



# APPENDICES

## Appendix 1. Approval Letter

### THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Dr. I.G.A. Lokita Purnamika, S.Pd., M.Pd (as the 1<sup>st</sup> prospective supervisor)

NIP : 198304022006042001

confirm that we approve to guide the thesis submitted by:

Name : Bintang Berlian Asa Indra Nugraha

NIM : 1912021088

Class : 6 A

Thesis title : Developing

We hope this letter can be used as the basis of thesis supervisor assignment by the depa

1<sup>st</sup> Prospective supervisor,

2<sup>nd</sup> Prospective super



Dr. I.G.A. Lokita Purnamika, S.Pd.,

NIP 198304022006042001

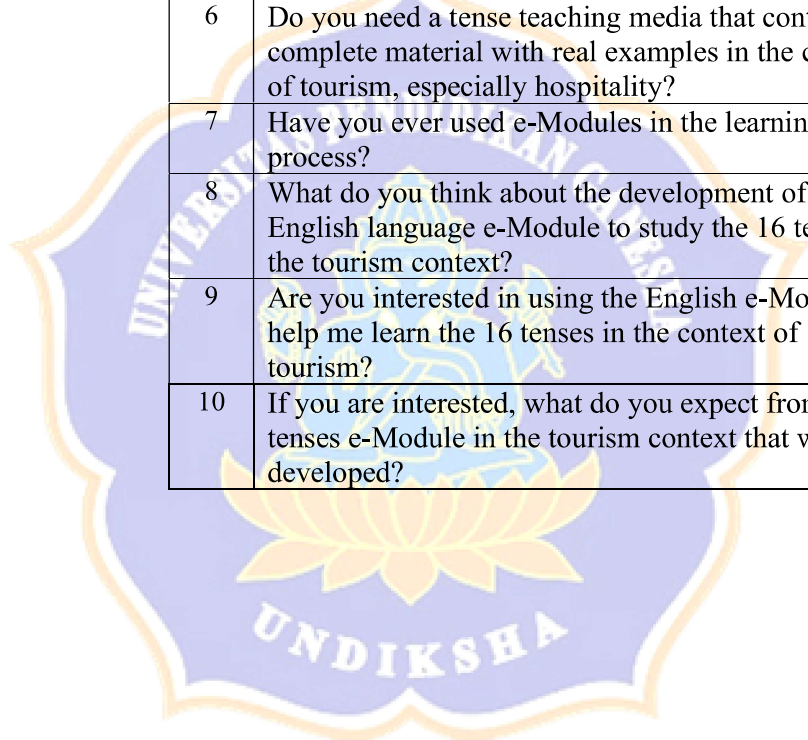


Luh Gede Eka Wahyuni, S

NIP. 19881201201504200

## 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

didik untuk memiliki sikap profesional, pengetahuan dan keterampilan yang dibutuhkan oleh peserta didik yang akan bekerja sebagai *hoteler*, melanjutkan sesuai keahliannya, dan/atau sebagai wirusaha 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 penyajian rangkaian bunga, pembersihan dan penataan kamar, penanganan fasilitas <i>teclhangan</i> dan penemuan barang tamu, penanganan linen, pakaian seragam karyawan dan pakaian tamu, pelaksanaan



	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 linen, 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

### CONTENT EXPERT VALIDATION

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

Sugama, 20 March 2023

Validator,



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

NIP. 198812012013042003



**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	√	

Suganya, 20 March 2023

Validator,



Dr. IGA Laksa Pusnandita Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Appendix 6. Blueprint of E-Module

Blueprint E-Module Past Tenses For Tourism

Grammar Types	Grammar Concept : Simple Past Tense			
	Lesson	Activities	Task	Amount
Simple Past Tense	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	1 dialogues 4 items questions
		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	

		Public Area	Task 5 : Make a Dialog	
			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
	Food and Beverage Service	Food and Beverage Service	Task 5 : Make a Dialog	
			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
		Final Test	Multiple Choices	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)
<b>Past Continuous Tense</b>	<b>Grammar concept : Past Continuous Tense</b>			
	<b>Lesson</b>	<b>Activities</b>	<b>Task</b>	<b>Ammount</b>
	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

		Laundry	Task 4 : Structure Analysis	5 items questions
			Task 5 : Make a Dialog	
			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	
	Final Test	Multiple Choices		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)	
<b>Past Perfect Tense</b>	<b>Grammar concept:</b>			
	<b>Lesson</b>	<b>Activities</b>	<b>Task</b>	<b>Amount</b>
	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		
	Final Test	Multiple Choices	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)	
Past Perfect Continuous Tense			<b>Grammar concept: Past Perfect Continuous Tense</b>	
	<b>Lesson</b>	<b>Activities</b>	<b>Task</b>	<b>Amount</b>
	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	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	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	
	Final Test	Multiple Choices	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: *Bintang Berlian Aca (Pasi Tenes)*

**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 2013  
Expert,

I. G. A. Lokita Purnanika Utami, S.Pd., M.Pd.  
NIP. 198309022006042001

## 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					√	
		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					√	

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, 28 Juni 2023

Expert,



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

NIP. 198812012015042003

## Appendix 9. Questionnaire Quality for Students

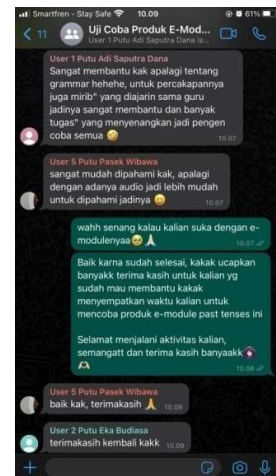
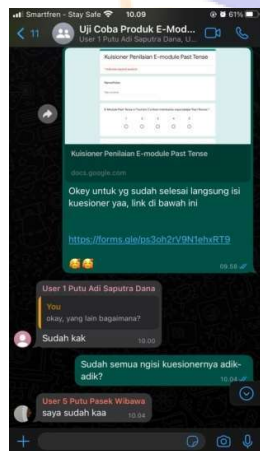
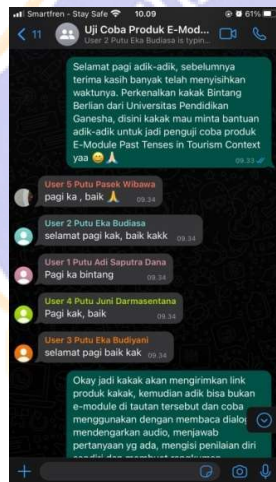
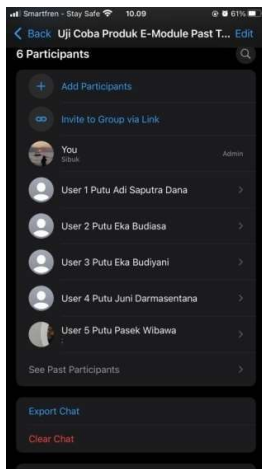
### KUISIONER PENILAIAN UNTUK SISWA

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





## Appendix 10 Research Documentation





## Appendix 11. Link and Barcode of the Product

[https://www.canva.com/design/DAFjLfiP8U/5MFhsOwvncYitg0rtRr8EA/edit?utm\\_content=DAFjLfiP8U&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFjLfiP8U/5MFhsOwvncYitg0rtRr8EA/edit?utm_content=DAFjLfiP8U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



## RIWAYAT HIDUP



Bintang Berlian Asa Indra Nugraha lahir di Surabaya pada tanggal 2001 dari pasangan suami-istri Bapak Joko Nugroho dan Ibu Dwi Nur Indra Ardianti. Penulis berkebangsaan Indonesia dan beragama Islam. Beralamat di Jalan Jalak Putih 4 no 3, Singaraja, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Kaliuntu dan lulus pada tahun 2013 lalu melanjutkan pendidikan di SMP Muhammadiyah 2 Singaraja dan lulus pada tahun 2016. Pada tahun 2019, penulis lulus dari MAN 1 Jembrana jurusan Bahasa dan melanjutkan ke S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada tahun 2023, penulis telah menyelesaikan skripsi yang berjudul “Development of E-module for Learning Past Tenses in Tourism Context”

