Student no 4

Researcher	: Let me introduce myself, my name is Ngurah Rama Aditya Putra. I am student at Universitas Pendidikan Ganesha. Please, allow me to ask several questions related to the material that has been used. What was your opinion about the material that has been used?
Student	: Regarding the material, the design is interesting because there are many illustrations and pictures provided. Then, the learning material is easy to understand because of well-structured. Lastly, the material was also easy to use because the material provided straightforward instructions.
Researcher	: Which learning activity did you like the most from the material that has been used?

Student   : I liked all of the activities, especially conveying ideas activity.
Researcher   : Did you think the activity within the material had been able to improve your way of thinking?
Student   : Yes, the material provided practices to improve my critical thinking.
Researcher   : Did you think the activity within the material had been able to enhance your creativity?
Student   : Yes, the material also provided practice to create new opinions through a writing activity.
Researcher   : Did you think the activity within the material had been able to drive you to work collaboratively with your classmates?
Student   : Yes, the material provides space to work collaboratively.
Researcher   : Did you think the activity within the material had been able to help you to convey your idea?
Student   : Yes, the collaborative activity also provides an opportunity to convey my ideas to my classmate.

Appendix 28 The Developed English Supplementary Material

Universitas Pendidikan Ganesha

English Supplementary Material

4C'S SKILL BASED ENGLISH LEARNING
TENTH GRADE VOCATIONAL HIGH
SCHOOL

By

Ngurah Rama Aditya Putra

G.A.P. Suprianti

Luh Gd Rahayu Budiarta

Second Semester

TOPIC 1
DESCRIPTIVE TEXT

Learning Objectives:

- Students can describe a place, an object, or a person in detail related to DKV Department.

- Students can create descriptive text related to a place, an object, or a person in detail

What you will learn:

- Definition of descriptive text
- Language features of descriptive text
- Generic structures of descriptive text

1

TOPIC 2
RECOUNT TEXT

Recount Text

A recount text is a text that retells a story, an experience, or an event that happened in the past (Widiati et al., 2017).

Purpose of Recount Text

- To give information about an incident.
- To make the readers learn something.
- To share unique or unusual experience.
- To retell something unforgettable.

Type of Recount Text

Biography of Soekarno

Biographical recount talks about a biography of a particular person.

If the past was not that challenging
We would not be here!

Imaginative recount talks about an imaginary experience that might or might not happen in real life.

Before graduation
After graduation

Experience or personal recount talks about the personal experience of an author.

Independece day of Indonesia 17 Agustus 1945

Historical/ factual recount talks about historical events in the past.

Generic Structures

Orientation

It tells who is involved in the event, what, when, where, and why a particular event happened in the past.

Series of Event / Sequence of Events

It presents what happens in the events in time order.

Re-orientation / Conclusion (Optional)

In this part, the author gives opinion(s) about what has happened in your recount.

language Features

Past Tense

Past tense is a tense that expresses actions that happened in the past. For example, I went to Surabaya two years ago.

Adverb of Time

An adverb of Time is a word that qualifies the meaning of a sentence by defining when things occur. such as last month, two month ago, etc.

Conjunction

A conjunction is a word or phrase that connects other words, phrases, or sentences. such as next, then, etc.

Action verb (In past form)

An action verb is a verb that describes the action of the subject in the sentence such as brough, took, etc.

15

TOPIC 2
RECOUNT TEXT

Activity 4

Directions: Please team up consisting of 3-4 students and try to make speculations about what happened before certain event!

Please have look at the example below!

Example

What happened before:

Although we were really nervous at that time but were really confident because we had prepared all the outdoor photography tools such as mirrorless cameras, various types of lenses, lens hoods, and the tripod. We also mastered all the essential photography principles that we learned from our school. Lastly, the factor of the light from the environment helped our subject get illuminated at the perfect time.

After event:
Finally, we were really happy to hear the announcement that we got first place in this national photography contest.

What happened before:

Practice

_____

_____

_____

_____

_____

_____

After event:

I never felt this happy because all the previous efforts had paid off, so now I could work as a professional designer for this company.

What happened before:

_____

_____

_____

_____

_____

_____

After event:

Lastly, I felt sad because I was fired from the company where I spent more than years of dedication. I regretted that I never learned from my mistakes.

21

English Supplementary Material

4C'S SKILL BASED ENGLISH LEARNING
TENTH GRADE VOCATIONA HIGH SCHOOL

Universitas Pendidikan Ganesha
Prodi Pendidikan Bahasa Inggris
2023

RIWAYAT HIDUP

Ngurah Rama Aditya Putra adalah nama penulis, penulis lahir di Seririt pada tanggal 25 Febuari 2001 sebagai anak pertama dari pasangan I Made Puja Wardika dan Ni Luh Sukerti. Saat ini penulis beralamat di Desa Lokapaksa, Kecamatan Seririt, Kabupaten Buleleng, Provinsi Bali. Penulis adalah warga negara Indonesia, dan mohon nganut Agama Hindu. Adapun riwayat Pendidikan Penulis dapat dijabarkan sebagai berikut. Penulis menamatkan Bangku Pendidikan sekolah dasar di SD Negeri 3 Seririt dan lulus pada tahun 2013. Setelahnya, Penulis melanjutkan Pendidikan ke bangku sekolah menengah pertama di SMP N 1 Seririt dan lulus pada tahun 2016. Kemudian melanjutkan Pendidikan ke bangku sekolah meneng atas di SMA Negeri 1 Seririt dengan mengambil jurusan Ilmu Bahasa dan Budaya yang lulus pada tahun 2019. Setelah menyelesaikan Pendidikan di sekolah menengah atas, penulis melanjutkan ke perguruan tinggi negeri di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris. Pada pertengahan tahun 2023 penulis menyelesaikan Skripsi sebagai tugas akhir program sarjana dengan judul "THE DEVELOPMENT OF ENGLISH LANGUAGE SUPPLEMENTARY MATERIAL BASED ON 4C USING CANVA FOR SECOND-SEMESTER TENTH-GRADE VOCATIONAL STUDENTS ".
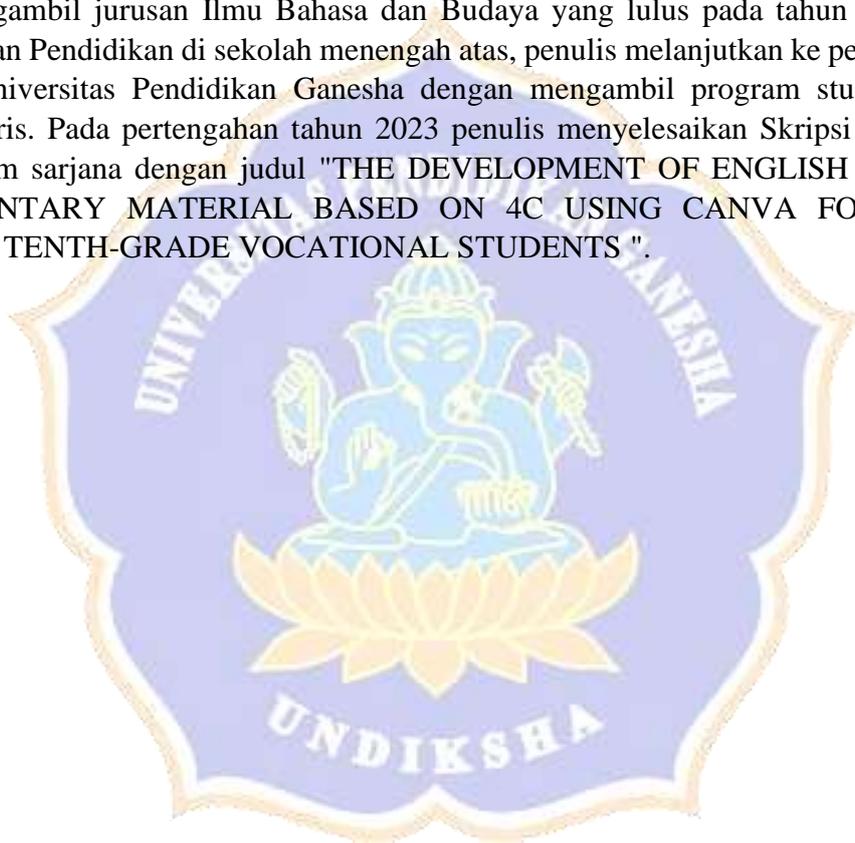
Surat Pernyataan

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "THE DEVELOPMENT OF ENGLISH LANGUAGE SUPPLEMENTARY MATERIAL BASED ON 4C SKILLS USING CANVA FOR SECOND-SEMESTER TENTH-GRADE VOCATIONAL STUDENTS" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan tidak sesuai etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 9 Juni 2023

yang membuat pernyataan,

Ngurah Rama Aditya Putra