



APPENDICES

Appendix 1. Approval Letter

SURAT PENGANTARAN DOSEN PEMBIMBING

Yang bertanda tangan di bawah ini :

Nama : Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.

NIP : 198304022006042001

dan

Nama : Luh Cede Eka Wahyuni, S.Pd., M.Pd.

NIP : 198812012015042003

Menerangkan bahwa kami bersedia membimbing Skriptis yang diajukan oleh:

Nama : Adin Cyrena

NIM : 1912021085

Kelas : BA

Dengan judul Proposal Skriptis "Developing E-modul for Learning Future Tenses in Tourism Context"

Demikian surat ini kami ajukan agar dapat digunakan sebagaimana mestinya.

Dosen Pembimbing 1,



Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd. .

NIP. 198304022006042001

Dosen Pembimbing 2,



Luh Cede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003

Appendix 2. Interview guide for need analysis for teacher

| No | Question |
|----|--|
| 1 | How is the process of learning English about tenses in class? |
| 2 | What learning media are used during the learning process? |
| 3 | Do you use additional material or media in teaching English, especially tenses in class? |
| 4 | Does the source material or teaching media used contain complete material and lead to the tourism context? |
| 5 | Does the learning process that takes place in the classroom involve technology or applications? |
| 6 | Do you need a tense teaching media that contains complete material with real examples in the context of tourism, especially hospitality? |
| 7 | Have you ever used e-modules in the learning process? |
| 8 | What do you think about the development of an English language e-module to study the 16 tenses in the tourism context? |
| 9 | Are you interested in using the English e-module to help me learn the 16 tenses in the context of tourism? |
| 10 | If you are interested, what do you expect from the 16 tenses e-module in the tourism context that will be developed? |

Appendix 3. Questionnaire need analysis for Students

Questionnaire for student's need analysis

1. Why do you think learning english important to you?
 - a. Due to be able to easily communicate with outsiders in working in the hotel
 - b. Because in order to be easy to communicate everyday
2. Is English skills very important in your major?
 - a. Very important
 - b. Important
 - c. Less Important
 - d. Not Importans
3. Do you understand the 16 tenses in English?
 - a. Very Understand
 - b. Understand
 - c. Quiet Understand
 - d. Not Understand
4. Do you think mastering the 16 tenses is important in conversations in the field of tourism, especially in hospitality?
 - a. Very Understand
 - b. Understand
 - c. Quiet Understand
 - d. Not Understand
5. How is the reference book or guide used in learning English in class?
 - a. Using a pattern book in the form of a complete book
 - b. Using a reference book in complete
 - c. Using the teacher's book
6. Do you need an English textbook that provides examples related to tourism? Why?
 - a. Yes, because it can be direct find out the live examples in world of tourism
 - b. No, textbooks form school it's enough
7. Do you prefer to use a mobile phone to access learning materials rather than reading a printed book in learning 16 tenses?
 - a. Yes, because it is more interesting and can be accessed anytime
 - b. No, I prefer printed books
8. Have you ever heard of electronic modules?
 - a. Familiar
 - b. Ever
 - c. No
9. Do you need an electronic module that contains direct examples to learn the 16 tenses in tourism, especially in hospitality?
 - a. Really need
 - b. Need
 - c. Less need
 - d. No need
10. If you were given the opportunity to use an e-module to learn tenses, what kind of e-module would you like?
 - a. E-module with examples real conversation
 - b. E-module that is colored and fully animated pictures
 - c. E-module with exercises exciting
 - d. Plain e-module

Appendix 4. CP Concentration

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158. CAPAIAN PEMBELAJARAN PERHOTELAN

A. Rasional

Perhotelan merupakan mata pelajaran yang berisi kompetensi perhotelan pada konsentrasi keahlian Perhotelan. Mata pelajaran Perhotelan mempelajari berbagai kompetensi pada *front office*, *housekeeping*, serta *food and beverages service*. Pada setiap kompetensi yang ada pada mata pelajaran Perhotelan berisi pengembangan sikap, pengetahuan dan keterampilan yang harus dimiliki peserta didik. Kompetensi peserta didik konsentrasi keahlian Perhotelan, antara lain memiliki keterampilan melaksanakan tugas menyediakan layanan *Front Office* seperti layanan reservasi, layanan *porter*, layanan akomodasi *reception*, memberikan layanan melalui telepon, memberikan informasi yang dibutuhkan tamu. Kompetensi di bidang *housekeeping* seperti memiliki keterampilan untuk melaksanakan pembersihan *public area* secara benar, pembersihan dan penataan kamar, penanganan *laundry*, dan penyediaan rangkaian bunga. Kompetensi pelayanan makanan dan minuman terdiri dari menyiapkan dan menyajikan makanan dan minuman, menyediakan *room service*, kebersihan peralatan makan dan minum.

Mata pelajaran Perhotelan bermanfaat untuk: a) sarana pembelajaran yang kontekstual sesuai dengan perkembangan teknologi dan dinamika layanan yang digunakan di industri perhotelan, b) memberikan pengalaman belajar peserta didik sesuai dengan persyaratan yang dituntut oleh dunia kerja, c) membangun dan menerapkan budaya dunia kerja bagi peserta didik, d) sebagai sarana kegiatan usaha bagi peserta didik, e) mengembangkan kreativitas dan inovasi bagi peserta didik, f) menyiapkan peserta didik untuk mendapatkan pengakuan dalam bentuk sertifikat kompetensi, dan g) menerapkan produktivitas/kinerja dari dunia kerja.

Perencanaan, pelaksanaan dan penilaian pembelajaran sesuai dengan karakteristik mata pelajaran dan tujuan yang dicapai. Pelaksanaan pembelajaran menggunakan pendekatan pembelajaran yang berpusat pada peserta didik dengan berbagai model pembelajaran berbasis proyek, pembelajaran berbasis masalah, pembelajaran *inquiry*, dan pembelajaran *discovery* serta *teaching factory* yang sesuai dengan tujuan pembelajaran. Mata pelajaran Perhotelan menyiapkan peserta

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didik untuk memiliki sikap profesional, pengetahuan dan keterampilan yang dibutuhkan oleh peserta didik yang akan bekerja sebagai *hotelier*, melanjutkan sesuai keahliannya, dan/atau sebagai wirausaha sesuai bidangnya. Mata pelajaran ini mengembangkan profil pelajar Pancasila yang beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, mandiri, bergotong royong, berkebinekaan global, bernalar kritis dan kreatif, serta memiliki budaya kerja yang baik.

B. Tujuan

Mata pelajaran Perhotelan bertujuan membekali peserta didik dengan kemampuan *softskills* dan *hardskills* yaitu kemampuan minimal berbahasa Inggris dan bahasa asing pilihan lainnya, pelayanan prima, menjaga kebersihan dan *hospitality* melalui proses pembelajaran:

1. menerapkan dan melakukan tugas operasional Kantor Depan Hotel (*Front Office*);
2. menerapkan dan melakukan tugas operasional Tata Graha dan Binatu (*Housekeeping and Laundry*); dan
3. menerapkan dan melakukan tugas operasional Pelayanan Makanan dan Minuman (*Food and Beverage Service*).

C. Karakteristik

Mata pelajaran Perhotelan merupakan jabaran dari kompetensi fungsional untuk menyiapkan sumber daya manusia yang memiliki perilaku (*softskills*), pengetahuan, keterampilan dan sikap kerja yang tepat dalam bidang perhotelan. Mata pelajaran perhotelan mengembangkan kemampuan peserta didik menerapkan cara melaksanakan layanan *Front Office*, *Housekeeping* dan *Laundry*, serta *Food and Beverage Service*, untuk menguatkan renjana (*passion*), visi (*vision*), imajinasi, dan kreativitas. Elemen yang terdapat pada mata pelajaran perhotelan dijelaskan pada tabel berikut.

| Elemen | Deskripsi |
|--|--|
| <i>Front Office</i> | Meliputi konsep dan implementasi penanganan reservasi, penyediaan layanan porter, penyediaan layanan <i>reception</i> , pemrosesan transaksi keuangan, penjelasan fasilitas dan pelayanan hotel, serta penyajian informasi yang dibutuhkan tamu, dan komunikasi melalui telepon. |
| <i>Housekeeping</i> dan <i>Laundry</i> | Meliputi konsep dan implementasi penyediaan layanan <i>housekeeping</i> , pembersihan area publik hotel, dan penyiapan rangkaian bunga, pembersihan dan penataan kamar, penanganan fasilitas kehilangan dan penemuan barang tamu, penanganan linen, pakaian seragam karyawan dan pakaian tamu, pelaksanaan |

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| | |
|----------------------------------|--|
| | proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i> . |
| <i>Food and Beverage Service</i> | Meliputi konsep penyediaan layanan makanan dan minuman, penyediaan <i>room service</i> , penerimaan dan penyimpanan persediaan barang. |

D. Capaian Pembelajaran

Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan renjana (*passion*), visi (*vision*), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek *hard skills* peserta didik mampu mengidentifikasi dan mempraktikkan elemen-elemen kompetensi pada mata pelajaran Perhotelan sebagai berikut.

| Elemen | Capaian Pembelajaran |
|----------------------------------|--|
| <i>Front Office</i> | Pada akhir fase F, peserta didik mampu melaksanakan tugas reservasi, menyediakan jasa <i>porter</i> , layanan akomodasi <i>reception</i> . Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu, dan melakukan komunikasi melalui telepon. |
| <i>Housekeeping dan Laundry</i> | Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan <i>housekeeping</i> untuk tamu, membersihkan lokasi/area dan peralatan, dan merangkai bunga sesuai pedoman dasar. Peserta didik mampu menyiapkan kamar untuk tamu, menangani kehilangan dan penemuan barang. Peserta didik mampu menangani <i>linen</i> , pakaian seragam karyawan dan tamu, melaksanakan proses <i>laundry</i> , dan layanan <i>laundry valet</i> . |
| <i>Food and Beverage Service</i> | Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman, menyediakan <i>room service</i> , menerima dan menyimpan persediaan barang. |

Appendix 5. Blueprint of Expert Judgement

MEDIA EXPERT VALIDATION

| No | Name of Instrument | Criteria | Relevant | Irrelevant |
|----|-------------------------------|---|----------|------------|
| 1. | Media Expert evaluation sheet | a. Using Interactive Design | √ | |
| | | b. Communicative media | √ | |
| | | c. Show the creative design | √ | |
| | | d. The effectiveness in using media | √ | |
| | | e. Can be managed easily | √ | |
| | | f. Sound Clarity | √ | |
| | | g. Carrying capacity music | √ | |
| | | h. Easy to use and operate | √ | |
| | | i. Can be used on application or web | √ | |
| | | j. Appropriate selection of application or software or tool types for development | √ | |

Singaraja, 20 March 2023

Validator,



Dr. IGA Lektia Purwanika Utami, S.Pd., M.Pd.,

NIP. 198304022006042001

CONTENT EXPERT VALIDATION

| No | Name of Instrument | Criteria | Relevant | Irrelevant |
|----|---------------------------------|--|----------|------------|
| 1. | Content expert evaluation sheet | a. The learning objectives stated clearly | ✓ | |
| | | b. The learning objectives in accordance with SK/KD/Curriculum/RPS | ✓ | |
| | | c. The scope and depth of learning objectives | ✓ | |
| | | d. Using the appropriate learning strategies | ✓ | |
| | | e. Interactivity | ✓ | |
| | | f. Provide learning motivation | ✓ | |
| | | g. Contextuality and actuality | ✓ | |
| | | h. Suitability of the quiz with the learning objectives | ✓ | |
| | | i. Easy to understand | ✓ | |
| | | j. Consistency of assessment with learning objectives | ✓ | |
| | | k. The accuracy and consistency of the assessment tool | ✓ | |

Sugama, 20 March 2023

Validator,



Loh Gede Eka Widayana, S.Pd, M.Pd

NIP. 198812012013042001

Appendix 6. Blueprint of E-Module

Blueprint E-module Future Tenses in Tourism Context

| Grammar Types | Grammar Concept : Simple Future Tense | | | |
|---------------------|---------------------------------------|--------------------|--------------------------------|----------------------------------|
| | Lesson | Activities | Task | Amount |
| Simple Future Tense | Front Office | Telephone Operator | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Porter | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reception | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reservation | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Housekeeping | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |

| | | | | |
|---------------|--------------------------------|--|--|----------------------------------|
| | Housekeeping and Laundry | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Laundry | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Public Area | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | Task 4 : Structure Analysis | | 5 items questions | |
| | Task 5 : Make a Dialog | | | |
| | Food and Beverage Service | Food and Beverage Service | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Media | 1 video 3 items questions | |
| | | Final Test | 10 items questions | |
| | | Self Reflection | 1 self reflection 5 items at the end of the chapter | |
| | | Summary | 1 paragraph (at the end of the chapter) | |
| | Future Continuous Tense | Grammar concept : Future Continuous Tense | | |
| Lesson | | Activities | Task | Amount |
| Front Office | | Telephone Operator | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |

| | | | | | |
|-----------------------------|--------------------------------|-----------------------------|----------------------------------|----------------------------------|----------------------------------|
| | | | Task 3 : Make a Sentence | 5 items questions | |
| | | | Task 4 : Structure Analysis | 5 items questions | |
| | | | Task 5 : Make a Dialog | | |
| | | | Porter | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | | Task 2 : Fill in The Blank | 5 items questions |
| | | Task 3 : Make a Sentence | | 5 items questions | |
| | | Task 4 : Structure Analysis | | 5 items questions | |
| | | Task 5 : Make a Dialog | | | |
| | | Reception | Task 1 : Reading Comprehension | 1 dialogues 5 items questions | |
| | | | Task 2 : Fill in The Blank | 5 items questions | |
| | | | Task 3 : Make a Sentence | 5 items questions | |
| | | | Task 4 : Structure Analysis | 5 items questions | |
| | | | Task 5 : Make a Dialog | | |
| | | Reservation | Task 1 : Reading Comprehension | 1 dialogues 5 items questions | |
| | | | Task 2 : Fill in The Blank | 5 items questions | |
| | | | Task 3 : Make a Sentence | 5 items questions | |
| | | | Task 4 : Structure Analysis | 5 items questions | |
| | | | Task 5 : Make a Dialog | | |
| | | Housekeeping and Laundry | Housekeeping | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | | Task 3 : Make a Sentence | 5 items questions |
| | | | | Task 4 : Structure Analysis | 5 items questions |
| | | | | Task 5 : Make a Dialog | |
| | | | Laundry | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | | Task 2 : Fill in The Blank | 5 items questions |
| Task 3 : Make a Sentence | 5 items questions | | | | |
| Task 4 : Structure Analysis | 5 items questions | | | | |
| Task 5 : Make a Dialog | | | | | |
| Public Area | Task 1 : Reading Comprehension | | 1 dialogues 5 items questions | | |
| | Task 2 : Fill in The Blank | | 5 items questions | | |
| | Task 3 : Make a Sentence | | 5 items questions | | |
| | Task 4 : Structure Analysis | | 5 items questions | | |
| | Task 5 : Make a Dialog | | | | |

| | | | | |
|--|---------------------------|---------------------------|--------------------------------|--|
| | Food and Beverage Service | Food and Beverage Service | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Media | | 1 video 3 items questions |
| | | Final Test | | 10 items questions |
| | | Self reflection | | 1 self reflection 5 items at the end of the chapter |
| | | Summary | | 1 paragraph (at the end of the chapter) |
| Grammar concept: Future perfect tense | | | | |
| Future Perfect Tense | Lesson | Activities | Task | Amount |
| | Front Office | Telephone Operator | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Porter | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reception | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reservation | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Housekeeping | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |

| | | | | |
|--|---|--|--------------------------------|----------------------------------|
| | Housekeeping and Laundry | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | | | |
| | | Laundry | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Public Area | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | Food and Beverage service | Food and Beverage service | Task 1 : Reading Comprehension | 1 dialogues 5 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | Media | 1 video 3 items questions | | |
| | Final Test | 10 items questions | | |
| | Self-reflection | 1 self reflection 5 items at the end of the chapter | | |
| | Summary | 1 paragraph (at the end of the chapter) | | |
| Future Perfect Continuous Tense | Grammar concept: Future Perfect Continuous Tense | | | |
| | Lesson | Activities | Task | Amount |
| | Front office | Telephone Operator | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | Porter | | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |

| | | | | |
|-----------------------------|-----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reception | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Reservation | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | Task 4 : Structure Analysis | | 5 items questions | |
| | Task 5 : Make a Dialog | | | |
| | Housekeeping and Laundry | Housekeeping | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Laundry | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| | | | Task 4 : Structure Analysis | 5 items questions |
| | | | Task 5 : Make a Dialog | |
| | | Public Area | Task 1 : Reading Comprehension | 1 dialogues 4 items questions |
| | | | Task 2 : Fill in The Blank | 5 items questions |
| | | | Task 3 : Make a Sentence | 5 items questions |
| Task 4 : Structure Analysis | | | 5 items questions | |
| Task 5 : Make a Dialog | | | | |
| Food and Beverage Service | Food and Beverage Service | Task 1 : Reading Comprehension | 1 dialogues 4 items questions | |
| | | Task 2 : Fill in The Blank | 5 items questions | |
| | | Task 3 : Make a Sentence | 5 items questions | |
| | | Task 4 : Structure Analysis | 5 items questions | |
| | | Task 5 : Make a Dialog | | |
| | Media | | 1 video | |

| | | | |
|--|--|-----------------|---|
| | | | 3 items questions |
| | | Final Test | 10 items questions |
| | | Self-reflection | 1 self reflection 5 items at the end of the chapter |
| | | Summary | 1 paragraph (at the end of the chapter) |



Appendix 7. Result of the 1st expert judgement

Name : Ailin Gyrena (Future Tense)

Content Expert Evaluation

| No | Instrument Name | Criteria | Score | | | | | Total |
|----|------------------------------------|--|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Sheet of content expert evaluation | a. The learning objectives mentioned vividly | | | | | ✓ | |
| | | b. Learning objectives are appropriate with SK/KD/RPS/Curriculum | | | | | ✓ | |
| | | c. Learning objectives scope and learning objectives depth | | | | ✓ | | |
| | | d. The accuracy of the use of learning strategies | | | | ✓ | | |
| | | e. Interactivity | | | | | ✓ | |
| | | f. Provide motivation to learn | | | | | ✓ | |
| | | g. Contextuality and actuality | | | | | ✓ | |
| | | h. Conformity of the quiz with learning objectives | | | | | ✓ | |
| | | i. Easy to understand | | | | ✓ | | |
| | | j. Assessment and learning objectives is consistent | | | | | ✓ | |
| | | k. The assessment tool is accurate and consistent | | | | | ✓ | |

Media Expert Evaluation

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|----------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Sheet of media Expert evaluation | a. The design used is interactive | | | | | ✓ | |
| | | b. The medium used is communicative | | | | | ✓ | |
| | | c. Contain the creative design | | | | | ✓ | |
| | | d. Media is used effectively | | | | ✓ | | |
| | | e. Can be organized easily | | | | | ✓ | |
| | | f. Sound quality/clarity | | | | | ✓ | |
| | | g. Carrying capacity music | | | | | ✓ | |
| | | h. Easy to operate and use | | | | ✓ | | |
| | | i. Can be used on web or application | | | | | ✓ | |
| | | j. Appropriate selection of software or tool or application types for development | | | | | ✓ | |

Singaraja, 16 Juni 2023
Expert,



Loka Permika Utami, S.Pd Mpd
NIP. 19830402 2006 04 2001

Appendix 8. Result of the 2nd expert judgement

THE EXPERT JUDGEMENT RUBRIC OF DEVELOPED THE E-MODULE PAST TENSES FOR TOURISM CONTEXT

Content Expert Evaluation Sheet

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|---------------------------------|--|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Content expert evaluation sheet | a. The learning objectives stated clearly | | | | | 5 | |
| | | b. The learning objectives in accordance with SK/KD/Curriculum/RPS | | | | 5 | | |
| | | c. The scope and depth of learning objectives | | | | 5 | | |
| | | d. Using the appropriate learning strategies | | | | 5 | | |
| | | e. Interactivity | | | | 5 | | |
| | | f. Provide learning motivation | | | | 5 | | |
| | | g. <u>Contextuality</u> and actuality | | | | | 5 | |
| | | h. Suitability of the quiz with the learning objectives | | | | | 5 | |
| | | i. Easy to understand | | | | | 5 | |
| | | j. Consistency of assessment with learning objectives | | | | | 5 | |
| | | k. The accuracy and consistency of the assessment tool | | | | | 5 | |

Notes: 1) Very Poor, 2) Poor, 3) Average, 4) Good and 5) Excellent

Media Expert Evaluation Sheet

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|-------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Media Expert evaluation sheet | a. Using Interactive Design | | | | √ | | |
| | | b. Communicative media | | | | √ | | |
| | | c. Show the creative design | | | | | √ | |
| | | d. The effectiveness in using media | | | | | √ | |
| | | e. Can be managed easily | | | | | √ | |
| | | f. Sound Clarity | | | | | √ | |
| | | g. Carrying capacity music | | | | | √ | |
| | | h. Easy to use and operate | | | | | √ | |
| | | i. Can be used on application or web | | | | | √ | |
| | | j. Appropriate selection of application or software or tool types for development | | | | | √ | |

Notes: 1) Very Poor, 2) Poor, 3) Good, 4) Excellent

Singaraja, 19 Juni 2023

Expert,



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

NIP. 198812012015042003

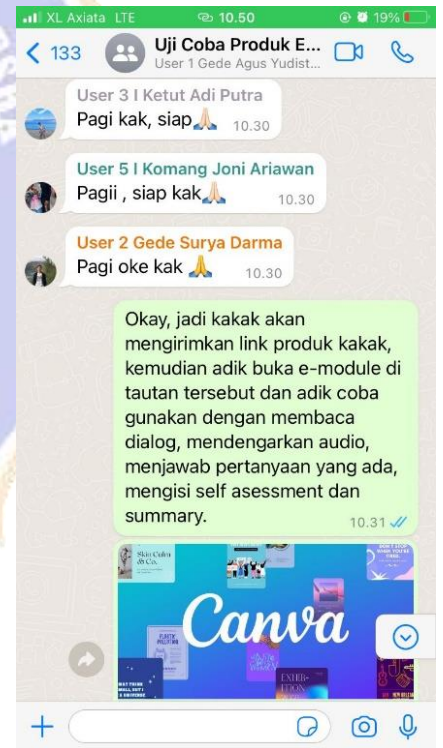
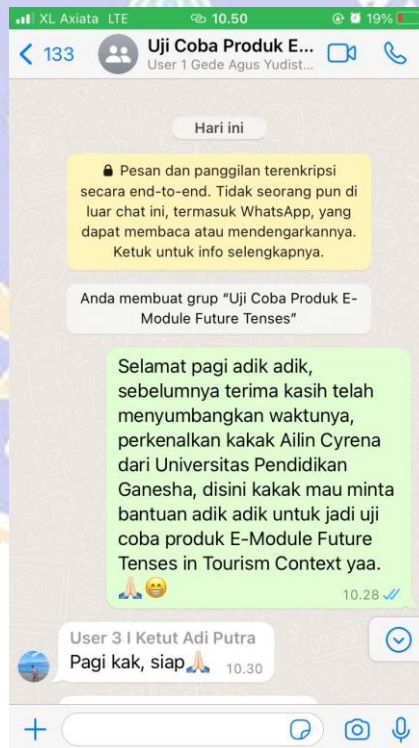
Appendix 9. Questionnaire quality for students

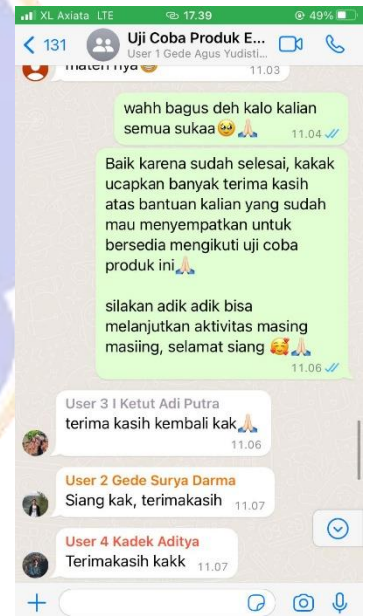
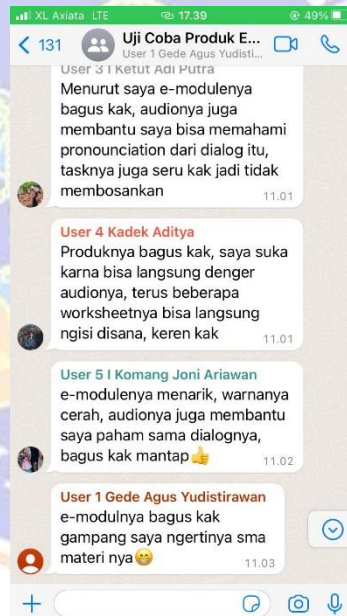
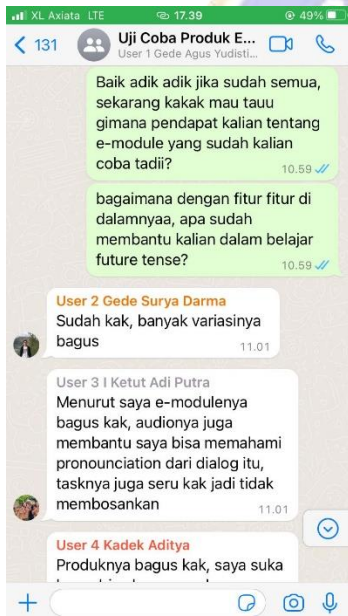
KUISIONER PENILAIAN UNTUK SISWA

| No | Pernyataan | Score | | | | |
|----|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | E-Module Future Tense in Tourism Context membantu saya belajar Future Tenses | | | | | |
| 2 | Penyampaian materi dalam E- Module mudah dimengerti | | | | | |
| 3 | Aktivitas di dalam E-Modul membantu saya dalam belajar Future Tenses | | | | | |
| 4 | E – Module sudah disertai dengan dialog - dialog dalam konteks pariwisata dan mengacu pada future tenses | | | | | |
| 5 | Dialog – dialog yang ada membantu saya dalam mempelajari future tenses dalam konteks pariwisata | | | | | |
| 6 | Exercises dan Quiz yang interaktif membantu saya memahami materi dengan jelas | | | | | |
| 7 | Media yang disediakan membantu saya dalam mempelajari future tenses | | | | | |
| 8 | E – Module dilengkapi dengan kunci jawaban sehingga memudahkan saya dalam belajar mandiri | | | | | |
| 9 | E – Module dilengkapi dengan rubric penilaian diri yang membantu saya memahami kemampuan saya dalam belajar Future Tenses | | | | | |
| 10 | E- module dikemas semenarik dan seinteraktif mungkin dan dilengkapi dengan audio dan visual yang sesuai | | | | | |



Appendix 10 Research Documentation





Appendix 11. Link and Barcode of the Product

https://www.canva.com/design/DAFnRuRmDIQ/fHYDdYhkLUpiwYmtjC68Qw/edit?utm_content=DAFnRuRmDIQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



RIWAYAT HIDUP



Ailin Cyrena lahir di Melaya pada tanggal 01 Juli 2001. Penulis lahir dari pasangan Sukamto dan Sugis Sunarsih. Penulis berkebangsaan Indonesia dan beragama Islam. Alamat penulis saat ini adalah Banjar Sumbersari, Desa Melaya, kecamatan Melaya, Kabupten Jembrana, Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Melaya dan lulus pada tahun 2013. Lalu penulis Melanjutkan sekolah di SMP Negeri 1 Melaya dan lulus pada tahun 2016. Selanjutnya penulis melanjutkan sekolah di SMA Negeri 1 Melaya dan lulus pada tahun 2019. Setelah melalui jenjang SD, SMP, SMA, penulis melanjutkan pendidikan sarjana di Universitas Pendidikan Ganesha, Jurusan Bahasa Asing, Program Studi Pendidikan Bahasa Inggris. Pada semester akhir tahun 2023, penulis telah menyelesaikan skripsi dengan judul “Developing E-module for Learning Future Tenses in Tourism Context”.

