

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 : 1806/UN48.7.1/DT/2022

13 Juli 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 2 Singaraja
 di Singaraja, Buleleng

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

| | |
|----------------|-----------------------------|
| Nama | : I Wayan Ardhi Suantara |
| NIM | : 1912021084 |
| Jurusan | : Bahasa Asing |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S1 |
| Tahun Akademik | : 2021/2022 |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

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

Tembusan:

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

Appendix 2. Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 77/UN48.7.1/DT/2023

12 Januari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Singaraja
 di Singaraja

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

| | |
|----------------|---|
| Nama | : I Wayan Ardhi Suantara |
| NIM | : 1912021084 |
| Jurusan | : Bahasa Asing |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S1 |
| Tahun Akademik | : 2022/2023 |
| Judul | : DEVELOPING 4C-BASED SUPPLEMENTARY MATERIAL USING CANVA IN TEACHING ENGLISH FOR SEVENTH GRADE STUDENTS IN SMP NEGERI 2 SINGARAJA |

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. Kaprod. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3. Surat Balasan dari Sekolah

PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN
PEMUDA DAN OLAH RAGA
SMP NEGERI 2 SINGARAJA

Alamat : Jalan Jenderal Sudirman No. 78 Singaraja Telp : (0362) 21942
 Kode Pos : 81116 email : smpnegeriduasingaraja@gmail.com website : smpn2singaraja.sch.id

SURAT IJIN PENELITIAN
 No :070 / 196 / SMPN.2 / V / 2023

Yang bertanda tangan di bawah ini


| | | |
|--------------|---|-----------------------------|
| Nama | : | Nyoman Sudiarsa,S.Pd |
| NIP | : | 196309091986011003 |
| Pangkat/ Gol | : | Pembina Tk.1 / IV-b |
| Jabatan | : | Kepala Sekolah |
| Unit Kerja | : | SMP Negeri 2 Singaraja |

Mengijjinkan mahasiswa dibawah ini :

| | | |
|---------------|---|---------------------------|
| Nama | : | I Wayan Ardhi Suantara |
| NIM | : | 1912021084 |
| Jurusan | : | Bahasa Asing |
| Program Studi | : | Pendidikan Bahasa Inggris |

Untuk melakukan penelitian di SMP Negeri 2 Singaraja dengan Judul ***“DEVELOPING 4C-BASED SUPPLEMENTARY MATERIAL USING CANVA IN TEACHING ENGLISH FOR SEVENTH GRADE STUDENTS IN SMP NEGERI 2 SINGARAJA”***

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



Singaraja, 16 Mei 2023
 Kepala SMP Negeri 2 Singaraja

Nyoman Sudiarsa,S.Pd
 Pembina Tk I
 NIP. 196309091986011003

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 | The language used is easy for students to understand the materials | | | | | |
| | | | The book contains | | | | | |

| | | | | | | | | |
|----------|--------------------------|---|---|--|--|--|--|--|
| | | exploring the materials (BOTA, 2005) | 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 | The material promotes engagement through practical activities | | | | | |

| | | | | | | | | | |
|--|--------------------------|--|--|--|--|--|--|--|--|
| | | curriculum (BOTA, 2005). | 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, and solutions (Chiruguru, 2020) | 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 | | | | | |



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

a. The Expert 1

| No. | Statements | Judgment | | |
|--|---|----------|------------|--|
| | | Relevant | Irrelevant | Description |
| Principles for Developing Materials | | | | |
| | be relevant to the students' needs | | √ | Make the descriptor to be a complete sentence. For example: the material is relevant to the students' needs. |
| | be challenging for the students' level | √ | | |
| | be original; not violate copyright | √ | | |
| | adjust school learning time | √ | | Does the time here refer to the time allotment? |
| | identify the relevant learning outcomes | | √ | Remove this descriptor |
| | facilitate students' varying abilities and backgrounds | √ | | |
| | contain clear explanations, examples, and illustrations | √ | | |
| | provide learning experiences to suit current and future needs | √ | | |
| | be easy for students to understand the materials | √ | | |
| | contain interesting visual designs | √ | | |
| | provide motivating learning activities and strategies | √ | | |
| | use suitable language for the students' level | √ | | |
| | contain non-discriminatory words, examples, illustrations, and pictures | √ | | |
| | provide various learning methods | √ | | |
| | provide exercise in various learning contexts | √ | | |
| | provide clear instructions | √ | | |
| | provide standard competencies requirements | | √ | Change the sentence "standard competencies requirements" into "learning objectives" |

| No. | Statements | Judgment | | |
|--|---|----------|------------|--|
| | | Relevant | Irrelevant | Description |
| | promote engagement through a practical approach | | √ | Change into “promote engagement through practical activities” |
| | be challenging but understandable to attract students’ interest | √ | | |
| | assist the teachers to implement the curriculum | √ | | |
| | integrate theory with correlative practices | √ | | |
| | provide assessment activities | √ | | |
| The Essential 21st Century Skills | | | | |
| | Implement the use of various types of reasoning such as deductive, inductive, etc in the appropriate context | | √ | Adjust the descriptor into the context of the study. For example: the material contains various types of reasoning such as deductive, inductive, etc in the appropriate context. |
| | Analyze the relatedness of each concept | √ | | |
| | effectively make connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes | √ | | |
| | solve different types of problems and analyze them from different points of view to find a good solution | √ | | |
| | Analyze and evaluate original ideas to improve creative efforts in generating beneficial ideas | √ | | |
| | Work effectively to develop and communicate new ideas | √ | | |
| | Respect and combine different perspectives | √ | | |
| | Promote new ideas | √ | | |
| | Promote useful contributions to real-life based on students’ innovations | √ | | |
| | Show students’ capacity to collaborate respectfully and productively with different teams | √ | | |
| | Exercise compromising to achieve a common goal | √ | | |

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

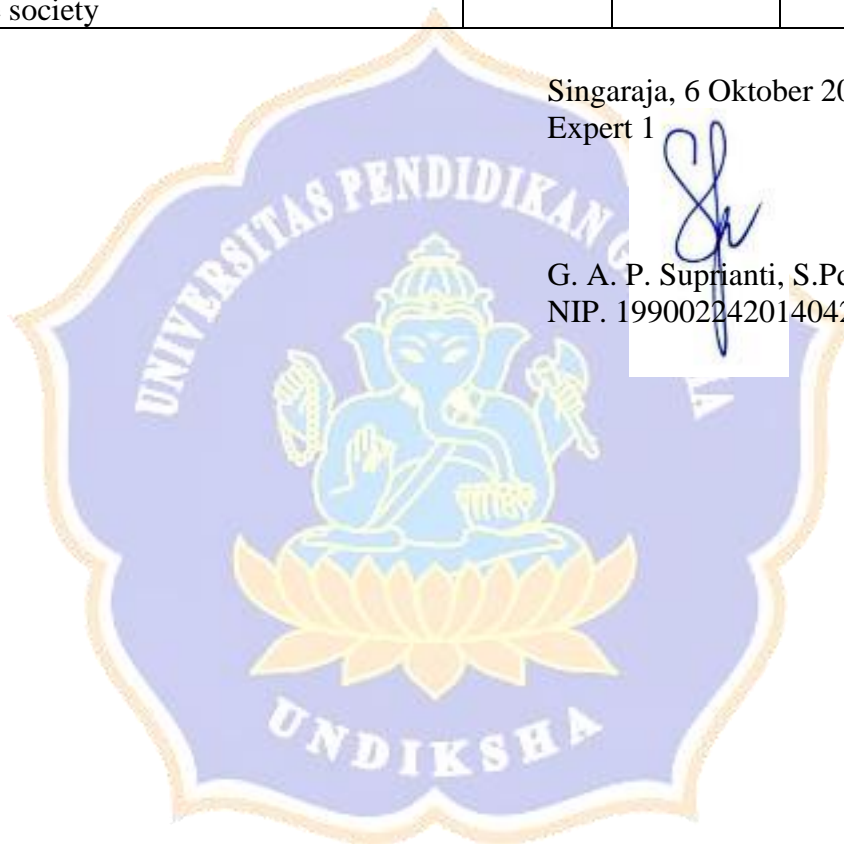
Singaraja, 6 Oktober 2022

Expert 1



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

NIP. 199002242014042001



Appendix 6. Content Validity of Expert and User Judgement Rubric (After Revision)

a. Expert 1

| No. | Statements | Judgment | | |
|--|---|----------|------------|-------------|
| | | Relevant | Irrelevant | Description |
| Principles for Developing Materials | | | | |
| A. | The material is relevant to the students' needs | √ | | |
| | The material is challenging for the students' level | √ | | |
| | The material is original; not violate copyright | √ | | |
| | The material adjusts school learning time | √ | | |
| B. | The material gives an opportunity to facilitate students' varying abilities and backgrounds | √ | | |
| | The material contains clear explanations, examples, and illustrations | √ | | |
| | The material provides learning experiences to suit current and future needs | √ | | |
| 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 | √ | | |

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

Singaraja, 18 Oktober 2022

Expert 1



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

b. Expert 2

**THE INSTRUMENT VALIDATION OF DEVELOPING 4C-BASED SUPPLEMENTARY
MATERIAL USING CANVA IN TEACHING ENGLISH FOR SEVENTH GRADE
STUDENTS IN SMP NEGERI 2 SINGARAJA**

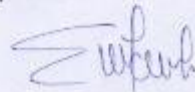
| No. | Statements | Judgment | | |
|--|---|----------|------------|-------------|
| | | Relevant | Irrelevant | Description |
| Principles for Developing Materials | | | | |
| A. | The material is relevant to the students' needs | ✓ | | |
| | The material is challenging for the students' level | ✓ | | |
| | 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 | ✓ | | |

| No. | Statements | Judgment | | |
|--|--|----------|------------|-------------|
| | | Relevant | Irrelevant | Description |
| | The material uses suitable language for the students' level | ✓ | | |
| | The material contains non-discriminatory words, examples, illustrations, and pictures | ✓ | | |
| D. | The book provides various learning methods | ✓ | | |
| | The material provides exercise in various learning contexts | ✓ | | |
| | The material provides clear instructions | ✓ | | |
| | The book provides learning objectives | ✓ | | |
| E. | The material promotes engagement through practical activities | ✓ | | |
| | The exercise learning is challenging but understandable to attract students' interest | ✓ | | |
| | The material assists the teachers to implement the curriculum | ✓ | | |
| | The material integrates theory with correlative practices | ✓ | | |
| | The material provides assessment activities | ✓ | | |
| 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 | ✓ | | |

| No. | Statements | Judgment | | |
|-----|---|----------|------------|-------------|
| | | Relevant | Irrelevant | Description |
| | 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 | ✓ | | |

| No. | Statements | Judgment | | |
|-----|--|----------|------------|-------------|
| | | Relevant | Irrelevant | Description |
| 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, 10 April 2023
Expert 2



Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Appendix 7. Tabulation of Content Validity Judgement

| No. | Statements | Judgement | | |
|--|---|-------------|-------------|--------------------|
| | | Validator | | Relevance Category |
| | | Validator 1 | Validator 2 | |
| Principles for Developing Materials | | | | |
| B. | The material is relevant to the students' needs | Relevant | Relevant | D |
| | The material is challenging for the students' level | Relevant | Relevant | D |
| | The material is original; not violate copyright | Relevant | Relevant | D |
| | The material adjusts school learning time | Relevant | Relevant | D |
| C. | The material gives an opportunity to facilitate students' varying abilities and backgrounds | Relevant | Relevant | D |
| | The material contains clear explanations, examples, and illustrations | Relevant | Relevant | D |
| | The material provides learning experiences to suit current and future needs | Relevant | Relevant | D |
| D. | The language used is easy for students to understand the materials | Relevant | Relevant | D |
| | The book contains interesting visual designs | Relevant | Relevant | D |
| | The material provides motivating learning activities and strategies | Relevant | Relevant | D |
| | The material uses suitable language for the students' level | Relevant | Relevant | D |
| | The material contains non-discriminatory words, examples, illustrations, and pictures | Relevant | Relevant | D |
| E. | The book provides various learning methods | Relevant | Relevant | D |
| | The material provides exercise in various learning contexts | Relevant | Relevant | D |
| | The material provides clear instructions | Relevant | Relevant | D |
| | The book provides learning objectives | Relevant | Relevant | D |
| F. | The material promotes engagement through practical activities | Relevant | Relevant | D |

| No. | Statements | Judgement | | |
|--|---|-------------|-------------|--------------------|
| | | Validator | | Relevance Category |
| | | Validator 1 | Validator 2 | |
| | The exercise learning is challenging but understandable to attract students' interest | Relevant | Relevant | D |
| | The material assists the teachers to implement the curriculum | Relevant | Relevant | D |
| | The material integrates theory with correlative practices | Relevant | Relevant | D |
| | The material provides assessment activities | Relevant | Relevant | D |
| The Essential 21st Century Skills | | | | |
| B. | The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context | Relevant | Relevant | D |
| | The material analyzes the relatedness of each concept | Relevant | Relevant | D |
| | The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes | Relevant | Relevant | D |
| | The material solves different types of problems and analyzes them from different points of view to find a good solution | Relevant | Relevant | D |
| C. | The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas | Relevant | Relevant | D |
| | The material works effectively to develop and communicate new ideas | Relevant | Relevant | D |
| | The material respects and combines different perspectives | Relevant | Relevant | D |
| | The material helps the students promote new ideas | Relevant | Relevant | D |
| | The material promotes useful contributions to real-life based on students' innovations | Relevant | Relevant | D |

| No. | Statements | Judgement | | |
|-----|---|-------------|-------------|--------------------|
| | | Validator | | Relevance Category |
| | | Validator 1 | Validator 2 | |
| D. | The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams | Relevant | Relevant | D |
| | The material exercises compromising to achieve a common goal | Relevant | Relevant | D |
| | The material shares responsibilities and appreciates each contribution to collaborative work | Relevant | Relevant | D |
| E. | The material provides opportunity for students to express ideas verbally and 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 & Kapidere, 2021). | Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas? |
| 3 | Teaching is a practical activity carried out by teacher to transfer knowledge, information, skills, attitudes, and ideas to students. Additionally, teaching activities can bring changes to the behavior and development of students (Sipayung, 2018). | Bagaimana harapan Bapak/Ibu mengenai pembelajaran Bahasa Inggris di kelas? |
| 4 | Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003). | Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan? |
| 5 | Supplementary materials are materials used to facilitate students in developing their | Apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris? |

| | | |
|---|--|---|
| | <p>skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992).</p> | <p>Apakah Bapak/Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?</p> |
| | | <p>Apakah alasan yang melatarbelakangi Bapak/Ibu menggunakan atau tidak menggunakan materi tambahan Bahasa Inggris?</p> |
| | | <p>Jika disediakan oleh pengembang materi tambahan Bahasa Inggris, bagaimana pendapat Bapak/Ibu?</p> |
| 6 | <p>National Education Association of United States (2012) highlighted the 4C skills as the most essential skills which has been applied in education system of Indonesia to adapt and improve upon the future environment through a revision on the 2013 curriculum into the 2017 as the learning and innovation skills (Rindarti, 2018; Pardede, 2020).</p> | <p>Jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Bapak/Ibu?</p> |
| | | <p>Apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?</p> |

Appendix 11. Transcription of Teacher's Interview (Need Analysis)

| |
|--|
| <p>Researcher : Selamat pagi Ibu.</p> <p>Teacher : Selamat pagi.</p> <p>Researcher : Baik, perkenalkan nama saya I Wayan Ardhi Suantara, mahasiswa dari prodi Pendidikan Bahasa Inggris, dari Undiksha. Disini saya izin untuk melakukan wawancara mengenai proses pembelajaran yang selama ini Ibu terapkan di dalam kelas.</p> <p>Teacher : Iya.</p> <p>Researcher : baik apakah Ibu sudah siap?</p> <p>Teacher : Iya, sudah.</p> <p>Researcher : Baik langsung saja untuk pertanyaan yang pertama, Bagaimana sistem serta aktivitas pembelajaran yang Ibu terapkan sebelum/sesudah pandemi?</p> <p>Teacher : Untuk aktivitas pembelajaran yang diterapkan sebelum dan sesudah, kalau sebelumnya memang kita luring ya, tatap muka, ya seperti aktivitas biasa sesuai jadwal setiap hari dengan full siswa sekolah selama 6 hari, untuk sesudah pandemi saat ada penurunan saat pandemi itu (New normal) kita aktivitas pembelajaran kombinasi, ada daring ada luring, setengah setengah anak-anak sekolah luring, setengahnya lagi daring di rumah dengan memberikan tugas atau materi yang sama dengan yang di sekolah gitu.</p> <p>Researcher : Oh berarti itu untuk tugasnya dikirim melalui media apa ya Bu? Google classroom? Atau apa?</p> <p>Teacher : Iya seperti itu.</p> <p>Researcher : WA juga?</p> <p>Teacher : Iya WA juga, anak-anak lebih lancar kalau di WA</p> <p>Researcher : Oh lancar responnya bu ya?</p> <p>Teacher : Responnya iya, kalau Google Classroom tu mereka biasanya jarang masuk, buka itu karena kendalanya kadang kuota.</p> <p>Researcher : Jaringan juga Bu ya?</p> <p>Teacher : Iya jaringan.</p> <p>Researcher : Berarti secara bertahap itu sesudah pandeminya itu apakah masih secara luring atau daring atau langsung full luring Ibu? Yang memang benar-benar sesudah</p> <p>Teacher : Oh yang memang sudah menurun sekali ya?</p> <p>Researcher : Iya</p> <p>Teacher : Kita sudah menerapkan luring, semua tatap muka ya, diawal sih kita masih menggunakan HP, anak-anak diperbolehkan tapi seiring waktu adanya permasalahan yang mungkin anak-anak timbulkan itu akhirnya tidak diperbolehkan lagi bawa HP sampai sekarang</p> <p>Researcher : Baik Ibu terima kasih, pertanyaan selanjutnya yaitu pertanyaan yang kedua apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?</p> |
|--|

Teacher : Bahan ajarnya ya anak-anak mendapatkan buku paket dari perpustakaan yang sesuai dengan kurikulum merdeka ya kalau kelas tujuh itu, lalu ditambahkan dengan LKS atau worksheet gitu.

Researcher : Baik selanjutnya, nah bagaimana harapan ibu mengenai pembelajaran Bahasa Inggris di kelas?

The teacher : Harapan saya ya, pembelajaran bahasa inggris lebih menyenangkan, lebih memotivasi anak untuk mau gitu ya dan berani. kadang-kadang anak-anak tidak percaya diri dia kalau sudah bahasa Inggris itu, kadang dia bilang tidak bisa, mungkin karna dia tidak percaya diri ya karena itu bahasa asing, jadinya semoga dah nanti pembelajaran bahasa Inggris tu lebih disenangi dnegan aktivitasnya yang lebih beragam.

Reseracher : Lebih menarik juga Bu ya.

Teacher : Iya lebih menarik.

Researcher : Okay, baik ibu untuk pertanyaan selanjutnya, nah bagaimana harapan Ibu mengenai materi Bahasa Inggris yang digunakan?

Teacher : Materi, materi yang harapannya ya, harapan saya sih seperti itu, anak-anak materinya gampang di mengerti, lalu sesuai dengan aktivitas atau kegiatan mereka sehari-hari, kehidupannya mereka, itu sih.

Reseracher : Oh berarti sesuai dengan students need juga bu ya.

Teacher : Iya.

Researcher : Sama kompetensi yang kita harapkan.

Teacher : Iya betul.

Researcher : Baik untuk pertanyaan selanjutnya apakah materi tambahan Bahasa Inggris diperlukan untuk pembelajaran Bahasa Inggris?

Teacher : Iya perlu, kita kan sangat senang ya kalau materi itu beragam, lalu apa namanya, dimengeri anak itu lebih mudah kayak gitu.

Researcher : Baik. Nah pertanyaan selanjutnya, apakah Ibu sudah menggunakan materi tambahan Bahasa Inggris selama mengajar?

Teacher : Ya kadang saya browsing gitu, cari-cari materi yang lebih ringkas, lebih mudah untuk dipahami oleh anak-anak kayak gitu.

Researcher : Seperti yang Ibu katakan tadi, Ibu bilang menggunakan worksheet, LKS juga bu ya?

Teacher : Ahh iya benar.

Researcher : Nah berikutnya, Ibu kan sudah menggunakan beberapa materi tambahan nih, apa alasan yang melatarbelakangi menggunakan tambahan Bahasa Inggris?

Teacher : Nah itudah, biar anak-anak itu mengerti, lalu dia mendapatkan informasi yang lebih banyak.

Researcher : Lebih beragam juga Bu ya

Teacher : Iya

Researcher : Nah jika disediakan oleh pengembang materi tambahan Bahasa Inggris yaitu saya, bagaimana pendapat Ibu?

Teacher : Yaa sangat bagus, saya senang juga ya, karena itu dah apa namanya, materi-materi itu yang materi tambahan memang diperlukan gitu loh, kalau di buku paket saja rasanya engga banyak gitu ya.

Researcher : Ohh, jadi memang diperlupan bu ya untuk saat ini bu ya

Teacher : Iyaa

Researcher: Okay. Nah pertanyaan berikutnya, jika ada materi tambahan Bahasa Inggris yang mengintegrasikan keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration), bagaimanakah pendapat Ibu?

Teacher : Bagus ya, pendapat saya sih bagus banget kalau materi tambahannya udah mengintegrasikan keterampilan 4C itu, memang harapan kita kan disitu sekarang, jadi anak-anak bisa sesuai yang diharapkan 4C itu.

Researcher : Sesuai apa namanya, sesuai dengan 21st century berarti Ibu ya.

Teacher : Oh iyaa

Researcher : Okay, pertanyaan yang terakhir nih Bu, apakah aktivitas pembelajaran yang terdapat di dalam buku penunjang sudah mampu mengarahkan siswa untuk meningkatkan keterampilan 4C?

Teacher : Buku penunjang itu seperti LKS ya?

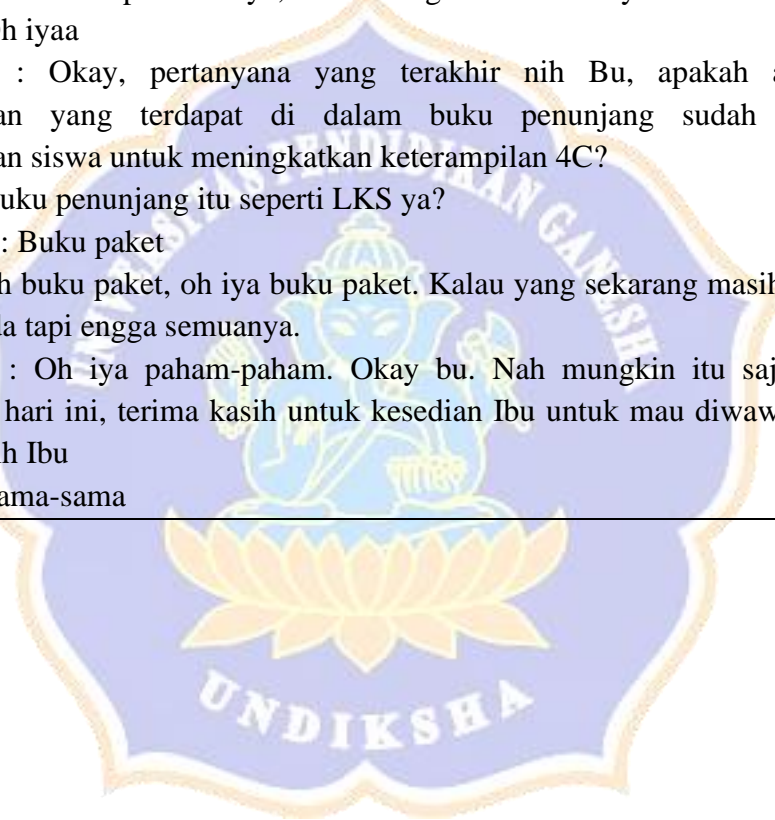
Researcher : Buku paket

Teacher : oh buku paket, oh iya buku paket. Kalau yang sekarang masih belum, mungkin ada tapi engga semuanya.

Researcher : Oh iya paham-paham. Okay bu. Nah mungkin itu saja untuk wawancara hari ini, terima kasih untuk kesedian Ibu untuk mau diwawancarai.

Terima kasih Ibu

Teacher : Sama-sama



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). | <p data-bbox="794 322 1358 472">Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p> <p data-bbox="794 488 1358 638">Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?</p> <p data-bbox="794 654 1358 804">Aktivitas belajar apa yang kalian sukai dalam pembelajaran Bahasa Inggris di kelas?</p> |
| 2. | Supplementary materials are materials used to facilitate students in developing their skills. It can motivate students, provide space for students to explore the real world, and help students in understanding the material properly (Brewster, 1992). | <p data-bbox="794 822 1358 972">Apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p> <p data-bbox="794 987 1358 1137">Apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?</p> |

Appendix 13. Transcription of students' interviews (Need Analysis)

| Student Number 1 |
|---|
| <p>Researcher : Selamat pagi dik, disini kakak mau memawancarai adik dari beberapa pertanyaan ya. Oke pertanyaan yang pertama. Bagaimana pendapat adik tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Student 1 : Sangat baik</p> <p>Researcher : Oh sangat baik, oke. Eee apa namanya, eee buku pelajarannya itu gini engga, apa namanya eee, apa yang baik? Ada latihan-latihannya engga apa apa gimana?</p> <p>Student 1 : eee kebanyakan langsung diberi materi</p> <p>Researcher : berarti di buku penunjangnya itu kebanyakan materi, gitu ya?</p> <p>Student 1 : heeh</p> <p>Researcher : disana pake buku paket apa gimana?</p> <p>Student 1 : kadang buku paket kadang LKS</p> <p>Researcher : Ohh. Ok pertanyaan berikutnya. Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Student 1 : Pembagian materi dan bermain game</p> <p>Researcher : berarti ada beberapa aktivitas ya?</p> <p>Student 1 : Iya</p> <p>Researcher : Okay. Aktivitas belajar apa yang adik suka dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Student 1 : Bermain game</p> <p>Researcher : Ohh bermain game, jadi adik suka belajar sambil ada gamenya gitu ya?</p> <p>Student : iya</p> <p>Reseracher : okee. Pertanyaan berikutnya apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Student 1 : Pake buku kamus</p> <p>Researcher : buku kamus bahasa inggris ya?</p> <p>Student 1 : iya</p> <p>Researcher : selain itu, pertanyaan berikutnya apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?</p> <p>Student 1 : pernah</p> <p>Researcher : Ohh berarti pernah, itu lembar apa? Materi atau latihan yang dikasih?</p> <p>Student1 : kadang materi kadang game</p> <p>Researcher : game latihan gitu ya?</p> <p>Student : iya</p> <p>Researcher : Baik dik. Mungkin itu saja yang dapat kakak-kakak tanyan terima kasih ya</p> |

Student Number 2

Researcher : Selamat pagi dik, kenalin kak Ardhi, kak mau lakuin wawancara. Udah siap?

Student 2 : Udah (sambil menganggukan kepala)

Researcher : Pertanyaan yang pertama, Bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?

Student 2 : Banyak sekali penjelasannya yang ada di buku

Researcher : Ohh jadi buku pelajarannya banyak penjelasannya, ada latihannya engga? Banyak latihan? Atau penjelasannya aja?

Student 2 : Sedikit

Researcher : Ohh latihannya sedikit?

Student 2 : Iya

Researcher : Oke. Pertanyaan berikutnya, apa saja aktivitas belajar yang dilakukan dalam pembelajaran bahasa Inggris di kelas?

Student 2 : Melakukan percakapan, membaca, eeee

Researcher : Permainan mungkin?

Student 2 : Iyaa

Researcher : Ohh oke. Itu beberapa aktivitas yang ada ya?

Student : Iyaa

Researcher : Nah dari aktivitas belajar itu, aktivitas apa yang adik suka dalam pembelajaran bahasa Inggris di kelas?

Student 2 : Membaca

Researcher : Ohh membaca

Student 2 : Iya

Researcher : Ok pertanyaan berikutnya, apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?

Student 2 : Kamus sama LKS

Researcher : Ohh kamus sama LKS. Ok pertanyaan yang terakhir apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?,

Student 2 : Pernah

Reseracher : itu berupa apa? materi?

Student 2 : materi sama latihan

Researcher : Ohh materi sama latihan. Ok mungkin itu saja yang kak ingin tanyakan, terima kasih dik ya.

Students Number 3

Researcher : Ok selamat pagi adik

Student 3 : Iya pagi

Researcher : Disini kakak mau mewawancari adik, udah siap?

Student 3 : Udah

Researcher : Ok pertanyaan yang pertama, bagaimana pendapat kalian tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?

Student 3 : Sangat baik kak, karena bagus pelajarannya dan tulisannya juga tidak burem

Researcher : Oh tulisannya tidak burem

Student 3 : Iya

Researcher : Apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?

Student 3 : Aktivitas bermain game, tebak-tebakan, dan apa tu namanya, eee saling berkomunikasi

Researcher : Ohh percakapan?

Student 3 : Iya percakapan

Researcher : Oh ada dialognya gitu ya aktivitasnya?

Student 3 : Iya

Researcher : Ok dari aktivitas itu nih, aktivitas belajar apa yang adik suka dalam pembelajaran Bahasa Inggris di kelas?

Student 3 : Main game sih

Researcher : Oh jadi adik lebih senang bermain game sambil belajar gitu ya?

Student 3 : Iya

Researcher : Ok, pertanyaan berikutnya, apakah kalian menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?

Student 3 : Menggunakan kamus sih

Researcher : Oh kamus bahasa Inggris ya?

Student 3 : Iya

Researcher : Selain itu ada lagi?

Student 3 : LKS

Researcher : Oh LKS. Nah pertanyaan terakhir nih, apakah guru kalian memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?

Student 3 : Dapat kak

Researcher : Itu berupa apa? Materi?

Student 3 : Eee materi dan tebak-tebakan

Researcher : Ohh latihan juga, gitu ya?

Student 3 : Iya

Researcher : Ohh ok, mungkin itu saja yang kakak ingin tanyakan, makasi dik ya

Student 3 : Iya

Student Number 4

Researcher : Baik selamat pagi adik

Student 4 : Pagi

Researcher : Ok disini kak mau bertanya sedikit ya

Student 4 : Iya

Researcher : Udah siap?

Student 4 : Siap (sambil tersenyum)

Researcher : Ok pertanyaan yang pertama, bagaimana pendapat adik tentang buku pelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?

Student : Baik, sangat bagus dan lebih banyak materi

Researcher : Oh lebih banyak materinya gitu ya?

Student 4 : Iya

Researcher : Mana banyakan materi apa latihannya?

Student : Materi

Researcher : Oh berarti kebanyakan materi ya

Student 4 : Iya

Researcher : Ok. Pertanyaan berikutnya apa saja aktivitas belajar yang dilakukan dalam pembelajaran Bahasa Inggris di kelas?

Student 4 : Seperti mencatat, bermain game dan percakapan

Researcher : Oh percakapan. Mencatat itu berarti menulis ya?

Student 4 : Iya menulis

Researcher : Ok, pertanyaan berikutnya nih, aktivitas belajar apa yang adik suka dalam pembelajaran bahasa Inggris di kelas?

Student 4 : Mencatat atau menulis

Researcher : Oh suka menulis berarti ya?

Student 4 : Iyaa (sambil tersenyum)

Researcher : Ok pertanyaan berikutnya, apakah adik menggunakan buku pelajaran pelengkap atau tambahan dalam pembelajaran Bahasa Inggris di kelas?

Student 4 : Menggunakan kamus dan LKS

Researcher : Oh menggunakan kamus dan LKS, ok. Nah pertanyaan yang terakhir nih. Apakah guru kalian, guru adik memberikan lembar materi tambahan dalam pembelajaran Bahasa Inggris?

Student 4 : Mmm pernah tapi jarang-jarang.

Researcher : Itu berupa apa? Materi atau latihan?

Student 4 : Latihan

Researcher : Oh latihan, ok. Materi pernah dikasih? Lembar kerja materi?

Student 4 : Mmm (berusaha mengingat) pernah

Researcher : Ohh, tapi jarang-jarang gitu ya?

Student 4 : Iya

Researcher : Ok mungkin itu saja yang kak tanyakan, makasi dik ya

Student 4 : Iya

Appendix 14. ATP of seventh-Grade second semester in SMP N 2 Singaraja
ALUR DAN TUJUAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Singaraja Mata Pelajaran : Bahasa Inggris
 Kelas : VII
 Tahun Pelajaran : 2022-2023

- A. Capaian Pembelajaran mata pelajaran Bahasa Inggris untuk SMP kelas VII (Fase D) Pada akhir fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini.
- B. Elemen Capaian Pembelajaran Fase D

| 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 nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersurat-tersirat) 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 mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan potensi seseorang agar ia dapat dapat berpartisipasi dengan masyarakat (OECD, 2000) |
| Memirsa | Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai dengan 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, dengan cara yang komunikatif dapat dipertanggungjawabkan melalui beragam media (visual, digital, dan audio visual) dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak |
|------------------|--|

C. Alur dan Tujuan Pembelajaran

| Tujuan Pembelajaran | Materi | Alokasi Waktu | Profil Pelajar Pancasila | Glosarium |
|--|----------|---------------|--|--|
| <ul style="list-style-type: none"> - Peserta didik mampu memperkenalkan diri dan orang lain - Peserta didik mampu berbicara tentang hobi - Peserta didik mampu menggambar ciri-ciri fisik dan kepribadian orang, dan - Peserta didik mampu menggambar kegiatan | About me | 18 jp | Beriman, bertaqwa kepada TYME dan berakhlak mulia berkebhinekaan global gotongroyong mandiri | origin = asal address = alamat age = umur sibling = saudara kandung first day = hari pertama |

| | | | | |
|--|----------------|-------|---|--|
| <p>- Peserta didik mampu menggambar makanan favorit</p> <p>- Peserta didik mampu menanyakan dan memberi informasi tentang makanan</p> <p>- Peserta didik mampu mengidentifikasi alat dan bahan dalam resep</p> <p>- Peserta didik mampu membuat urutan langkah memasak</p> | Culinary andme | 18 jp | <p>Beriman ,bertaqwa kepada TYME dan berakhlak mulia berkebhinekaan global</p> <ul style="list-style-type: none"> • gotong royong • mandiri | fried rice = nasi goreng tool =alat masak |
|--|----------------|-------|---|--|



| | | | | |
|---|----------------|-------|--|--|
| <p>- Peserta didik mampu menggambarkan kamar dirumah dan hal-hal di kamar</p> <p>-Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah</p> <p>-Peserta didik mampu memberi kan petunjuk tentang cara melakukan sesuatu</p> | Home sweethome | 18 jp | <p>Beriman ,bertaqwa kepada TYME dan berakhlak mulia berkebhinekaan global gotongroyong mandiri Bernalarkritis kreatif</p> | <p>welcome = selamat datang bautiful = cantik the weather = cuaca be careful =hati-hati</p> |
|---|----------------|-------|--|--|



| | | | | |
|--|-----------------------------|--------------|--|---|
| <p>-Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah</p> <p>-Peserta didik mampu berbicara tentang tips belajar online dan</p> <p>-Peserta didik mampu menggambar kebiasaan belajar seseorang</p> | <p>My School Activities</p> | <p>27 Jp</p> | <p>Beriman, bertaqwa kepada TYME dan berakhlak mulia berkebhinekaan global gotongroyong mandiri Bernalarkritis kreatif</p> | <p>go ahead = silakan during = selama virtual = maya</p> |
| <p>-Peserta didik mampu memitani dan memberi petunjuk peserta didik mampu berbicara tentang kegiatan ekstrakurikuler</p> <p>-Peserta didik mampu menggambar festival sekolah</p> | <p>This is MySchool</p> | <p>27 Jp</p> | <p>Beriman, bertaqwa kepada TYME dan berakhlak mulia berkebhinekaan global gotong</p> | <p>extracurricular = ekstrakurikuler school schedule = jadwal sekolah</p> |

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| | | | royong mandiri Bernalarkritis kreatif | |
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Kepala SMPN 2 Singaraja

Nyoman Sudiarsa, S.Pd
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Mengetahui,
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Appendix 15. Matrix syllabus analysis (Before)

| Topic | Analysis | |
|-------------------|--------------------|-----------------------|
| | Need to be Develop | No Need to be Develop |
| About Me | | |
| Culinary and Me | | |
| Home Sweet Home | | |
| School Activities | | |
| This is My School | | |



Appendix 16. Matrix syllabus analysis (After)

| Topic | Analysis | |
|-------------------|--------------------|-----------------------|
| | Need to be Develop | No Need to be Develop |
| About Me | √ | |
| Culinary and Me | √ | |
| Home Sweet Home | √ | |
| School Activities | | √ |
| This is My School | √ | |

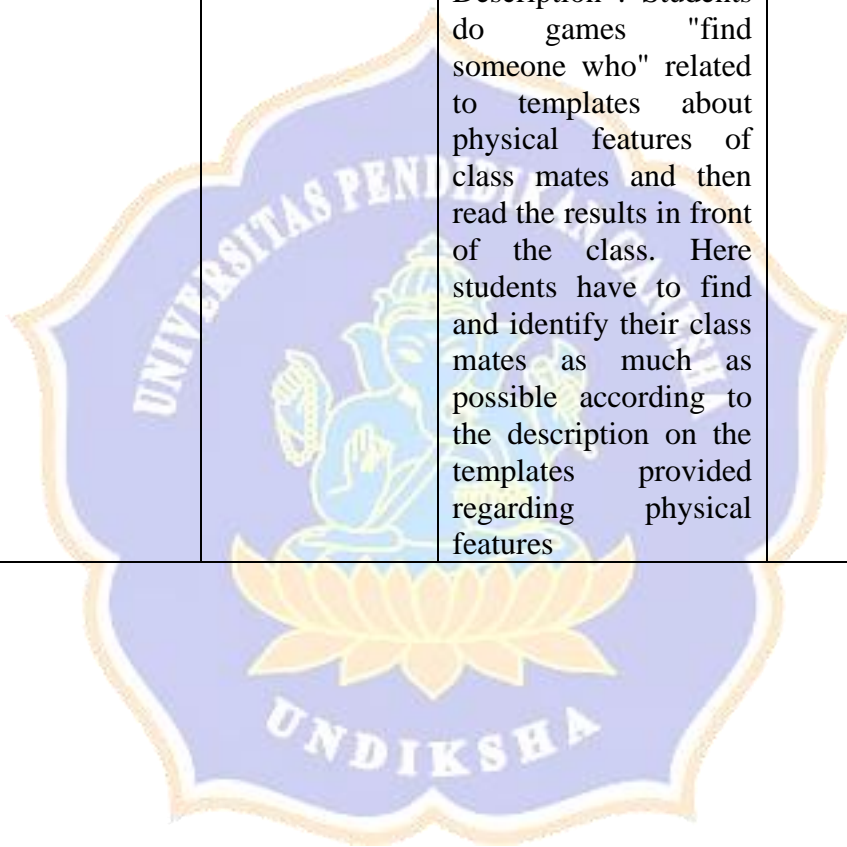


Appendix 17. Blueprint of Seventh Grade students second semester

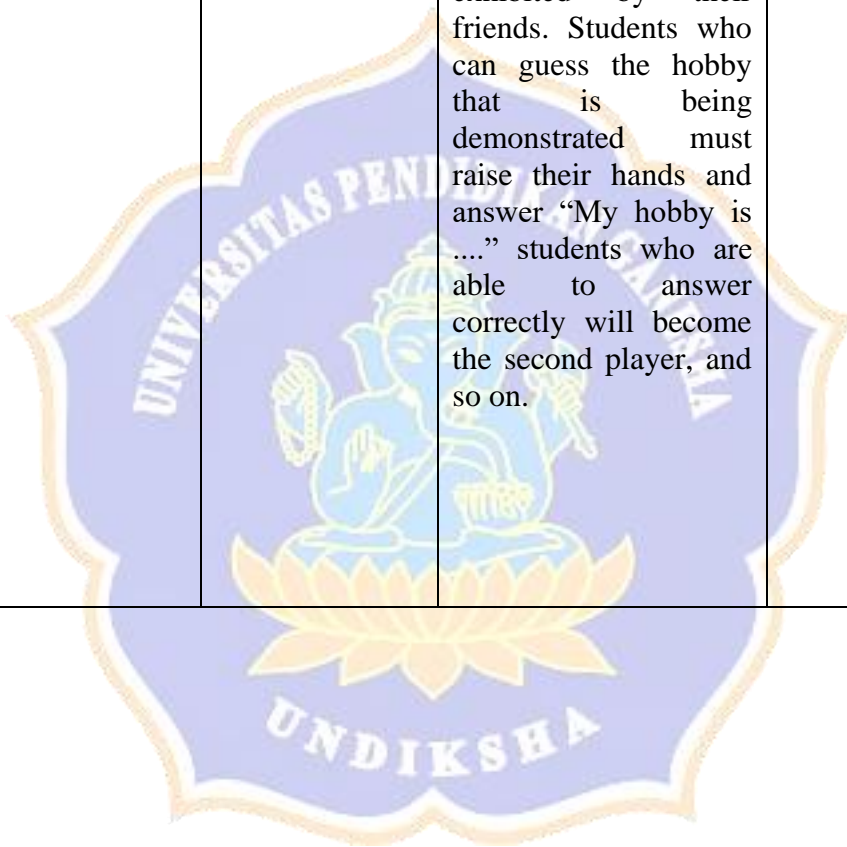
| Topic | Materials | Learning Goals | Activities | 4C skills Implemented |
|----------|--|---|--|---|
| About Me | Introducing myself and others, greeting and Saying Good Bye, and describing people. Describing hobbies. Describing daily activities. | Students are able to introduce themselves and others. Students are able to talk about hobbies. Learners are able to describe the physical characteristics and personality of people. Students are able to describe daily activities. | <p>Activity 1 (Vocabulary Building): Play game rearrange words. Description : Students play games rearrange words on the Wordwall related to the topic of introducing one's self and others, and also greeting and saying good bye. Here students must be able to change the position of scrambled words in a sentence to be correct according to grammar.</p> | <ul style="list-style-type: none"> • Critical Thinking |
| | | | <p>Activity 2 (Listening): Listen an audio about physical features of people Description : students are provided with some vocabulary about the physical features of people that the letters have been scrambled. They listen carefully about how to spell alphabets and vocabulary of physical features of people and then write the spelling into full words according to what you hear in the audio.</p> | <ul style="list-style-type: none"> • Critical Thinking |

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| | | | <p>Activity 3 (Speaking) : Spelling contest Description : Description : Previously students had learned about spelling, here students were invited to play a game "Spelling contest" regarding facial expressions/emotional feelings vocabulary, in which students were divided into 2 groups. Later each group member must stand up and form a line. The first opportunity to spell is given to the player who stands at the very front, namely number 1 from group 1. Here player 1 says the vocabulary that is obtained aloud so that all players can hear it. The task of player 1 is to spell the word that she/he said. If the spelling is correct, the second chance will go to player number 2 from group 1. If the player is wrong, then player number 1 from group 2 has the right to give an answer, and if it is correct then it will be continued to player number 2 from group 2, and so on until the group knows the fastest to finish the game</p> | <ul style="list-style-type: none"> • Collaboration • Communication |
| | | | <p>Activity 4 (Listening): Listen an audio. Description : Students listen to audio about the</p> | <p>Critical Thinking</p> |

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| | | | <p>physical features of people and match the results heard with the scrambled illustrations that match the audio so that they become the correct sequence of illustrations.</p> | |
| | | | <p>Activity 5 (Writing and Reading): Play game “Find someone who” Description : Students do games "find someone who" related to templates about physical features of class mates and then read the results in front of the class. Here students have to find and identify their class mates as much as possible according to the description on the templates provided regarding physical features</p> | <p>Communication</p> |



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| | | | <p>Activity 6 (Speaking): Let's think about "My Hobby".</p> <p>Description : Students play guessing games about hobbies where each student thinks of a hobby to demonstrate in front of the class. While the other students chose the task of guessing the hobbies exhibited by their friends. Students who can guess the hobby that is being demonstrated must raise their hands and answer "My hobby is ..." students who are able to answer correctly will become the second player, and so on.</p> | Creativity Communication |
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| | | | <p>Activity 7 (Reading and writing): Let's demonstrate a conversation.</p> <p>Description : Students are provided with a conversation between Ari and Bayu about hobbies. They have to demonstrate the conversation with their classmate by reading it in front of the class. After that they have to complete the table given by identifying the conversation.</p> | Collaboration |
| | | | <p>Activity 8 (Speaking): Draw your favorite hobby</p> <p>Description : Students draw their favorite hobby on a piece of paper and include tools that support that hobby, and then students convey that by describing the picture.</p> | Creativity Communication |

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| | | | <p>Activity 9 (Speaking and writing) : Lets do a conversation. Description : In this activity students are going to do group work that consists of 3 students in one group. Each group must make and do a conversation related to "introduction, saying good bye, and hobbies with their friend."</p> | Collaboration Communication Creativity |
| | | | <p>Activity 10 (Reading): Comprehending simple present tense and play a game. Description : Students read and understand about simple present tense and essential words of daily activities, and then play games missing words on the wordwall related to the simple present tense of daily activities.</p> | Critical Thinking |

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| | | | <p>Activity 11 (Reading) : Let's read a text about Ayunda's daily routine. Description : Students are provided with a text about daily routines related to the simple present tense. Students are required to read the text and then answer some of the available questions related to the text.</p> | Critical Thinking |
| | | | <p>Activity 12 (Reading and Writing) :Make a daily morning routine. Description : Each student writes a paragraph about their daily morning routine and read it in front of the class.</p> | Creativity Communication |
| Culinary and Me | <p>Describing one's favourite meal food, drink, snack, texture, and taste. Asking and giving information about food and ingredients. Identifying tools and ingredients.</p> | <p>Students are able to describe their favorite food. Students are able to ask and give information about food. Students are able to identify tools and</p> | <p>Activity 1 (Vocabulary building) :Play game compound words. Description : Students play a game of compound words about food and drinks by looking at two pictures which can later form a new vocabulary about food and drink through a combination of these picture vocabulary.</p> | Critical Thinking |

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| | <p>Making a sequence of cooking step.</p> | <p>ingredients in recipes. Students are able to make a sequence of cooking steps.</p> | <p>Activity 2A, B, and C (Vocabulary Building) : Play games about Word Search, Spell It, and Anagrams on Educandy. Description : Students are given an online game link (Educandy) which contains Word Search, Spell It, and Anagrams on ingredients and taste of food.</p> | <p>Critical Thinking</p> |
| | | | <p>Activity 3 (Vocabulary Building) : Brainstorming and dictionary practice. Description : Students play brainstorming and dictionary practice in which students are given a template in the form of a chart with the letters of the alphabet and students use a dictionary to help them to complete the chart about food and drink. All of the words must begin with the letter of the alphabet given, some letters may have many different answers, while others may not have an answer.</p> | <p>Creativity Critical Thinking</p> |

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| | | | <p>Activity 4 (Vocabulary Building) :The tools in cooking. Description : Students are given several pictures regarding cooking tools, and then students work with his/her partner to find out the function of the tools in cooking and what kinds of food can use these tools when cooking them. Students write the result on the template provided.</p> | Collaboration Collaboration Critical Thinking |
| | | | <p>Activity 5 (Reading and writing): Identifying texts. Description: Students are provided with 2 texts regarding the meals in Britain. In this case, student and her/his friend are invited to read and identify what kind of foods are eaten at breakfast, lunch, and dinner related to the texts. Students fill in their answers in the table of templates given.</p> | Collaboration Critical Thinking |

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| | | | <p>Activity 6 (Reading and Writing): Compere texts. Description : Students are provided two texts about two people's eating habits. setiap siswa work with their classmate to identify both texts to find out what they like and don't like about their eating habits, and then please fill it in the table of the template provided.</p> | Critical Thinking |
| | | | <p>Activity 7 : Reading and writing : Analyze sentences about asking and giving information. Description : students are going to work with a partner. They are provided with a few random sentences related to the asking and giving information about food, drink, and ingredients. They have to make a correct conversation text based on the random sentences with the partner.</p> | Collaboration |

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| | | | <p>Activity 8 (Writing and Speaking) :Knowing your friend's favorite food and drink. Description : Students go around the class to ask at least five friends (students) about their favorite meal and drink. Write their responses in the templates provided (Name of classmate, favorite food, taste/texture, drink, taste/texture), and share the findings in the class.</p> | Communicati on |
| | | | <p>Activity 9 (Writing and Speaking) : Asking about like and dislike. Description : Some pictures of food and drinks are provided, and then students are asked to ask their family members about likes and don't like related to pictures, and then share the findings to their friends in the class.</p> | Communicati on |

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| | | <p>Activity 10 (Speaking) : My eating habits. Description : students share what kind of food that they eat in the breakfast, lunch, and dinner related to the name, taste, texture of the food by telling it in front of the class.</p> | Creativity Communication |
| | | <p>Activity 11 (Listening) : Listen to the audio. Description : Students listen to the audio by matching the scrambled pictures about the stages of cooking banana oat cheese pancake so that they are correct according to the audio.</p> | Critical Thinking |
| | | <p>Activity 12 (Writing) : Make a procedure text of cooking Description : Students choose their favorite food and write procedures for how to make that food based on the template given (Name of food, ingredients of food, tools of cooking, and the steps of cooking).</p> | Creativity |

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| Home Sweet Home | Rooms in a house and things in the rooms. Talking about what people do and use to clean up a house. Giving instruction how to do something. | Students are able to describe rooms in the house and things in the room. Students are able to talk about what people do and use to clean the house. Students are able to give instructions on how to do something | Activity 1 (Vocabulary Building) : Play group sort game on Wordwall. Description : Students are invited to play group sort games about things in rooms on Wordwall. Students must choose and group things according to the existing room. | Critical Thinking |
| | | | Activity 2 (Vocabulary Building) : Play crossword game. Description : Students play crossword games related to the tools used to clean up a house, in which students must read clues first before crossing the words. | Critical Thinking |
| | | | Activity 3 (Listening) : Listen and Draw. Description : students listen to audio instructions about objects in the room and draw an object according to the instructions heard. | Creativity Critical Thinking |

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| | | | <p>Activity 4 (Writing and Reading) : Guess What I Am!</p> <p>Description : Students are divided into several groups. And then students do group work to discuss and create clues for things in the room at least 3 things and tell by reading the clues for the other groups to answer them. Each group that is able to guess the clues will get a point. The group with the highest points will win the game.</p> | <p>Collaboration Communication Creativity Critical Thinking</p> |
| | | | <p>Activity 5 (Reading and Writing) : Complete blank sentences.</p> <p>Description : Students read blank sentences in conversations about giving instructions on how to do something and complete it so that they become correct sentences.</p> | <p>Critical Thinking</p> |

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| | | | <p>Activity 6 (Speaking) : Observing things at home and identifying about cleaning activities.</p> <p>Description : Students observe things that are used to clean rooms in their respective homes, and then identify about cleaning activities that you or your family do at home. Share the findings in the class related to the template given by telling it.</p> | <p>Communication Creativity</p> |
| | | | <p>Activity 7 (Writing and Reading) : Identifying some cleaning activities at home.</p> <p>Description : Students are invited to complete the cleaning activity for your house by filling out a template in the form of a list of some things in your kitchen, bathroom, and bedroom that students need to keep clean, and tell the function of these things. Students read the results in front of the class.</p> | <p>Creativity Critical Thinking</p> |

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| | | | <p>Activity 8 (Writing) : Liana's Dream Bedroom. Description : Students are invited to observe and identify pictures of Liana's dream bedroom, and then answer questions related to the picture.</p> | Critical Thinking |
| | | | <p>Activity 9 (Speaking) : My Dream Bedroom. Description : Students are invited to draw the bedroom they dream of complete with the things contained in it, then students tell their dream room and the things that are there.</p> | Creativity Communication |
| | | | <p>Activity 10 (Writing) : Let's fix the right instructions. Description : Students work with her/his chair mate to work on scrambled instructional sentences regarding the use of a washing machine. They must sequence the sentences into complete and correct instruction sentences.</p> | Collaboration Critical thinking |

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| | | | <p>Activity 11 (Writing and Speaking) : Make an instruction how to wash our hands.</p> <p>Description : Students work with his/her partner to make an instruction how to wash our hands by observing random illustrations and convey it in front of the class by demonstrating it.</p> | <p>Collaboration Creativity Communication</p> |
| <p>This is My School</p> | <p>Asking for and giving directions at school. Telling about extracurricular. Describing a school festival.</p> | <p>Students are able to ask and give directions. Students are able to talk about extracurricular activities. Students are able to describe the school festival.</p> | <p>Activity 1 (Vocabulary building): Knowing about location.</p> <p>Description : Students are provided with several vocabularies regarding locations (Behind, beside, next to, between, and so on) and make sentences based on these vocabulary.</p> | <p>Collaboration Communication</p> |

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| | | | <p>Activity 2: (Vocabulary Building) Playing game “Guessing a word”. Description : Students are looking for partners to play games about “Guess a word” related to the Extracurricular vocabulary. Each pair is given an extracurricular vocabulary, in which one student does not know the vocabulary and must ask his partner which can only be answered with yes, no, or maybe.</p> | <p>Communication Collaboration</p> |
| | | | <p>Activity 3 (Vocabulary building) : Let’s classify vocabularies. Description : Students are going to guess vocabulary about extracurricular. They classified the vocabulary based on the classifications table given.</p> | <p>Critical thinking</p> |
| | | | <p>Activity 4 Vocabulary building and Listening: Play the Chinese Whisper game. Description : Students play the Chinese Whisper game about school festival vocabulary in groups. Each group member stands in a row backwards facing the</p> | <p>Communication Collaboration</p> |

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| | | | <p>wall. Each leader of the group standing at the very back will whisper a word given by their teacher to their group mates, and the player who is whispered the word that is heard immediately whispers to the player in front of him and so on until the player at the front gets a whisper from the player behind him. , and he/she as the front player must say the word he hears out loud. The group that finishes the game the fastest and answers correctly is the winner in Chinese Whisper.</p> | |
| | | | <p>Activity 5 (Vocabulary Building and Listening) : Listen to the audio. Description : Students are provided with picture maps and then students listen to audio regarding instructions for place directions and answer the place in question according to the audio instructions in the template provided.</p> | <p>Critical Thinking</p> |

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| | | | <p>Activity 6 (Writing and Reading) : Play treasure-seeking games. Description : Students are divided into several groups to play treasure-seeking games in the school guided by a map containing instructions in the form of directions, which have been made by each group and given randomly to other groups.</p> | Collaboration Communication Creativity |
| | | | <p>Activity 7 (Speaking) : Do a short conversation about asking and giving directions. Description : Students do group work with her/his partner identifying a picture of maps at school, and creating a short conversation based on the place on the maps.</p> | Collaboration Communication Creativity |
| | | | <p>Activity 8 (Reading) : Read a text about the school events. Description : Students read text about the school events and answer the true and false questions related to the text, in which students must provide reasons for the answers chosen.</p> | Critical Thinking |

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| | | | <p>Activity 9 (Writing) : Let's make your creative poster about school festival.</p> <p>Description : students are divided into several groups. Then each group is invited to make a poster about the school festival by following the questions as a guide in making it (What event are your group planning?, Is there a competition in the event?, Is it an art or sport competition?, Who are the participants, Where is the event?, When is the event?) Students are also provided with a template for the structure of the poster.</p> | <p>Creativity Collaboration</p> |
|--|--|--|--|--------------------------------------|



Appendix 18. Resources sheet

1. The Material Sources

| Chapter | Adapt/Adopt | Content | Author/Year | Link Sources |
|---------|-------------|-------------------|----------------------------|---|
| 1 | Adapt | Learning Material | Anonimus | https://www.myenglishpages.com/english/grammar.php |
| 1 | Adapt | Learning Material | Handi Ngwira Gagnol (2022) | https://learnenglishwithafrica.com/courses/saying-hello-and-goodbye/ |
| 1 | Adapt | Learning Material | Woodward English (2022) | https://www.youtube.com/watch?v=sH2rk3q4omM&t=3s |
| 2 | Adopt | Learning Material | ReallyLearn English (2010) | https://www.really-learn-english.com/ |
| 2 | Adapt | Learning Material | British Course (2017) | http://britishcourse.com/procedure-text-definition-generic-structures-purposes-language-features.php |
| 3 | Adapt | Learning Material | MmmEnglish (2017) | https://www.youtube.com/watch?v=XzkbcWh8s4w&t=5s |
| 4 | Adapt | Learning Material | Anonimus (2023) | https://www.easypacelearning.com/all-lessons/learning-english-level-1/201-giving-and-asking-directions-english-lesson |

2. The Graphic Sources

| Source | Author | Contents |
|-----------|---|---|
| Canva.com | Sketchify, Pocrea, Mikaserur, Sparklestroke, Pixabay, Amethyststudio, Design.id, MW's image, Twemoji, Adiemols, Nurachmadi yusuf, Fusion books, Enna Marnawati, Sildesignus, Nytylys, Korecreator, Addinaimida, Iconsy, Izzatil Adawiyah, Sylvia Design Studio, Takatori, Frog Mugi, Drawcee, Andrianna suska, Ningpuj, Slebor, Canva creative studio, Macrovector, Tive, Team Banana, Kaisorn, CUPI, | Template, Stickers, Pictures, Illustration, and elements. |

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| | Trendify, Mu2021, Rosalinda Watsica Images, Maiko Hatta, Depotvisual, Carlee Mill's Images, Canva layouts, Bonitard, Bruna Saraiva, Ifan, Addinaimada, Elchinarts, SRSadi123, Piixypeach. | |
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Appendix 19. The Result of Expert judgement (Expert 1)

| No. | Statements | Scale | | | | | Comment and Suggestion |
|--|---|-------|---|---|---|---|--|
| | | 1 | 2 | 3 | 4 | 5 | |
| Principles for Developing Materials | | | | | | | |
| | The material is relevant to the students' needs | | | | | √ | |
| | The material is challenging for the students' level | | | | | √ | |
| | The material is original; not violate copyright | | | | √ | | Give credit for the elements, pictures used. Use APA style for the references. |
| | The material adjusts school learning time | | | | | √ | |
| | The material gives an opportunity to facilitate students' varying abilities and backgrounds | | | | √ | | |
| | The material contains clear explanations, examples, and illustrations | | | | √ | | Add a brief explanation about game "Guess what I am" by giving a procedure how to play it. Create instructions that are easy for students to understand by specifying instructions made especially for learning activities while playing. Give an illustration on a game to make it easier to understand. Please give one answer as an example to a question as a student guide in answering the next question. |
| | The material provides learning experiences to suit current and future needs | | | | | √ | |
| | The language used is easy for students to understand the materials | | | | √ | | Pay attention, if the activity is a game, there will be rules and procedures. For example "The group that |

| No. | Statements | Scale | | | | | Comment and Suggestion |
|-----|--|-------|---|---|---|---|--|
| | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | <p>has the most correct answer will be the winner (rule), etc”.</p> <p>Note the consistent use of the words Let's and Lets.</p> <p>Pay attention to typos, punctuation and conjunctions in a sentence of the paragraph.</p> <p>Caution on the use of fonts between titles, instructions and materials. Please differentiate the font style so that it has the characteristics of each.</p> <p>Pay attention to dialogue activities, so that the sentences in the dialogue are neatly arranged, so that students can easily understand the conversation.</p> <p>In vocabulary building, students may not all know how to pronounce the existing vocabulary, so please provide modeling how to pronounce the vocabulary by listening to an audio in the link or QR code that is included.</p> <p>Note the use of “....”</p> <p>1. Soapy liquid used to wash our clothes</p> <p>It should be:</p> <p>1. Soapy liquid used to wash our clothes.</p> |
| | The book contains interesting visual designs | | | | | √ | The material has been supported by pictures which make it easier for |

| No. | Statements | Scale | | | | | Comment and Suggestion |
|-----|---|-------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | <p>students to understand the material both in the context of vocabulary and grammar.</p> <p>The illustrations used must be adapted to the content so that the relationship between the image and the content matches the context. For example, this pirate image is good, but it also needs to be adjusted according to the content, what is the relationship between this image and the content.</p> <p>Pay attention to the color gradation used so that it matches the letters and can be read.</p> |
| | The material provides motivating learning activities and strategies | | | | | √ | |
| | The material uses suitable language for the students' level | | | | | √ | <p>Pay attention to the use of numbers in sentences. In this case, use the vocabulary at face value. For example: 12 and 6 into twelve and six.</p> |
| | The material contains non-discriminatory words, examples, illustrations, and pictures | | | | | √ | |
| | The book provides various learning methods | | | | | √ | |
| | The material provides exercise in various learning contexts | | | | | √ | |
| | The material provides clear instructions | | | | √ | | <p>Make the instructions of content simpler but appropriate to the context.</p> |

| No. | Statements | Scale | | | | | Comment and Suggestion |
|--|---|-------|---|---|---|---|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | Do not use too convoluted language. |
| | The book provides learning objectives | | | | | √ | |
| | The material promotes engagement through practical activities | | | | | √ | |
| | The exercise learning is challenging but understandable to attract students' interest | | | | | √ | |
| | The material assists the teachers to implement the curriculum | | | | | √ | |
| | The material integrates theory with correlative practices | | | | | √ | |
| | The material provides assessment activities | | | | | √ | |
| The Essential 21st Century Skills | | | | | | | |
| | The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context | | | | | √ | |
| | The material analyzes the relatedness of each concept | | | | | √ | |
| | The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes | | | | | √ | |
| | The material solves different types of problems and analyzes them from different points of view to find a good solution | | | | | √ | |
| | The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas | | | | | √ | |
| | The material works effectively to develop and communicate new ideas | | | | | √ | |
| | The material respects and combines different perspectives | | | | | √ | |
| | The material helps the students promote new ideas | | | | | √ | |

| No. | Statements | Scale | | | | | Comment and Suggestion |
|-----|---|-------|---|---|---|---|------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| | The material promotes useful contributions to real-life based on students' innovations | | | | | √ | |
| | The material provides opportunity for students to show their capacity to collaborate respectfully and productively with different teams | | | | | √ | |
| | The material exercises compromising to achieve a common goal | | | | | √ | |
| | The material shares responsibilities and appreciates each contribution to collaborative work | | | | | √ | |
| | The material provides opportunity for students to express ideas verbally and non-verbally in good ways | | | | | √ | |
| | The material comprehends meaning, including knowledge, values, attitudes, and intentions | | | | √ | | |
| | The material communicates effectively based on contextual purposes | | | | | √ | |
| | The material promotes effective communication in a diverse society | | | | | √ | |

Singaraja, 29 April 2023

Expert 1



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

THE EXPERT JUDGEMENT RUBRIC OF DEVELOPED ENGLISH SUPPLEMENTARY MATERIALS INTEGRATED TO 4C SKILLS FOR SEVENTH-GRADE STUDENTS OF SMP N 2 SINGARAJA

Scale

5: Excellent

4: Good

3: Average

2: Below Average

1: Poor

| No. | Statements | Scale | | | | | Comment and Suggestion |
|--|---|-------|---|---|---|---|------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Principles for Developing Materials | | | | | | | |
| A. | The material is relevant to the students' needs ✓ | | | | | ✓ | |
| | The material is challenging for the students' level | | | | | ✓ | |
| | The material is original; not violate copyright | | | | | ✓ | |
| | The material adjusts school learning time | | | | ✓ | | |
| B. | The material gives an opportunity to facilitate students' varying abilities and backgrounds | | | | ✓ | | |

| | | | | | | |
|----|---|--|--|---|---|--|
| | The material contains clear explanations, examples, and illustrations | | | | ✓ | |
| | The material provides learning experiences to suit current and future needs | | | ✓ | | |
| C. | The language used is easy for students to understand the materials | | | | ✓ | |
| | The book contains interesting visual designs | | | | ✓ | |
| | The material provides motivating learning activities and strategies | | | ✓ | | |
| | The material uses suitable language for the students' level | | | ✓ | | |
| | The material contains non-discriminatory words, examples, illustrations, and pictures | | | | ✓ | |
| D. | The book provides various learning methods | | | ✓ | | |

| | | | | | | | |
|----|---|--|--|--|--|---|--|
| | The material provides exercise in various learning contexts | | | | | ✓ | |
| | The material provides clear instructions | | | | | ✓ | |
| | The book provides learning objectives | | | | | ✓ | |
| E. | The material promotes engagement through practical activities | | | | | ✓ | |
| | The exercise learning is challenging but understandable to attract students' interest | | | | | ✓ | |
| | The material assists the teachers to implement the curriculum | | | | | ✓ | |
| | The material integrates theory with correlative practices | | | | | ✓ | |
| | The material provides assessment activities | | | | | ✓ | |

| 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 | | | ✓ | |

| | | | | | |
|----|---|--|--|---|---|
| | 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, 17 April 2023
Expert,



Luh Gede Lika Waliyanti, S.Pd., M.Pd.
NIP. 198812012015042003

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

| No | Statements | Expert 1 | Expert 2 | Comments |
|----|---|----------|----------|---|
| 1. | The material is relevant to the students' needs | 5 | 5 | |
| 2. | The material is challenging for the students' level | 5 | 5 | |
| 3. | The material is original; not violate copyright | 4 | 5 | Expert 1: Give credit for the elements, pictures used. Use APA style for the references |
| 4. | The material adjusts school learning time | 5 | 4 | |
| 5. | The material gives an opportunity to facilitate students' varying abilities and backgrounds | 4 | 4 | |
| 6. | The material contains clear explanations, examples, and illustrations | 4 | 4 | Expert 1: Add a brief explanation about game "Guess what I am" by giving a procedure how to play it. Create instructions that are easy for students to understand by specifying instructions made especially for learning activities while playing. Give an illustration on a game to make it easier to understand. Please give one answer as an example to a |

| | | | | |
|----|---|---|---|--|
| | | | | question as a student guide in answering the next question. |
| 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 | <p>Expert 1:</p> <p>Pay attention, if the activity is a game, there will be rules and procedures. For example "The group that has the most correct answer will be the winner (rule), etc".</p> <p>Note the consistent use of the words Let's and Lets.</p> <p>Pay attention to typos, punctuation and conjunctions in a sentence of the paragraph.</p> <p>Caution on the use of fonts between titles, instructions and materials. Please differentiate the font style so that it has the characteristics of each.</p> <p>Pay attention to dialogue activities, so that the sentences in the dialogue are neatly arranged, so that students can easily understand the conversation.</p> |

| | | | | |
|----|--|---|---|--|
| | | | | <p>In vocabulary building, students may not all know how to pronounce the existing vocabulary, so please provide modeling how to pronounce the vocabulary by listening to an audio in the link or QR code that is included. Note the use of “....”</p> <p>1. Soapy liquid used to wash our clothes</p> <p>It should be:</p> <p>1. Soapy liquid used to wash our clothes.</p> |
| 9. | The book contains interesting visual designs | 5 | 5 | <p>Expert 1:</p> <p>The material has been supported by pictures which make it easier for students to understand the material both in the context of vocabulary and grammar.</p> <p>The illustrations used must be adapted to the content so that the relationship between the image and the content matches the context. For example, this pirate image is good, but it also needs to be adjusted according to the content, what is the relationship</p> |

| | | | | |
|----|---|---|---|---|
| | | | | between this image and the content. Pay attention to the color gradation used so that it matches the letters and can be read. |
| 10 | The material provides motivating learning activities and strategies | 5 | 4 | |
| 11 | The material uses suitable language for the students' level | 5 | 4 | Expert 1: Pay attention to the use of numbers in sentences. In this case, use the vocabulary at face value. For example: 12 and 6 into twelve and six. |
| 12 | The material contains non-discriminatory words, examples, illustrations, and pictures | 5 | 5 | |
| 13 | The book provides various learning methods | 5 | 4 | |
| 14 | The material provides exercise in various learning contexts | 5 | 5 | |
| 15 | The material provides clear instructions | 4 | 5 | Expert 1: Make the instructions of content simpler but appropriate to the context. Do not use too convoluted language. |
| 16 | The book provides learning objectives | 5 | 5 | |
| 17 | The material promotes engagement through practical activities | 5 | 5 | |

| | | | | |
|----|---|---|---|--|
| 18 | The exercise learning is challenging but understandable to attract students' interest | 5 | 5 | |
| 19 | The material assists the teachers to implement the curriculum | 5 | 5 | |
| 20 | The material integrates theory with correlative practices | 5 | 5 | |
| 21 | The material provides assessment activities | 5 | 5 | |
| 22 | The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context | 4 | 4 | |
| 23 | The material analyzes the relatedness of each concept | 4 | 4 | |
| 24 | The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes | 4 | 4 | |
| 25 | The material solves different types of problems and analyzes them from different points of view to find a good solution | 5 | 5 | |
| 26 | The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas | 5 | 4 | |

| | | | | |
|----|---|---|---|--|
| 27 | The material works effectively to develop and communicate new ideas | 5 | 5 | |
| 28 | The material respects and combines different perspectives | 5 | 4 | |
| 29 | The material helps the students promote new ideas | 5 | 4 | |
| 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 | |
| 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 | 4 | |
| 34 | The material provides opportunity for students to express ideas verbally and non-verbally in good ways | 5 | 4 | |
| 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 judgement

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

| | | | | | | |
|--|---|--|--|---|--|---|
| D. | The book provides various learning methods | | | | | ✓ |
| | The material provides exercise in various learning contexts | | | | | ✓ |
| | The material provides clear instructions | | | | | ✓ |
| | The book provides learning objectives | | | | | ✓ |
| E. | The material promotes engagement through practical activities | | | ✓ | | |
| | The exercise learning is challenging but understandable to attract students' interest | | | | | ✓ |
| | The material assists the teachers to implement the curriculum | | | | | ✓ |
| | The material integrates theory with correlative practices | | | ✓ | | |
| | The material provides assessment activities | | | | | ✓ |
| 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 | | | | | ✓ |
| | 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, 5 April 2023

User


Tina Dwi Susanti, S.Pd.

NIP. 198104082008012020

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 | 4 | |
| 4. | The material adjusts school learning time | 4 | |
| 5. | The material gives an opportunity to facilitate students' varying abilities and backgrounds | 5 | |
| 6. | The material contains clear explanations, examples, and illustrations | 5 | |
| 7. | The material provides learning experiences to suit current and future needs | 5 | |
| 8. | The language used is easy for students to understand the materials | 5 | |
| 9. | The book contains interesting visual designs | 5 | |
| 10 | The material provides motivating learning activities and strategies | 5 | |
| 11 | The material uses suitable language for the students' level | 5 | |
| 12 | The material contains non-discriminatory words, examples, illustrations, and pictures | 5 | |
| 13 | The book provides various learning methods | 5 | |
| 14 | The material provides exercise in various learning contexts | 5 | |
| 15 | The material provides clear instructions | 5 | |

| | | | |
|----|---|---|--|
| 16 | The book provides learning objectives | 5 | |
| 17 | The material promotes engagement through practical activities | 4 | |
| 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 | 5 | |
| 22 | The material contains various types of reasoning such as deductive, inductive, etc. in the appropriate context | 4 | |
| 23 | The material analyzes the relatedness of each concept | 5 | |
| 24 | The material effectively makes connections between information and evidence to draw conclusions based on analysis that reflect learning experiences and processes | 5 | |
| 25 | The material solves different types of problems and analyzes them from different points of view to find a good solution | 5 | |
| 26 | The material analyzes and evaluates original ideas to improve creative efforts in generating beneficial ideas | 5 | |
| 27 | The material works effectively to develop and communicate new ideas | 5 | |

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

Appendix 24. Teacher's interview guide (After Implementation)

| | Principles for Developing Materials |
|----|---|
| | <p>Foundation Bagaimana menurut anda mengenai materi dan aktivitas yang ada pada English Supplementary Book terkait kebutuhan siswa dan kesesuaian tingkat kemudahan dan kesulitan siswa? Bagaimana pendapat anda mengenai keaslian atau originalitas materi pada Supplementary Book? Apakah aktivitas yang dilaksanakan di kelas sudah menyesuaikan waktu belajar di sekolah?</p> <p>Scope Apakah materi yang ada di Supplementary Book memberikan kesempatan untuk memfasilitasi kemampuan dan latar belakang siswa yang beragam? Mengapa demikian? Bagaimana pendapat anda mengenai penjelasan aktivitas, contoh, dan ilustrasi yang ada pada Supplementary Book? Apakah sudah mampu memberikan pengalaman belajar yang sesuai dengan kebutuhan saat ini dan masa depan?</p> <p>Structure and Design Bagaimana pendapat anda mengenai bahasa dan desain visual yang digunakan pada materi dan aktivitas dalam Supplementary Book? Apakah Supplementary Book sudah mampu menunjang kegiatan dan strategi pembelajaran yang memotivasi kepada siswa? Mengapa demikian? Apakah penggunaan bahasa pada Supplementary Book sudah sesuai dengan tingkatan siswa? Mengapa demikian? Sudahkah supplementary book memenuhi standar kata-kata, contoh aktivitas, ilustrasi, dan gambar yang tidak diskriminatif?</p> <p>Flexible Delivery Apakah Supplementary Book ini menyediakan kegiatan pembelajaran dalam setiap topik dengan instruksi yang jelas? Apakah kegiatan yang ada di dalam Supplementary Book berkaitan dengan tujuan pembelajaran?</p> <p>Content Apakah Supplementary Book sudah mampu membantu guru dalam mengimplementasikan kurikulum melalui kegiatan praktis? Apakah kegiatan pada Supplementary Book ini dapat dipahami oleh siswa? Apakah Supplementary Book sudah menggunakan kegiatan penilaian yang berkaitan dengan teori yang telah diajarkan?</p> |
| 2. | The Essential 21st Century Skills |
| | <p>Critical Thinking Apakah Supplementary Book berisi berbagai jenis kegiatan penalaran, analisis dan pemecahan masalah?</p> |

Apakah Supplementary Book berisi kegiatan tentang merangkum informasi dan menganalisis masalah dari sudut pandang yang berbeda?

Creativity

Bagaimana Supplementary Book ini dapat dikatakan telah menganalisis dan mengevaluasi ide orisinal untuk meningkatkan upaya kreatif untuk menghasilkan ide yang berguna?

Apakah Supplementary Book ini bekerja secara efektif untuk mengembangkan dan mengkomunikasikan ide-ide baru dengan menggabungkan perspektif yang berbeda sehubungan dengan inovasi siswa dalam kehidupan nyata? Mohon berikan alasan anda!

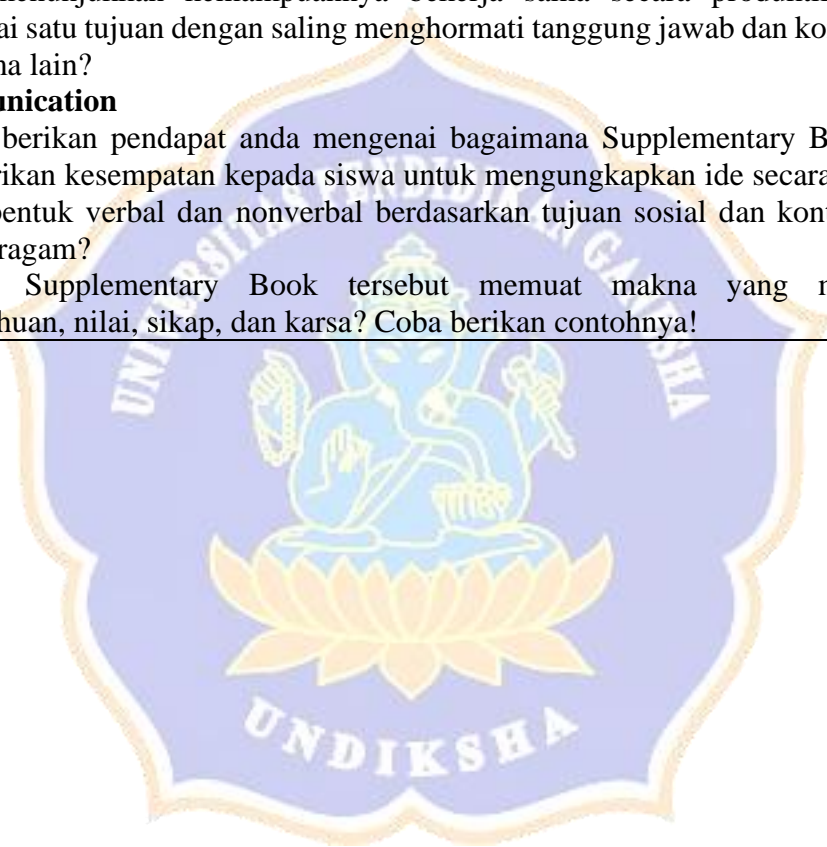
Collaboration

Bagaimana Supplementary Book ini memberikan kesempatan kepada siswa untuk menunjukkan kemampuannya bekerja sama secara produktif untuk mencapai satu tujuan dengan saling menghormati tanggung jawab dan kontribusi satu sama lain?

Communication

Mohon berikan pendapat anda mengenai bagaimana Supplementary Book ini memberikan kesempatan kepada siswa untuk mengungkapkan ide secara efektif dalam bentuk verbal dan nonverbal berdasarkan tujuan sosial dan kontekstual yang beragam?

Apakah Supplementary Book tersebut memuat makna yang meliputi pengetahuan, nilai, sikap, dan karsa? Coba berikan contohnya!



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

| The existence of supplementary materials in the library | |
|---|--|
| Bagaimana menurut anda mengenai materi dan aktivitas yang ada pada English Supplementary Book terkait kebutuhan siswa dan kesesuaian tingkat kemudahan dan kesulitan siswa? | Okay, materi dan aktivitas yang tersedia di buku supplementary material sudah sesuai dengan kebutuhan siswa yang mana sudah lengkap tersedia seperti listening skill dan language skills lainnya. terkait tingkat kemudahan dan kesulitan juga sudah sesuai yang mana setiap siswa memiliki kemampuan dibawah rata-rata dan juga diatasnya jadi buku sudah coverage it jadi istilahnya materi dan aktivitas tidak terlalu mudah dan tidak terlalu sulit. |
| Bagaimana pendapat anda mengenai keaslian atau originalitas materi pada Supplementary Book? | Untuk originalitas materi sudah sesuai dengan apa yang telah menjadi program pemerintah pada kurikulum dan telah mencantumkan sumber seperti referensi materi yang digunakan. |
| Apakah aktivitas yang dilaksanakan di kelas sudah menyesuaikan waktu belajar di sekolah? | Selama memanfaatkan aktivitas yang ada dibuku sata mengajar, waktu penggunaan buku dikelas melalui aktivitas yang diterapkan sudah sesuai dengan jam pengajaran di kelas. Kita mengajar dan belajar di kelas selama 40x 2 jam, jadi proses mengajarnya tidak lebih dari jam tersebut. |
| Apakah materi yang ada di Supplementary Book memberikan kesempatan untuk memfasilitasi kemampuan dan latar belakang siswa yang beragam? Mengapa demikian? | Iya sudah sesuai, yang mana materi dan aktivitas yang ada dibuku tersebut memberi kesempatan bagi siswa karena kemampuan siswa dalam belajar itu beragam, ada yang lebih menyukai , speaking, membaca, menggambar dan lain sebagainya. Jadi dalam buku sudah beragam dan terfasilitas dengan menyesuaikan dengan kemampuan siswa. |
| Bagaimana pendapat anda mengenai penjelasan aktivitas, contoh, dan ilustrasi yang ada pada Supplementary Book? Apakah sudah mampu | Okay, untuk contoh sudah ada dalam buku tersebut, ilustrasinya juga sudah lebih ke latihan-latihan kepada siswa, yang mana sesuai dengan kebutuhan |

| | |
|---|--|
| <p>memberikan pengalaman belajar yang sesuai dengan kebutuhan saat ini dan masa depan?</p> | <p>siswa dalam kehidupan sehari-hari yang bisa digunakan oleh siswa. Selain itu dengan adanya beragam gambar yang lucu membuat siswa menjadi senang ketika belajar.</p> |
| <p>Bagaimana pendapat anda mengenai bahasa dan desain visual yang digunakan pada materi dan aktivitas dalam Supplementary Book?</p> | <p>Pada buku supplementary tersebut terkait bahasanya sudah mampu dan mudah dipahami oleh siswa SMP, lalu untuk desain visualnya juga menarik sehingga jelas sesuai untuk dipelajari oleh level siswa SMP.</p> |
| <p>Apakah Supplementary Book sudah mampu menunjang kegiatan dan strategi pembelajaran yang memotivasi kepada siswa? Mengapa demikian?</p> | <p>Iya sudah mampu memotivasi, karena pada buku sudah terdapat berbagai aktivitas menarik bagi siswa, salah satunya adalah aktivitas permainan seperti crossword puzzle, gueesing word, etc yang mana siswa senang belajar sambil bermain dan tertantang dalam menyelesaikan latihan yang ada.</p> |
| <p>Apakah penggunaan bahasa pada Supplementary Book sudah sesuai dengan tingkatan siswa? Mengapa demikian?</p> | <p>Iya untuk penggunaan dan pemilihan bahasa sudah sesuai dengan tingkat belajar siswa untuk memahami materi dan aktivitas yang tersedia, jadi sesuai dnegan level grade siswa.</p> |
| <p>Sudahkah supplementary book memenuhi standar kata-kata, contoh aktivitas, ilustrasi, dan gambar yang tidak diskriminatif?</p> | <p>Iya setelah mengamati gambar, the words pada buku menurut saya tida ada hal yang emngandung konsep diskriminatif baik kepada siswa maupun guru.</p> |
| <p>Apakah Supplementary Book ini menyediakan kegiatan pembelajaran dalam setiap topik dengan instruksi yang jelas?</p> | <p>Instruksi pada kegiatan pembelajaran yang ada pada buku supplementary sudah jelas, namun disini saya juga perlu memberikan atau menamakan instruksi dengan mengarahkan siswa untuk memperjelas instruksi yang ada dibuku sehingga cepat dipahami oleh siswa.</p> |
| <p>Apakah kegiatan yang ada di dalam Supplementary Book berkaitan dengan tujuan pembelajaran?</p> | <p>Iya, kegiatan yang ada dibuku sudah sesuai dengan tujuan pembelajaran baik itu dilihat dari latihan maupun materi yang tersedia.</p> |

| | |
|---|--|
| Apakah Supplementary Book sudah mampu membantu guru dalam mengimplementasikan kurikulum melalui kegiatan praktis? | Iya, aktivitas yang ada dibuku sudah membantu karena siswa juga sudah mampu menerapkan kegiatan praktek seperti demonstrasi, berbicara di depan kelas, menulis sehingga harapan dari kurikulum yang diterapkan bisa diimplementaisan dengan bai melalui aktivitas yang ada dibuku ini. |
| Apakah kegiatan pada Supplementary Book ini dapat dipahami oleh siswa? | iya, untuk kegiatan yng ada pada buku ini sudah dapat dipahami oleh siswa, apalagi kalau ada kegiatan yang berkelompok yang mana mereka bisa berdiskusi satu sama lain sehingga lebih cepat untuk memahami kegiatan yang tersedia, yang mana sesuai dengan harapan pada buku bisa terlaksana. |
| Apakah Supplementary Book sudah menggunakan kegiatan penilaian yang berkaitan dengan teori yang telah diajarkan? | Iya untuk kegiatan penilaian juga sudah ada seperti halnya pada aktivitas permainan yang mana diakhir ada kesimpulan yang harus diberikan terkait aktivitas yang dilaksanakan sebagai bentuk refleksi diri dari kegiatan sebelumnya. |
| The Essential 21st Century Skills | |
| Apakah Supplementary Book berisi berbagai jenis kegiatan penalaran, analisis dan pemecahan masalah? | Dalam buku supplementary buuk sudah menyediakan aktivitas penalaran bagi siswa dengan memberikan sebuah kegiatan lalu mereka menyusunnya menjadi benar dengan mengidentifikasi dan menganalisis terlebih dahulu seperti halnya pada procedure text. Sehingga adanya pemacahan masalah dengan cara memperbaiki text tersebut. |
| Apakah Supplementary Book berisi kegiatan tentang merangkum informasi dan menganalisis masalah dari sudut pandang yang berbeda? | Iya, pada buku sudah mengkover semua itu, karena siswa diberi kesempatan untuk menyampaikan pendapat mereka baik itu ketika presentasi dengan sudut pandang berbeda sehingga mereka bisa memilah informasi yang diberikan dengan cara merangkum itu. |
| Bagaimana Supplementary Book ini dapat dikatakan telah menganalisis | Iya, pada buku ini sudah tersedia seperti halnya mengevaluasi ide original siswa |

| | |
|---|---|
| <p>dan mengevaluasi ide orisinal untuk meningkatkan upaya kreatif untuk menghasilkan ide yang berguna?</p> | <p>seperti aktivitas menggambar pada exercise “Draw your dream bedroom” yang mana mereka disana berimajinasi dengan menuangkan ide-ide kreatif mereka terkait bagaimana bedroom favorite atau yang mereka inginkan yang nantinya bisa saja diwujudkan dalam kehidupan nyata.</p> |
| <p>Apakah Supplementary Book ini bekerja secara efektif untuk mengembangkan dan mengkomunikasikan ide-ide baru dengan menggabungkan perspektif yang berbeda sehubungan dengan inovasi siswa dalam kehidupan nyata? Mohon berikan alasan anda!</p> | <p>Iya seperti halnya aktivitas yang ada sudah menyesuaikan seperti contoh siswa bisa merealisasikan kamar tidur impian mereka dengan menggabungkan perspektif mereka melalui presentasi dalam describing karya yang telah mereka buat sehingga kita bisa mengetahui perspektif masing-masing siswa, karena setiap siswa tentunya memiliki imajinasi dan ide yang berbeda.</p> |
| <p>Bagaimana Supplementary Book ini memberikan kesempatan kepada siswa untuk menunjukkan kemampuannya bekerja sama secara produktif untuk mencapai satu tujuan dengan saling menghormati tanggung jawab dan kontribusi satu sama lain?</p> | <p>Okay, terkait aktivitas yang berisi kolaborasi yang mana pada buku memberikan siswa kesempatan untuk bekerja kelompok dengan saling berkolaborasi seperti berdiskusi dalam menyelesaikan tugas dengan saling bertanggungjawab, yang mana dapat dilihat dari kegiatan belajar siswa waktu ini sudah mampu membagi tugas disetiap masing-masing individu pada kelompok seperti siapa yang nantinya yang akan presentasi, mencatat dan lain sebagainya sehingga adil.</p> |
| <p>Mohon berikan pendapat anda mengenai bagaimana Supplementary Book ini memberikan kesempatan kepada siswa untuk mengungkapkan ide secara efektif dalam bentuk verbal dan nonverbal berdasarkan tujuan sosial dan kontekstual yang beragam?</p> | <p>Iya menurut saya, siswa sudah diberi kesempatan untuk siswa mengungkapkan ide secara efektif dalam bentuk verbal yang mana salah satu contohnya itu adalah pada aktivitas “Giving instructions” yang mana siswa diberikan gambar runtutan bagaimana cara mencuci tangan yang benar. Disana mereka diajak untuk menyusun dan memberikan penjelasan bersama</p> |

| | |
|--|--|
| | <p>partner dengan maju kedepan, yang mana salah satu temannya memberikan penjelasan secara verbal dan partner yang lagi satu melakukan demonstrasi atau memperagakan sesuai intruksi jadi bisa masuk dalam non-verbal activity jadi secara tidak langsung terdapat koneksi dimasing-masingnya dan bisa mengungkapkan lebih secara efektif.</p> |
| <p>Apakah Supplementary Book tersebut memuat makna yang meliputi pengetahuan, nilai, sikap, dan karsa? Coba berikan contohnya!</p> | <p>Okay, terkait penilain menurut saya sudah ada, dan untuk pengetahuan pasti juga sudah ada dibuku ini melalui aktivitas yang tersedia, and then untuk sikap itu ada pada aktivitas yang diberikan pada buku yaitu aktivty 4 “Guess what I am!” yang man ini mengajak siswa untuk tampil mempraktekan dan menebak apa yang dimaksudkan, yang mana hal ini sudah termasuk karsa karena ada seuah keinginan untuk tampil kedepan memberika clues jadi mereka merasa bahwa dirinya sudah berhasil tampil memberikan sesuatu yang terbaik. Disamping itu kita sebgaai guru juga mampu menilai sikap siswa dalam memberikan ide ketika berbicara sehingga dapat saya katakan ini juga sudah masuk kedalam pengetahuan dan penilaian melalui aktivitas yang diterapkan pada buku ini.</p> |

Appendix 26. Students' interviews guide (After Implementation)

| No | Pertanyaan |
|----|---|
| 1. | Apakah aktivitas yang disediakan pada buku ini menyenangkan? Mengapa? |
| 2. | Bagaimanakah perasaan kalian setelah mengikuti kegiatan belajar di kelas dengan menggunakan buku ini? |
| 3. | Apakah design (font, warna, ilustrasi) dari buku ini menarik? Berikan pendapat kalian! |
| 4. | Apakah instruksi yang di berikan mudah di pahami? |
| 5. | Apakah kegiatan tersebut sudah melatih daya berpikir kritis? Mengapa? |
| 6. | Apakah kegiatan tersebut sudah melatih kerja berkelompok? Mengapa? |
| 7. | Apakah kegiatan tersebut sudah melatih komunikasi? Mengapa? |
| 8. | Apakah kegiatan tersebut sudah melatih kreatifitas? Mengapa? |
| 9. | Apakah terdapat kekurangan dari aktivitas pada buku ini? |



Appendix 27. Students' interviews transcription (After Implementation)

1. Student number 1

| No | Pertanyaan | |
|----|---|---|
| 1. | Apakah aktivitas yang disediakan pada buku ini menyenangkan? Mengapa? | Sangat menyenangkan karna terdapat gambar-gambar yang menarik, selain itu ita juga saat membaca itu sudah bisa lumayan langsung mengerti isi ativitasnya. |
| 2. | Bagaimanakah perasaan kalian setelah mengikuti kegiatan belajar di kelas dengan menggunakan buku ini? | Perasaan saya ketika belajar menggunakan buku ini adalah senang. |
| 3. | Apakah design (font, warna, ilustrasi) dari buku ini menarik? Berikan pendapat kalian! | Desain yang ada pada buku sudah menarik bagi saya. |
| 4. | Apakah instruksi yang di berikan mudah di pahami? | Untuk instruksi yang ada pada buku, saya lumayan paham, namun masih terdapat beberapa penjelasan yang kurang atau masih membutuhkan waktu untuk memahaminya. |
| 5. | Apakah kegiatan tersebut sudah melatih daya berpikir kritis? Mengapa? | Sudah, karena saya menjadi mampu menentukan jawaban dengan memahami suruhan atau pertanyaan yang ada pada ativitas dibuku, sehingga ada tantangan tersendiri bagi saya yang harus saya carikan solusi. |
| 6. | Apakah kegiatan tersebut sudah melatih kerja berkelompok? Mengapa? | Iya sudah, dalam aktivitas buku ini mengajak kita untuk bekerjasama dalam berkelompok baik itu menjawab soal dan share our idea. |
| 7. | Apakah kegiatan tersebut sudah melatih komunikasi? Mengapa? | Sudah, karena biasanya ketika belajar bahasa inggris seseorang cenderung takut daam berbicara, namun dalam buku ini terdapat cara menarik mengajak kita untuk berkomunikasi, seperti ativitas permainan yang ada dibuku. |
| 8. | Apakah kegiatan tersebut sudah melatih kreatifitas? Mengapa? | Sudah, saya ingat aktivitas yang ada dibuku adalah menggambar sesuai dengan klu yang kita dengar pada audio. Dalam hal ini melatih kreativitas saya dengan menciptakan gambar versiku. Saya juga memiliki inspirasi untuk menuangkan kreativitas gambar saya dengan melihat ilustrasi-ilustrasi yang ada dibuku |

| | | |
|----|--|--|
| 9. | Apakah terdapat kekurangan dari aktivitas pada buku ini? | Okay untuk kekurangannya mungkin mengarah pada pemberian instruksi di beberapa aktivitas yang mungkin bisa ditambahkan agar lebih cepat dipahami. I mean like sudah ada beberapa di buku namun masih harus perlu dilengkapi. |
|----|--|--|

2. Student number 2

| No | Pertanyaan | |
|----|---|--|
| 1. | Apakah aktivitas yang disediakan pada buku ini menyenangkan? Mengapa? | Aktivitas yang ada di buku sudah menyenangkan, karena terdapat beragam permainan yang bisa menambah keseruan belajar di kelas bersama teman-teman. |
| 2. | Bagaimanakah perasaan kalian setelah mengikuti kegiatan belajar di kelas dengan menggunakan buku ini? | Saya merasa senang belajar menggunakan buku ini, karena pada buku terdapat gambar yang menarik dan lebih kartunis dan lebih mudah dipahami jadi saat belajar tidak merasa bosan. |
| 3. | Apakah design (font, warna, ilustrasi) dari buku ini menarik? Berikan pendapat kalian! | Iya untuk desain buku sudah menarik, melihat dari sisi gambar sudah kartunis sehingga mudah dan seru ketika belajar |
| 4. | Apakah instruksi yang di berikan mudah di pahami? | Untuk instruksi yang ada di buku terdapat beberapa aktivitas yang memang perlu instruksi tambahan dari guru dengan cara mempraktekannya secara langsung. Namun dalam hal ini, melalui arahan tambahan dari, saya jadi memahami instruksi dengan cepat. |
| 5. | Apakah kegiatan tersebut sudah melatih daya berpikir kritis? Mengapa? | Menurut saya melalui aktivitas yang ada di buku sudah melatih cara berpikir kritis saya, karena saya tidak hanya asal-asalan menjawab pertanyaan yang tersedia namun memang benar-benar memberikan solusi atau jawaban secara tersusun, seperti halnya memastikan kembali pertanyaan yang diberikan sehingga paham pertanyaan yang dimaksud. |
| 6. | Apakah kegiatan tersebut sudah melatih kerja berkelompok? Mengapa? | Terdapat beberapa aktivitas yang memang mengajak kita untuk bekerjasama dalam belajar. Melalui hal itu saya jadi mampu membagi ide, kreasi, dan pendapat ketika menyelesaikan sebuah latihan. |

| | | |
|----|--|--|
| 7. | Apakah kegiatan tersebut sudah melatih komunikasi? Mengapa? | Untuk komunikasi sudah, karena disaat berlangsungnya aktivitas belajar menggunakan buku ini terdapat interaksi dengan teman lainnya seperti saat bermain "Guess What I Am!". |
| 8. | Apakah kegiatan tersebut sudah melatih kreatifitas? Mengapa? | Menurut saya sudah, dilihat dari aktivitas belajar pada buku terdapat aktivitas menggambar yang mana saya bisa melatih kemampuan saya dalam menuangkan ide berupa bentuk gambar. |
| 9. | Apakah terdapat kekurangan dari aktivitas pada buku ini? | Untuk kekurangannya mungkin perlunya penambahan deskripsi pada beberapa aktivitas agar lebih mudah untuk dipahami. |

3. Student Number 3

| No | Pertanyaan | |
|----|---|---|
| 1. | Apakah aktivitas yang disediakan pada buku ini menyenangkan? Mengapa? | Aktivitas yang ada dibuku sudah menyenangkan, karena kita bisa bermain sambil belajar bersama dengan teman-teman kelas. |
| 2. | Bagaimanakah perasaan kalian setelah mengikuti kegiatan belajar di kelas dengan menggunakan buku ini? | Perasaan saya senang, karena bukunya memiliki ilustrasi yang bagus. |
| 3. | Apakah design (font, warna, ilustrasi) dari buku ini menarik? Berikan pendapat kalian! | Iya sudah menarik kak, seperti halnya huruf yang digunakan sangat menarik dan jelas untuk dibaca. |
| 4. | Apakah instruksi yang di berikan mudah di pahami? | Iya mudah dipahami karena selain instruksi yang ada dibuku, guru juga ikut memandu siswa dalam menjelaskan instruksi yang sekiranya belum dipahami. |
| 5. | Apakah kegiatan tersebut sudah melatih daya berpikir kritis? Mengapa? | Iya, karena melalui aktivitas yang ada pada buku tersebut memiliki latihan yang membantu saya dalam mencari tahu hal-hal dengan cara memberikan sebuah solusi atau jawaban yang tidak sekedar. |
| 6. | Apakah kegiatan tersebut sudah melatih kerja berkelompok? Mengapa? | Iya kegiatan yang ada dibuku sudah melatih collaboration saya dengan aktivitas kerja kelompok, melalui itu saya bisa berdiskusi dalam menjawab pertanyaan atau memecahkan sebuah permasalahan secara langsung bersama-sama. |

| | | |
|----|--|---|
| 7. | Apakah kegiatan tersebut sudah melatih komunikasi? Mengapa? | Iya saya bisa melatih kemampuan berkomunikasi melalui aktivitas yang ada dibuu terutama bersama teman seperti memberikan pendapat atau jawaban. |
| 8. | Apakah kegiatan tersebut sudah melatih kreatifitas? Mengapa? | Untuk kreativitas sudah mengarahkan saya untuk lebih meningkatkan kemampuan ini melalui aktivitas yang tersedia di buku. |
| 9. | Apakah yang perlu ditngatkan dari aktivitas pada buku ini? | Mungkin perlu penambahan instruksi seperti halnya pada permainan online. Instruksinya sudah tersedia namun perlu dilengkap lagi. |

4. Student Number 4

| No | Pertanyaan | |
|----|---|--|
| 1. | Apakah aktivitas yang disediakan pada buku ini menyenangkan? Mengapa? | Iya aktivitas pada buku sudah menyenangkan karena terdapat gambar-gambar yang menarik seperti hiburan saat belajar. |
| 2. | Bagaimanakah perasaan kalian setelah mengikuti kegiatan belajar di kelas dengan menggunakan buku ini? | Perasaan saya happy selama belajar karena ada permainan, jadi saya bisa bermain sambil belajar. |
| 3. | Apakah design (font, warna, ilustrasi) dari buku ini menarik? Berikan pendapat kalian! | Desain bukunya menarik seperti gambar yang tersedia dan tulisan atau hurufnya juga sudah jelas untuk dibaca. |
| 4. | Apakah instruksi yang di berikan mudah di pahami? | Menurut saya instruksi yang dibuku sudah baik karena ditambah adanya instruksi yang diberikan oleh guru untuk memperjelas kegiatan. |
| 5. | Apakah kegiatan tersebut sudah melatih daya berpikir kritis? Mengapa? | Menurutu, saya telah bisa melatih daya berpikir kritis ketika mengikuti aktivitas yang dibuku ini, karena saya bisa bertanya kepada buku terkait pertanyaan yang kurang saya pahami dan mencari jawaban sendiri dengan berpikir mengenai cara untuk menyelesaikan pertanyaan tersebut. |
| 6. | Apakah kegiatan tersebut sudah melatih kerja berkelompok? Mengapa? | Untuk kemampuan kolaborasi saya sudah lebih baik karena aktvitas kelompok yang seru banget sehingga saya mampu membagi ide pada teman-teman kelompok. |
| 7. | Apakah kegiatan tersebut sudah melatih komunikasi? Mengapa? | Iya, saya bisa membagi pendapat saya kepada teman saya melalui aktivitas komunikasi yang tersedia dibuku. |

| | | |
|----|--|---|
| 8. | Apakah kegiatan tersebut sudah melatih kreatifitas? Mengapa? | Aktivitas pada buku yang berisi kreativitas itu seperti menggambar dan mencari clues. Jadi saya bisa mengembangkan ide dan menciptakan sesuai kreativitas saya. |
| 9. | Apakah terdapat kekurangan dari aktivitas pada buku ini? | Mungkin bisa game online bisa lebih diperanyak lagi agar belajar di rumah menjadi lebih seru. |



Appendix 28. The developed English supplementary material

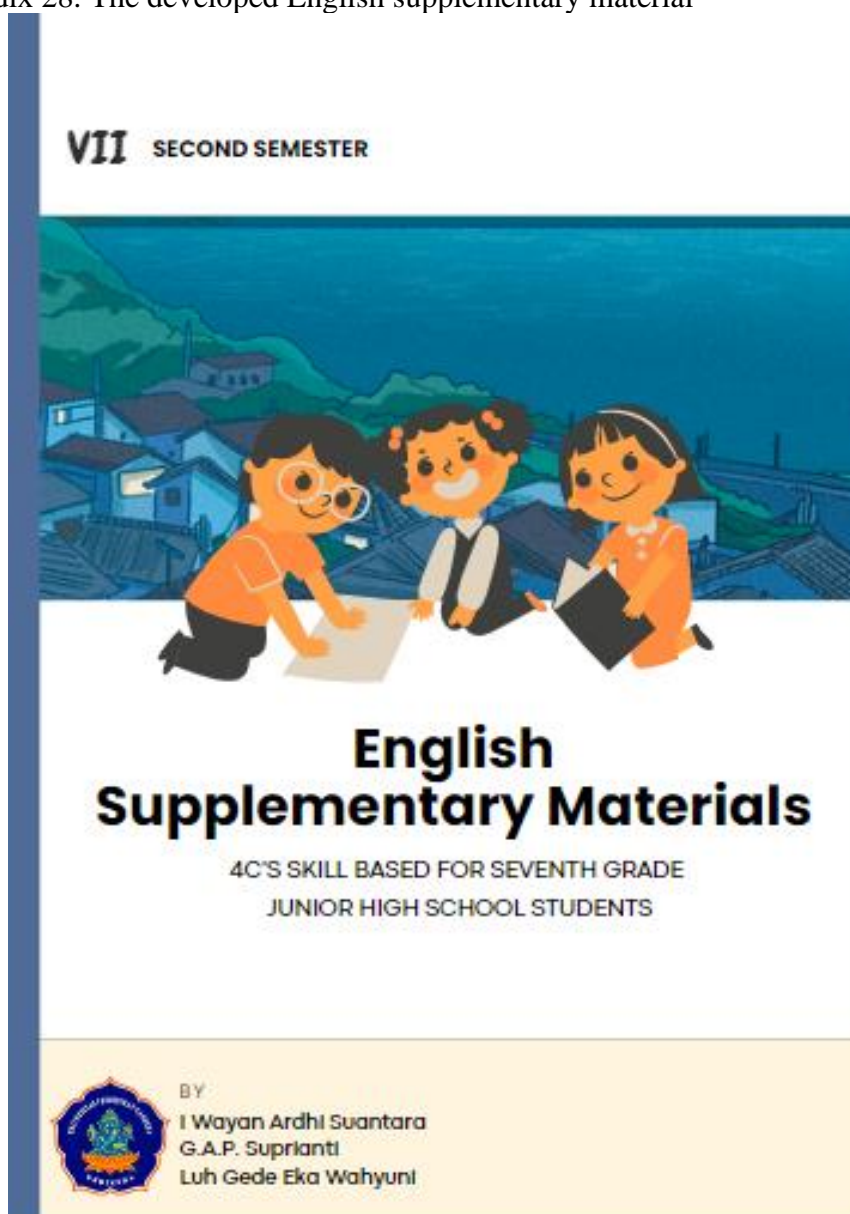


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Let's read!**Vocabulary Building**

Please read some vocabularies and expressions about introducing one's and others, and also greetings and saying good bye.

**Introducing Myself**

Here are expressions to introduce yourself:

- My name is
- I'm
- Allow me to introduce myself
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

Introducing others

Here are expressions to introduce others:

- John, please meet Bayu
- John, have you met Bayu?
- This is a friend of mine, Putri.
- I would like to introduce you to Lisa.
- Lisa, this is Ayu. Ayu this is Lisa.
- Do you know Kartika?
- Please allow me to introduce our new member of our class

Responses

Here are some responses when introduce one's and others:

- Nice to meet you
- Happy to meet you.
- Glad to meet you, I'm Riza
- How do you do?
- Pleased to meet you
- No, I don't

Source: <https://rh.gq/yq2fq>

Good Morning!
Good afternoon!
Good evening!
Hello/Hi!

How are you?
How are you doing?
How's it going?
How do you do?
What's up?

Greetings:
When we meet someone we know, we usually exchange greetings

- When you are well:
- I feel great
- Very well, thank you
- Fine, thank you
- I'm okay/good/great
- All right

- When you are unwell:
- Not too good
- Not so great
- I am poorly
- I am tired
- I feel awful
- A bit better

Farawells : When we leave people, we usually say something as we leave

Here are some expressions of farawells:

- Good bye
- Bye
- Bye-bye
- See you soon
- See you later
- See you tomorrow
- Take care
- Have a nice day
- Have a good weekend
- Good night

Source: <https://bit.ly/3GCPQAR>

Activity 4**Let's listen to the audio**

In this section, you are given several illustrations of people. Please listen carefully to the audio about physical features of people, then match what you hear with the random illustrations to become the correct sequence of illustrations based on the audio. Please click on the link or scan the QR code to listen to the audio!



<https://vb.gy/rzmn7h>



1. She has black curly hair (C)
2. _____ (...)
3. _____ (...)
4. _____ (...)
5. _____ (...)
6. _____ (...)



Activity 5**Let's play a game "Treasure seeking"**

In this session, you are going to play a game with your classmates. The name of the game is treasure-seeking. Before play the game, please read the instructions first!

The Instructions

- Make a team of five or six.
- Each team must work together to put something (a pencil case or a book) as the treasure. Choose any room in school and you can put it in front of that door. You can also stick your treasure in the door of the room you chose or you can also put your treasure in a lower pot in front of the room you chose.
- After that, write 3 clues using directions to find out the treasure.
- Please write each clue on a piece of paper.
- Put the second clue at the place based on the first clue, and so on.
- Give the first clue to your opponent's team.
- The opponent's team must find the second clue using the directions from the first clue, until they arrive at the third clue.
- After they find the third clue, they must find the treasure using directions from the second clue.
- If the opponent can find the treasure in ten minutes, they win. If they cannot find the treasure, they lose.
- After that, the opponent will ask you to find their treasure using their clues.

Here is the example of clue for your opposite team

**The first clue:**

This is your first clue. To find the second clue, please go outside the classroom. Go straight ahead until you walk past the library. Turn right, the second clue is in front of the teachers' room.

RIWAYAT HIDUP PENULIS



Penulis merupakan seorang laki-laki yang memiliki nama lengkap I Wayan Ardhi Suantara. Penulis lahir di Nusa Penida pada tanggal 2 Desember 2000 sebagai putra tunggal dari pasangan I Made Darman dan Ni Ketut Sari Danti. Penulis adalah warga negara Indonesia, dan menganut Agama Hindu. Saat ini penulis beralamat di Banjar Semaya, Desa Suana, Kecamatan Nusa Penida, Kabupaten Klungkung, Provinsi Bali. Riwayat Pendidikan Penulis dapat dijabarkan sebagai berikut. Penulis menamatkan bangku Pendidikan sekolah dasar di SD Negeri 6 Suana dan lulus pada tahun 2013. Setelah itu, penulis melanjutkan Pendidikan ke bangku sekolah menengah pertama di SMP Negeri 1 Nusa Penida dan lulus pada tahun 2016. Kemudian penulis melanjutkan ke bangku sekolah menengah atas pada tahun 2016 di SMA Negeri 1 Nusa Penida dengan mengambil jurusan Ilmu Bahasa dan Budaya dan 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 tugas akhir program sarjana yaitu skripsi dengan judul “Developing 4C Skills-Based Supplementary Material Using Canva in Learning English for Seventh Grade Students in SMP Negeri 2 Singaraja.”