Observation Sheet

No	Aspect PCK (Shulman 1987)	Dimension	Indicatiors	Items	Response		Comments
					Yes	No	
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	Realizing the importance of correcting grammar mistakes that occur in class	a. Teacher helps students to correct their grammar mistakes on the written text		✓	Teacher doesn't have enough knowledge to correct student's grammar mistakes on the written text
				b. Teacher helps students to correct their grammar mistakes on the oral context		✓	Teacher doesn't have enough knowledge to correct student's grammar mistakes on the oral context
			Realizing the importance of correcting pronunciation , spelling or	a. Teacher helps students to correct their English pronunciation		✓	Teacher doesn't have enough knowledge to correct student's English

			word choice mistakes that occur in class	in the classroom			pronunciation in the classroom
				b. Teacher assists the students to use correct vocabulary according to the context used		✓	Teacher doesn't have enough knowledge to correct student's vocabulary according to the context used
		2.Language Proficiency (Andrews, 2001)	Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process		✓	Teacher doesn't have enough knowledge to demonstrates fluent English speaking skill in the learning process
				b. Teacher encourages students to speak English fluently	✓		Teacher always encourage student to speak English, but the teacher doesn't know which

							speaking is fluent or not
			2.Writing in English on the board/on a document without errors	a. Teacher writes in English on the board or on a document with appropriate English grammar		✓	Teacher doesn't have enough knowledge to writes in English on the board or on a document with appropriate English grammar
				b. Teacher writes in English the board or on a document with proper spelling		✓	Teacher doesn't have enough knowledge to writes in English the board or on a document with proper spelling
2.	Pedagogical Knowledge	Knowledge about Curriculum Development	1.Conducting an analysis of learning objectives in the	a. Teacher examines the curriculum for learning objectives before start to	✓		Teacher shows in the classroom that teacher examines the curriculum for learning objectives

		(Ratminingsih, 2020)	curriculum to develop a syllabus	creating the lesson syllabus			before start doing to learning progress
				b. Teacher uses learning objectives that related to the curriculum to plan the syllabus	✓		Teacher always use learning objectives that related to the curriculum when conducting the learning progress
			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created	✓		Teacher able to demonstrates ability to link the lesson topics with the learning objectives created but still the teacher find some difficulties to understand the English materials
				b. Teacher understands the impact of		✓	Teacher didn't seem to understand the impact of the

				the connected learning topics to the students situation			connected learning topics to the students situation
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class		✓	Teacher didn't seem to update the previous material to the new one in the class. Even the teacher understand how to link the lesson topics but the material didn't quite update
				b. Teacher connect the previous material to the new given material in class		✓	Teacher didn't connect the previous material to the new given material in class. Teacher didn't understand well about the English materials

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom		✓	Teacher doesn't have enough knowledge to allow students to explore and try new things in the classroom by giving learning activities
				b. Teacher uses different learning activities to support the students to try something new		✓	Teacher doesn't have enough knowledge to uses different learning activities to support the students to try something new
			2. Teaching by constructing knowledge	a. Teacher gives the students new idea to develop		✓	Teacher doesn't have enough knowledge to give the students new

			from working with objects or ideas.	and make the students think creatively in the learning process by giving them certain object to study with			idea to develop and make the students think creatively in the learning process
				b. Teacher often give question and answer section to the students to improve their ideas knowledge	✓		Teacher always gave the question and answer section to all the students. But, some of the answer not quite correct
			3.Teaching students with hands-on experience	a. Teacher makes the students to collect information	✓		Teacher always ask and make makes the students to collect information and try to ask questions as many as they could

				and try to ask questions			
				b. Teacher gives opportunity for the students to do a hands-on experience learning trough certain activities.	✓		Teacher always give opportunity for the students to do a hands-on experience learning trough certain activities
			4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class	✓		Teacher always make sure the students pay attention in class
				b. Teacher makes the students stay focused in class by	✓		Teacher always make the students stay focused in class by listening to the material given in

				listening to the material given in class			class. The teacher is very dicipline
			5.Teaching by involving activities that can make students motivated in learning	a. Teacher always support and help students in class to understand the English material	✓		Teacher always support and help students in class to understand the English material. Even the lack of knowledge, still the teacher always try to deliver the good English material in class
				b. Teacher gives the good activities in class to make students enjoy learning English		✓	Teacher didn't give the good activities in class to make students enjoy learning English. Because of the low knowledge of the teacher, it was very

							difficult to give the enjoy materials in the class
			6.Doing fun learning activities by inviting students to move their bodies (physical movement)	a. Teacher often conduct fun activities to make students always energized during the learning process.		✓	Teacher had difficulties to conduct fun activities to make students always energized during the learning process
				b. Teacher uses the singing activities in class to make students always feel happy and not		✓	Teacher had difficulties to use the singing activities in class to make students always feel happy

				easily get bored			
			7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		✓	Actually teacher did pay attention with the students' lack of knowledge but it was also difficult for teacher as well to explain it correctly
				b. Teacher often connect the material with the student's ability to make them easily understand the material		✓	Teacher doesn't have enough knowledge to connect the material with the student's ability
			8. Inviting students to learn through the	a. Teacher uses the class environment and teaches the		✓	Teacher doesn't have enough knowledge to use the class environment

			environment around them	students about vocabulary that they can find in class			and teaches the students about vocabulary that they can find in class
				b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class		✓	Teacher doesn't have enough knowledge to use the environment to conduct the students' creativity and make the students use it
		Knowledge about lesson plan (Ratminingsih, 2020)	1.Making a lesson plan that corresponds with the learning	a. The teacher is able to connect previous material with the new correspondenc		✓	Teacher didn't able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives

			objectives to be achieved	e lesson plans to make the accordance learning objectives			
				b. Teacher makes the student engaged and active when conducting the new lesson plan in class		✓	Teacher found some difficulties to the student engaged and active when conducting the new lesson plan in class
			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage		✓	Teacher didn't able to deliver effective material during the learning process and make the student engage in learning process

				in learning process			
				b. Teacher can make the students follow the learning activities in the class.		✓	Teacher found difficulties to make the students follow the learning activities in the class.
			3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive		✓	Teacher didn't able to make the presentations interactive. The fact was teacher just following the school's book all the time not with teacher's own presentation
				b. Teacher is able to manage the class to	✓		Teacher always try to manage the class to become conducive and it was good

				become conducive			
			4. Teaching with media and technology in the learning activity	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation		✓	Teacher didn't able to deliver a creative presentation such as using ppt presentation or canvas presentation. Teacher doesn't get enough knowledge to use modern technology
				b. Teacher is able to encourage students by using the media technology in the learning process		✓	Teacher didn't use the media technology in the learning process

		The use of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching using visual media that students can observe such as videos and pictures	a. Teacher uses power point to teach		✓	Teacher didn't use power point to teach
				b. Teacher uses printable images to teach		✓	Teacher didn't use printable images to teach. Teacher just use the image examples from the school's book
			2.Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to use certain online learning online platform to teach		✓	Teacher didn't understand to make students to use certain online learning online platform
				b. Teacher is able to conduct the learning process using the newest media technology so		✓	Teacher didn't able to conduct the learning process using the newest media technology

				the student can practice English in class			
			3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson		✓	Teacher didn't give apperception in the beginning of the lesson
				b. Teacher gives the problem assignment to make students solve the problem using their creativity.		✓	Teacher didn't give the problem assignment to make students solve the problem using their creativity.
			4. Doing a contextual activity	a. Teacher relates the topic being taught with		✓	Teacher didn't relate the topic being taught with students' daily lives

				students' daily lives			
				b. Teacher uses real tools to teach		✓	Teacher didn't use real tools to teach. Teacher just using school's book
			5. Doing activities that are motivating and interesting	a. Teacher applies learning games		✓	Teacher didn't apply learning with games
				b.Teacher invites students to sing songs		✓	Teacher didn't invite students to sing songs
			6. Stimulating students' active participation	a. Teacher encourage students with quiz		✓	Teacher didn't encourage students with quiz
				b. Teacher uses ice breaking to refresh the		✓	Teacher didn't use ice breaking to refresh the learning atmosphere

				learning atmosphere			
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach		✓	Teacher didn't use traditional games to teach
				b. Teacher uses online game to teach		✓	Teacher didn't use online game to teach
			8.Creating a fun learning environment (by using a joke or song)	a. Teacher uses certain jokes to teach	✓		Teacher sometimes use jokes to teach
				b. Teacher uses songs to teach		✓	Teacher didn't use songs to teach
			9. Using learning media that can improve the four language skills	a. Teacher is able to use the presentation media to improve students' 4 language skills		✓	Teacher didn't able to use the presentation media to improve students' 4 language skills

				b. Teacher is able to improve the 4 language skills during the use of the learning media in the class		✓	Teacher didn't able to improve the 4 language skills during the use of the learning media in the class
			11.Using activities that can encourage students' self-confidence in learning English	a. Teacher assigns students to do simple oral presentation before the class		✓	Teacher didn't assigns students to do simple oral presentation before the class
				b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in		✓	Teacher didn't able to deliver the fun ice breaking / games to gain students' self-confidence in learning English

				learning English			
			12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics	✓		Teacher always arrange the students into several groups to make students have a discussion together with their friends
				b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other		✓	Teacher found some difficulties to deliver an effective game collaboration to gain students' social skills with each other

Learning Objectives in Erlangga School's Book

Map of the Book

LESSON	TOPIC	FUNCTION	VOCABULARY	GRAMMAR	LITERACY
1	Holiday Song: *I Had a Great Holiday* Chant: *Really?*	Recounting past holiday: • How was your last holiday? • It was fun. • Where were you? • I was in Malang. • What was the weather like? • It was nice. • What did you do there? • Did you visit the museum? Notice: The museum opens from 7.30 to 6.15. TPR: • Scrub the floor. • Climb a tree. • Clean the house. • Wash the car.	Places: museum, zoo Vehicles: train, car, boat, truck, bike Verbs: visit, go, stay, travel, buy, scrub, climb, clean, wash Adjectives: happy, fun, boring, tiring, great, awesome, cool, nice, crowded Adverbs of time: last holiday, last Saturday Conjunctions: because, so	• Imperatives • Simple past tense • Noun phrases • Adverbs of time	• Reading aloud • Understanding notices • Reading and writing cloze recount text • Thinking skill: matching cause and effect
2	Narrative: Goldilocks and the Three Bears Song: *Goldilocks and the Three Bears* Chant: *It's just right*	Listening and telling a story: Once upon a time, there was a little girl named Goldilocks. She had long curly blonde hair. One day she went for a walk in the forest, etc. Procedural text: How to make popsicle puppets TPR: • Growl like Papa Bear. • Hug like Mama Bear. • Cry like Baby Bear. • Scream like Goldilocks	Verbs: have, go, come, knock, see ,find, taste, eat up, sit, break, sleep, growl, exclaim, cry, scream, jump, run away Nouns: hair, house, door, porridge, chair, bed Adjectives: blonde, curly, hot, cold, high, low, soft, hard, scared, broken Idiom: Once upon a time	• Imperatives • Simple Past Tense • Present Perfect Progressive • Connectors • Question words	• Reading aloud • Understanding letters • Reading and writing cloze narrative text • Thinking skill: sequencing events in a story
3	Narrative: Fables Song: *The Monkey Has a Tail* Chant: *The Ant and the Dove*	Describing animals: A rhino has four strong legs and a horn. Listening to/telling stories: One day an Ant was walking on the river bank. She walked and walked and walked. Suddenly she slipped and fell into the river, etc. Expressing opinions: • I think the ending of the story is B. • I think so/ I don't think so. Procedural text: How to make finger puppets TPR: Roar like the Lion. Squeak like the Mouse. Laugh like the Lion. Bite like the Mouse.	Wild animals: snake, dove, rhino, hippo, squirrel, cheetah, zebra, ostrich, giraffe, lion, tiger, ant, mouse Animal body parts: paw, mane, whisker, tail, horn Nouns: hunter, net, leaf, stripes, spots, river, forest, gun Verbs: roar, squeak, laugh, bite, catch, save, walk, slip, fall, drop, climb, shoot, cry	• Imperatives • Simple Present Tense • Simple Past Tense • Connectors • Question words.	• Reading aloud • Understanding a procedural text • Copying sentences • Reading and writing cloze narrative text • Thinking skill: predicting the end of the story

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Content and Media Judge Sheet

Content Expert Judgment Sheet

Component PCK (Shulman (1987)	Dimensions	Expert Judge 1					Expert Judge 2					Comments
		Score					Score					
		1	2	3	4	5	1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)					√					√	
	Language Proficiency (Andrews, 2001)					√					√	
Pedagogy knowledge	Learning objectives					√					√	
	Connecting previous material				√					√		
	Innovative activities				√						√	
	Constructing knowledge from working with objects or ideas.				√					√		
	Teaching students with hands-on experience				√						√	

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	Teaching students to learn by listening and repeating.					√					√	
	Teaching by involving activities that can make students motivated in learning					√					√	
	Doing fun learning activities by inviting students to move their bodies					√					√	
	Teaching by associating with previous knowledge					√				√		
	Inviting students to learn through the environment around them				√					√		
	Making a lesson plan that corresponds with the learning objectives to be achieved			√						√		

	Designing effective learning activities				√						√	
	Teaching with student-centered activities					√					√	
	Teaching with media and technology in the learning activity				√						√	
	Teaching using visual media that students can observe such as videos and pictures				√					√		
	Teaching using media that can be explored by students (for example Wordwall, BC kids, Quizizz, etc)				√					√		
	Giving the context/situation to the students					√					√	
	Doing a contextual activity					√					√	

	Doing activities that are motivating and interesting					√					√	
	Stimulating students' active participation					√					√	
	Giving or applying a game in the learning process				√					√		
	Creating a fun learning environment (by using a joke or song)					√					√	
	Using learning media that can improve the four language skills					√					√	
	Using activities that can encourage students' self-confidence in learning English					√					√	
	Using activities that can develop student's social skill					√					√	

Media Expert Judgment Sheet

No.	Name of Instrument	Criteria	Expert Judge 1					Expert Judge 2				
			Score					Score				
			1	2	3	4	5	1	2	3	4	5
1.	Media Expert Evaluation Sheet	Interactive Design				√						√
		Communicative media					√					√
		Design creativity				√						√
		The effectiveness of media use					√					√
		Can be maintained and managed easily					√					√
		Easy to use and operate					√					√
		Can be used on various existing hardware andsoftware				√					√	
		Appropriate selection of application orsoftware or tool types for development				√					√	

Expert Judge 1,

Prof.Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Expert Judge 2,

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

NIP. 198812012015042003

User Judge Sheet

No.	Statements	Score					Note(s)	Relevant	Irrelevant
		1	2	3	4	5			
Principles of Developing Materials Bota (2005)									
1.	The module is suitable for the students' requirements					√		√	
	The module content is stimulating for the students' level					√		√	
	The module is authentic and does not violate any copyright					√		√	
	The module content in match with the school learning time					√		√	
2.	The module allows students with different abilities and skills to be facilitated					√		√	
	The module presents comprehensive explanations, examples, and illustrations related to the content/lessons.					√		√	
	The module gives suitable learning experiences for the students on their present and future needs					√		√	
3.	The module is designed with an easy language for students to understand the lessons/content					√		√	
	The book shows stimulating visual designs					√		√	
	The module provides encouraging learning activities and strategies					√		√	
	The material uses appropriate language for the students with different levels					√		√	
	The module has non-discriminatory elements					√		√	

4.	The module gives various learning methods					√	√
	The lesson/content offers exercises in different learning circumstances					√	√
	The module gives clear instructions					√	√
	The module provides learning objectives					√	√
5.	The material encourages engagement through everyday activities				√		√
	The module presents challenging exercises yet comprehensive to stimulate students' curiosity					√	√
	The module helps the non- English teacher to implement the current English curriculum in the classroom.					√	√
	The module mixes theory with correlative practices					√	√
	The module provides assessment activities					√	√
Pedagogical Content Knowledge Shulmam (1987)							
1. Language Awareness and Language Profficiency (Andrews, 2001)	The module helps the teacher to correct the students on their grammar mistakes on the written text					√	√
	The module helps the teacher to correct students' grammar mistakes on the oral context				√		√
	The module assists the teacher to demonstrates fluent English- speaking skill in the learning process					√	√

	The module helps the teacher to encourages students to speak English fluently				√		√
	The module helps the teacher writes in English on the board or on a document with appropriate English grammar					√	√
	The module helps the teacher writes in English the board or on a document with proper spelling					√	√
2.Knowledge About the Characteristicof Young Learners (Ratminingsih, 2020)	The module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom					√	√
	The module helps the teacher to use different learning activities to support the students to try something new					√	√
	The module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with					√	√
	The module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge.					√	√

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	The module helps the teacher to makes the students to collect information and try to ask questions					√	√
	The module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.					√	√
	The module helps the teacher to make sure the students pay attention in class					√	√
	The module helps the teacher to make the students stay focused in class by listening to the material given in class					√	√
	The module helps the teacher to always support and help students in class to understand the English material					√	√
	The module helps the teacher to gives the good activities in class to make students enjoy learning English					√	√
	Teacher often conduct fun activities to make students always energized during the learning process					√	√
	Teacher uses the singing activities in class to make students always feel happy					√	√

	and not easily get bored						
	The module helps the teacher pays attention to the students lack of knowledge and give them the exact materials					√	√
	The module helps the teacher to connect the material with the student's ability to make them easily understand the material					√	√
	The module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class					√	√
	The module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class					√	√
3. The use of learning strategies for young learners (Ratminingsih, 2020	The module helps the teacher to use power point to teach				√		√
	The module helps the teacher to use printable images to teach				√		√
	The module helps the teacher to ask students to use certain online learning					√	√

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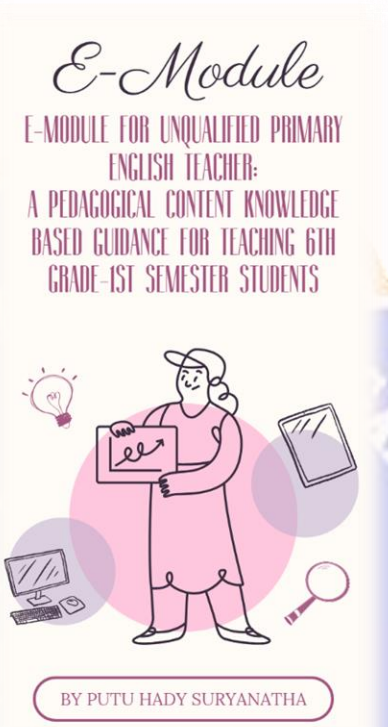
platform to teach						
The module helps the teacher to able to conduct the learning process using the newest media technology so the student can practice English in class					√	√
The module helps the teacher to gives apperception in the beginning of the lesson					√	√
The module helps the teacher to gives the problem assignment to make students solve the problem using their creativity.					√	√
The module helps the teacher to relate the topic being taught with students' daily lives					√	√
The module helps the teacher to use real tools to teach					√	√
The module helps the teacher to apply learning games					√	√
The module helps the teacher to invite students to sing songs					√	√
The module helps the teacher to encourage students with quiz					√	√
The module helps the teacher to use ice breaking to refresh the learning					√	√

atmosphere						
The module helps the teacher to use traditional games to teach					√	√
The module helps the teacher to use online game to teach					√	√
The module helps the teacher to use certain jokes to teach					√	√
The module helps the teacher to use songs to teach					√	√
The module helps the teacher to use the presentation media to improve students' 4 language skills					√	√
The module helps the teacher to to improve the 4 language skills during the use of the learning media in the class					√	√
The module helps the teacher to assign students to do simple oral presentation before the class					√	√
The module helps the teacher to to deliver the fun ice breaking / games to gain students' self-confidence in learning English					√	√
The module helps the teacher to arranges students into several groups to work					√	√

certain topics						
The module helps the teacher to to deliver an effective game collaboration to gain students' social skills with each other					√	√

E-Module PDF



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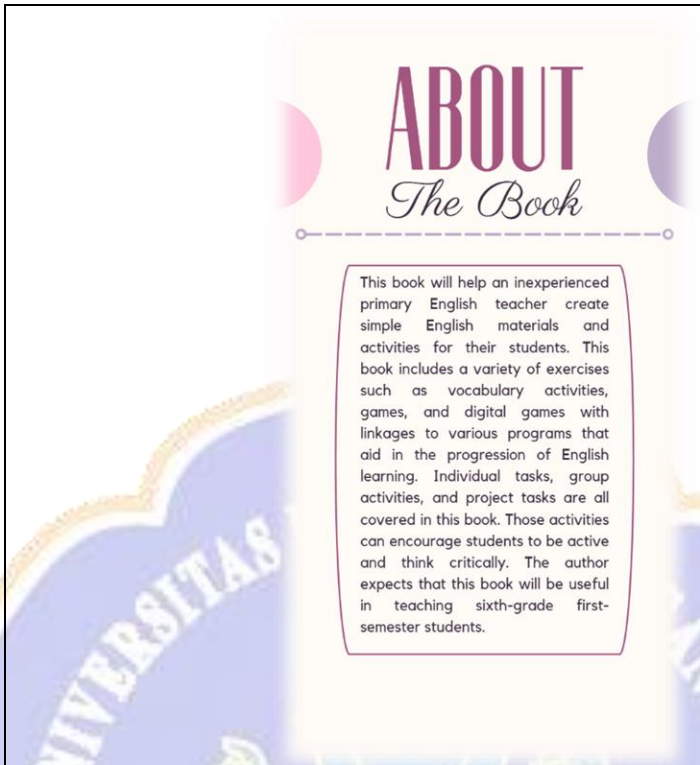
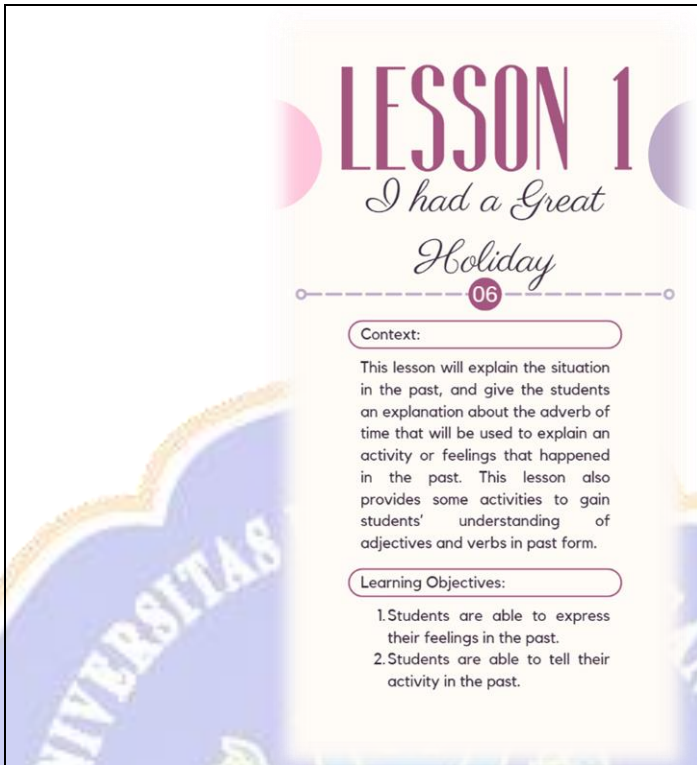


About the module



LESSON 1

I had a Great Holiday

06

Context:

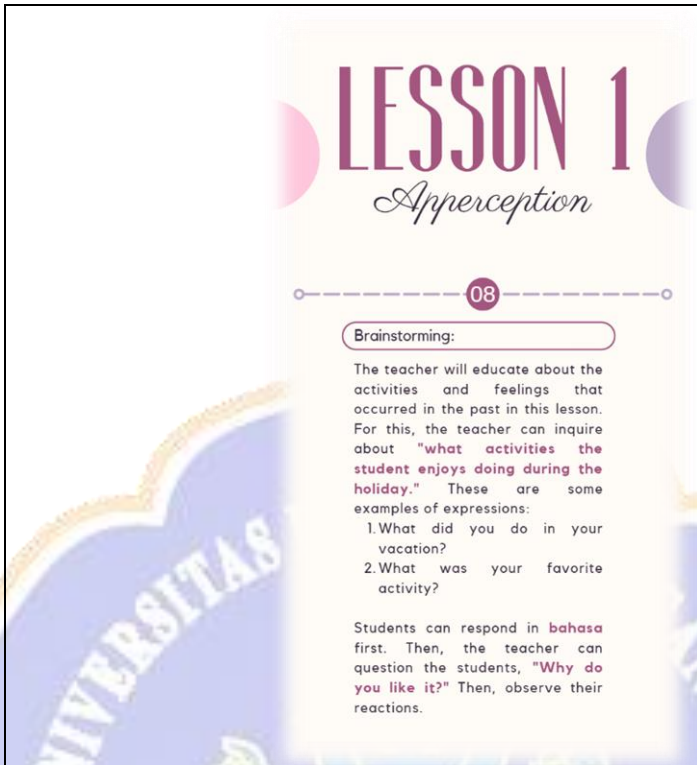
This lesson will explain the situation in the past, and give the students an explanation about the adverb of time that will be used to explain an activity or feelings that happened in the past. This lesson also provides some activities to gain students' understanding of adjectives and verbs in past form.

Learning Objectives:

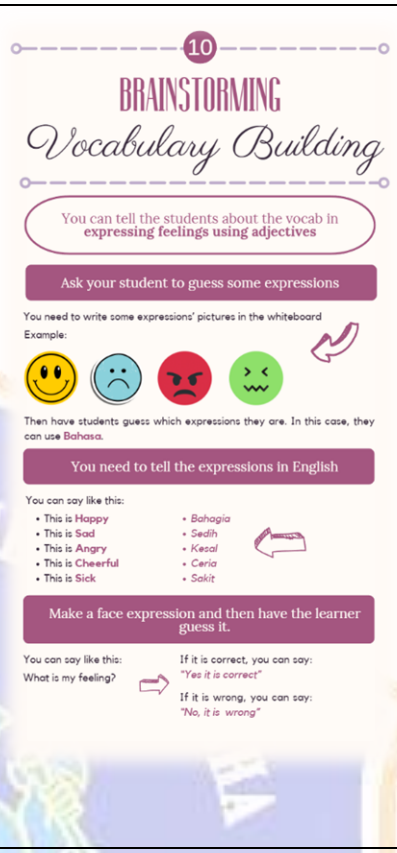
1. Students are able to express their feelings in the past.
2. Students are able to tell their activity in the past.

Content and Learning Objectives of Lesson 1

Language in Focus of Lesson 1



Apperception of Lesson 1



Brainstorming Vocabulary Building about Adjectives and Verbs of

Lesson 1

Brainstorming Grammar Application about Adjectives and Verbs of

Lesson 1

13

Brainstorming

GRAMMAR APPLICATION

WHAT ARE VERBS 1 & 2?

You can explain to them the different of **Verb 1** and **Verb 2**

Verb 1 & 2

I **play** game today >>>> I **played** game yesterdy

We **eat** the pizza this morning >>>> We **ate** the pizza last week

You **study** in the school on monday >>>> You **studied** in the school two days ago

Verb 1

Verb 1 dipergunakan untuk memberitahukan suatu kejadian yang berlangsung pada **hari ini (present)**. Sehingga keterangan waktu yang dipergunakan adalah keterangan waktu hari ini, seperti: **today, this day, this morning.**

Verb 2

Verb 2 dipergunakan untuk memberitahukan suatu kejadian yang berlangsung kemarin (past). Sehingga keterangan waktu yang dipergunakan adalah keterangan waktu kemarin, seperti: **yesterday, last week, two days ago.**

Now explain about the **time marker words** to your students

Present Day

1. Today	1. *Hari ini*
2. This day	2. *Pada hari ini*
3. This morning	3. *Pagi ini*
4. This afternoon	4. *Siang/ Sore ini*
5. This evening	5. *Malam ini*
6. At night	6. *Pada malam hari*
7. On monday	7. *Pada hari senin*

Past Day

1. Yesterday	1. *Kemarin*
2. Last week	2. *Minggu lalu*
3. Last month	3. *Bulan lalu*
4. Last year	4. *Tahun lalu*
5. 2 days ago	5. *2 hari lalu*
6. 2 weeks ago	6. *2 minggu lalu*
7. 5 hours ago	7. *5 jam lalu*

Brainstorming Grammar Application Verbs 1 and 2 of Lesson 1

Brainstorming Verbs Examples of Lesson 1

Brainstorming Important Expression: Use Verbs of Lesson 1

16

BRAINSTORMING

Important Expressions: Use Adjectives

To help students expand their vocabulary, you can inform them about previous expressions of **feelings**.

Ask their feeling by say: **"how was you holiday?"**

To make them answer, you can ask them to use these words

You can use:

- When "happy", you said: "I was happy"
- *Saat kamu bahagia, kamu berkata: aku bahagia*
- When "sick", you said: "I was sick"
- *Saat kamu sakit, kamu berkata: aku sakit*
- When "sad", you said: "I was sad"
- *Saat kamu sedih, kamu berkata: aku sedih*
- When "healthy", you said: "I was healthy"
- *Saat kamu sehat, kamu berkata: aku sehat*

You can now make some facial expressions in front of the class. Make them guess what it is.

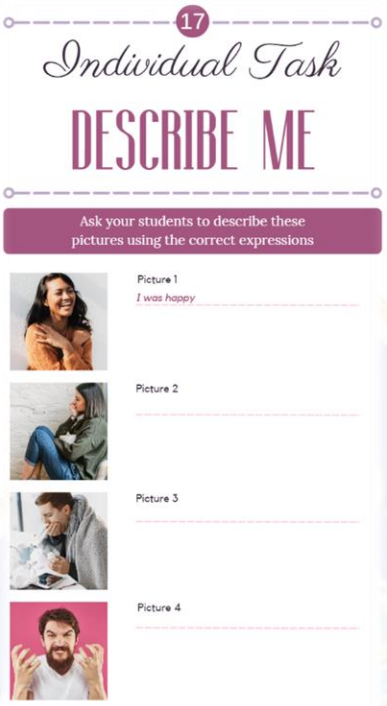
You can say: "how was my feeling?"

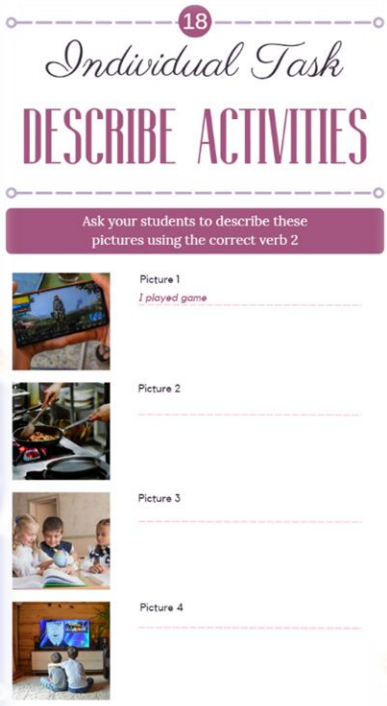
If it is correct, you can say: *"Yes it is correct"*

If it is wrong, you can say: *"No, it is wrong"*

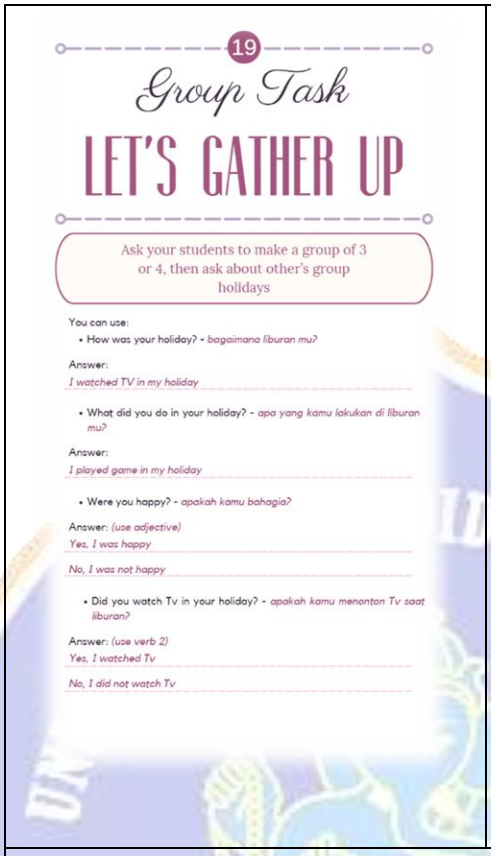
Whoever answers first, make them to express their feeling in front of the class. Then make all the students guess it.

Brainstorming Important Expression: Use Adjectives of Lesson 1





Individual Task 1 and Task 2 of Lesson 1



19

Group Task

LET'S GATHER UP

Ask your students to make a group of 3 or 4, then ask about other's group holidays

You can use:

- How was your holiday? - *bagaimana liburan mu?*

Answer:

I watched TV in my holiday

- What did you do in your holiday? - *apa yang kamu lakukan di liburan mu?*

Answer:

I played game in my holiday

- Were you happy? - *apakah kamu bahagia?*

Answer: *(use adjective)*

Yes, I was happy

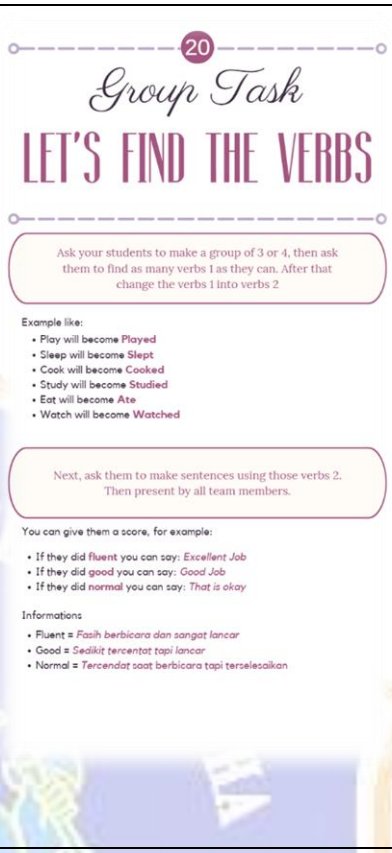
No, I was not happy

- Did you watch Tv in your holiday? - *apakah kamu menonton Tv saat liburan?*

Answer: *(use verb 2)*

Yes, I watched Tv

No, I did not watch Tv



20

Group Task

LET'S FIND THE VERBS

Ask your students to make a group of 3 or 4, then ask them to find as many verbs 1 as they can. After that change the verbs 1 into verbs 2

Example like:

- Play will become **Played**
- Sleep will become **Slept**
- Cook will become **Cooked**
- Study will become **Studied**
- Eat will become **Ate**
- Watch will become **Watched**

Next, ask them to make sentences using those verbs 2. Then present by all team members.

You can give them a score, for example:

- If they did **fluent** you can say: *Excellent Job*
- If they did **good** you can say: *Good Job*
- If they did **normal** you can say: *That is okay*

Informations

- Fluent = *Fasih berbicara dan sangat lancar*
- Good = *Sedikit tercentat tapi lancar*
- Normal = *Tercendat saat berbicara tapi terselesaikan*

Group Task 1 and Task 2 of Lesson 1

21

Project Task

LET'S PRACTICE

Give them an adjective then ask your students to make sentences in the past

You will say:
• Happy

Answer:
I was happy

Adjectives Lists

- Sad
- Enjoy
- Healthy
- Sick
- Blessed
- Angry
- Funny
- Tiring
- Hungry
- Thirsty

Assessment of The Project

- Communication skills
- Material Mastery
- Ability to deal with questions
- Use of presentation props
- Accuracy in solving problems

Score:
1. Very Good: *81-100*
2. Good: *61-80*
3. Average: *41-60*
4. Not Good: *21-40*
5. Poor: *1-20*

22

Project Task

LET'S PRACTICE 2

Ask your students to change these sentences into verb 2 and then add **"yesterday"** to make it into past sentences

Example:
• I play game

Answer:
I played game yesterday

Statements

1. I go to Bedugul
2. I cook a Fried Chicken
3. I watch TV
4. I eat two donuts
5. I sleep at home

Assessment of The Project

- Communication skills
- Material Mastery
- Ability to deal with questions
- Use of presentation props
- Accuracy in solving problems

Score:
1. Very Good: *81-100*
2. Good: *61-80*
3. Average: *41-60*
4. Not Good: *21-40*
5. Poor: *1-20*

Project Task 1 and Task 2 of Lesson 1

23

Assessment Criterio

INFORMATION ABOUT SCORES

These are the informations about the scores of the project task

Score:

1. Very Good: 81-100
2. Good: 61-80
3. Average: 41-60
4. Not Good: 21-40
5. Poor: 1-20

- Very Good: 81 - 100

Students have already managed this topic very well.

Murid sudah menguasai topic dengan sangat baik.

- Good: 61 - 80

Students understand the topic and can answer the questions well.

Murid sudah paham dengan topic dan bisa menjawab dengan baik.

- Average: 41 - 60

Students still find some obstacles with this topic.

Murid masih menemukan sejumlah kedala dalam topic ini.

- Not Good: 21 - 40

Students find many obstacles and are confused about the topic.

Murid menemukan banyak kendala dan bingung akan topic.

- Poor: 1 - 20

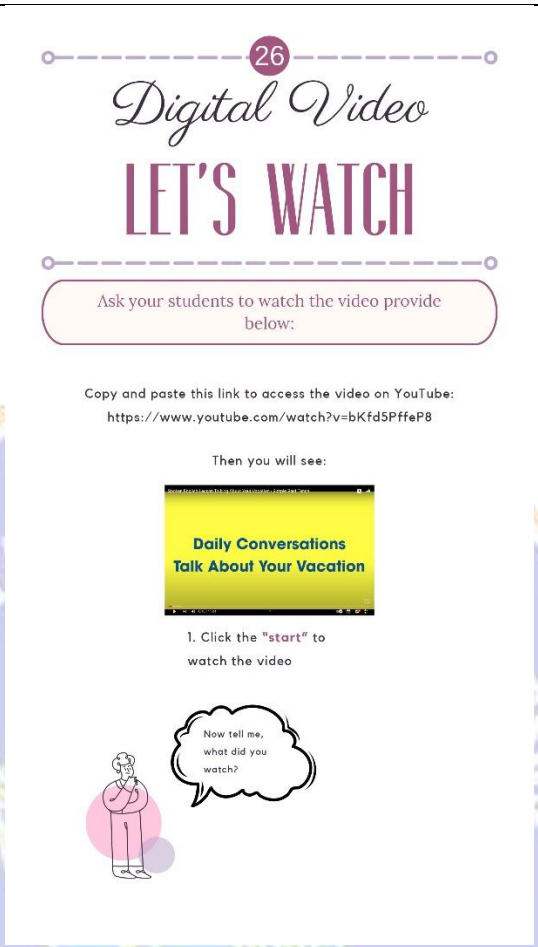
Students don't understand at all about the topic.

Murid samesekali belum memahami topic .

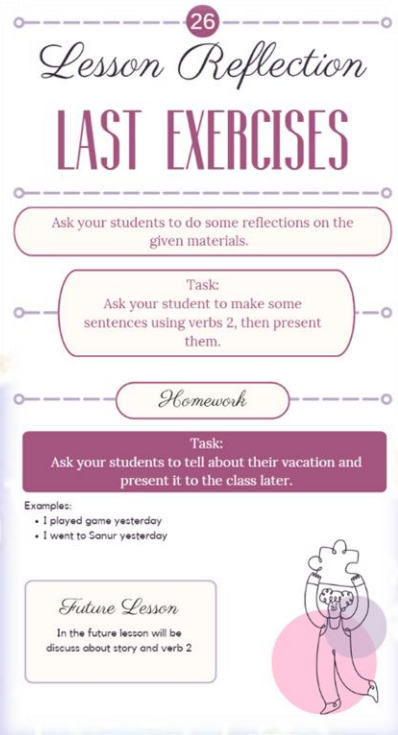
Assessment Criteria of Lesson 1

Let's Sing of Lesson 1

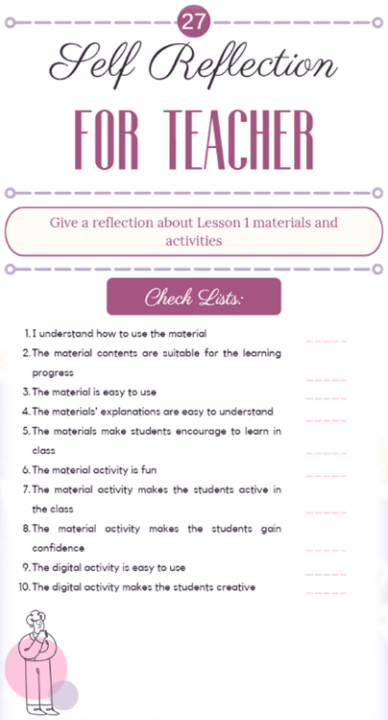
Digital Game of Lesson 1



Digital Video of Lesson 1



Last Exercises of Lesson 1



Self Reflection for Teacher of Lesson 1

28

Answer Key
FOR TEACHER

Individual task: **"Describe Me"**

1. I was happy
2. I was sad
3. I was sick
4. I was angry

Individual task: **"Describe Activities"**

1. I played game
2. I cooked
3. I studied
4. I watched TV

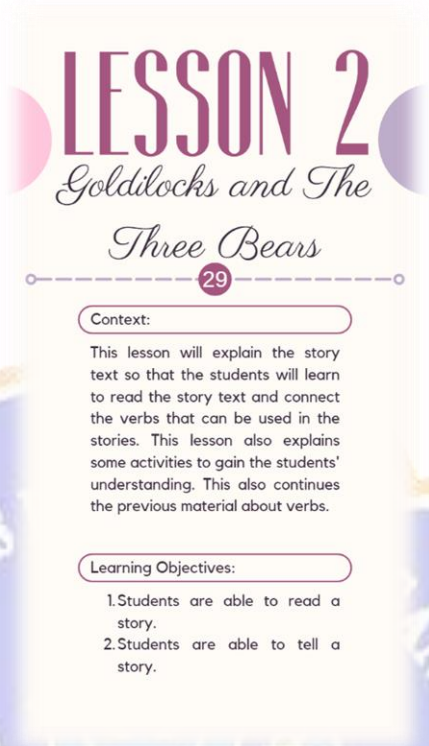
Project task: **"Let's Practice"**

1. I was sad
2. I was enjoy
3. I was healthy
4. I was sick
5. I was blessed
6. I was angry
7. I was funny
8. I was tiring
9. I was hungry
10. I was thirsty

Project task: **"Let's Practice 2"**

1. I went to Bedugul yesterday
2. I cooked a fried chicken yesterday
3. I watched TV yesterday
4. I ate two donuts yesterday
5. I slept at home yesterday

Answer Key of Lesson 1



LESSON 2

Goldilocks and The Three Bears

29

Context:

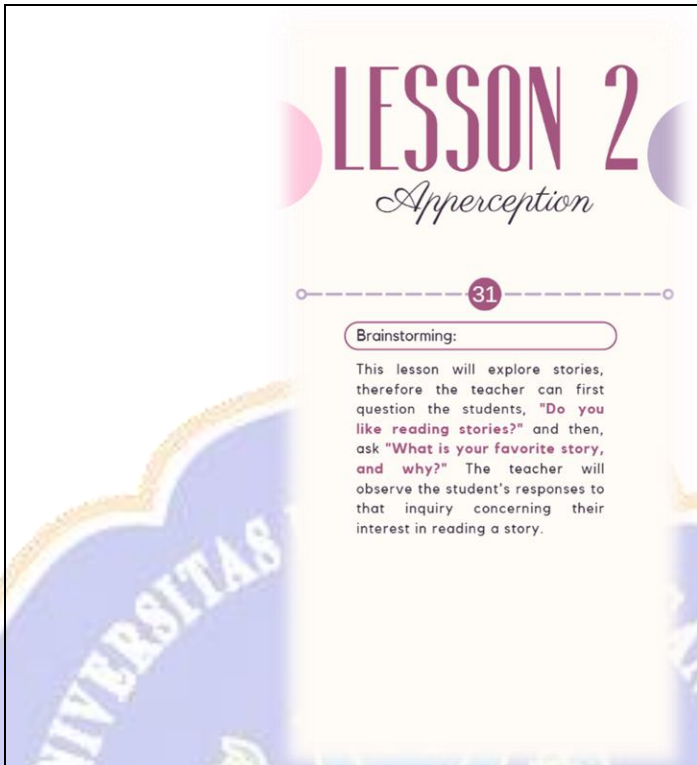
This lesson will explain the story text so that the students will learn to read the story text and connect the verbs that can be used in the stories. This lesson also explains some activities to gain the students' understanding. This also continues the previous material about verbs.

Learning Objectives:

1. Students are able to read a story.
2. Students are able to tell a story.

Context and Learning Objectives of Lesson 2

Language in Focus of Lesson 2



Apperception of Lesson 2

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BRAINSTORMING

Important Expressions:
Use Time Marker

You can instruct the students to change sentences into past using the **time marker**.

You will say the sentence in present then ask them to change it into past.

You can say: **"I play game today"**, then say: **"change and add yeasterday"**.

It will be like these:

- I played game yesterday
- *Saya bermain basket kemarin*

Repeat again and use another time marker

You can say: **"I cook today"**, then say: **"change and add last week"**.

It will be like these:

- I cooked last week
- *Saya memasak minggu lalu*

Repeat again and use another time marker

You can say: **"I go to Denpasar today"**, then say: **"change and add 2 days ago"**.

It will be like these:

- I went to Denpasar 2 days ago
- *Saya pergi ke Denpasar dua hari yang lalu*

Now, instruct your students to construct sentences using the **time marker words**.

You can say: **"please make 3 sentences using yesterday"**

Example: **"remember to use verb2"**

- I played yesterday
- I cooked yesterday
- I studies yesterday

After that, ask them to read their sentences in front of the class. This is the first step of making a story.

Brainstorming Important Expressions: Use Time Marker of Lesson 2

33

BRAINSTORMING

Vocabulary Building

You can tell the students a tale and ask them to discover the verbs in the story.

Goldilocks and the Three Bears

Once upon a time, there was a little girl called Goldilocks. One day, she **went** for a walk in the forest. Quite quickly, she **saw** a house. She **knocked** on the door and, when no one **answered**, she **walked** inside.

On the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She **tasted** the porridge from the first bowl, but it was too hot. She **tasted** the porridge from the second bowl, but it was too cold. Then, she **tasted** the last bowl of porridge.

Translation

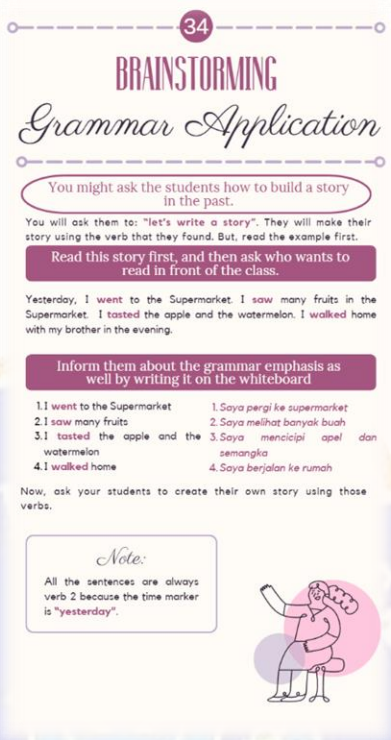
Pada suatu ketika, ada seorang gadis kecil bernama Goldilocks. Suatu hari, dia **pergi** berjalan-jalan di hutan. Tak lama kemudian, dia **melihat** sebuah rumah. Dia **mengetuk** pintu dan, ketika tidak ada yang **menjawab**, dia **masuk** ke dalam.

Di atas meja dapur, ada tiga mangkuk bubur. Goldilocks lapar. Dia **mencicipi** bubur dari mangkuk pertama, tapi rasanya terlalu panas. Dia **mencicipi** bubur dari mangkuk kedua, tapi terlalu dingin. Lalu, dia **mencicipi** semangkuk bubur terakhir.

New Vocab: You need to read these to your students

1. Went	1. *Pergi (verb 2)*
2. Saw	2. *Melihat (verb 2)*
3. Knocked	3. *Mengetuk (verb 2)*
4. Answered	4. *Menjawab (verb 2)*
5. Walked	5. *Masuk / Berjalan (verb 2)*
6. Tasted	6. *Mencicipi (verb 2)*

Brainstorming Vocabulary Building of Lesson 2



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BRAINSTORMING
Grammar Application

You might ask the students how to build a story in the past.

You will ask them to: **"let's write a story"**. They will make their story using the verb that they found. But, read the example first.

Read this story first, and then ask who wants to read in front of the class.

Yesterday, I **went** to the Supermarket. I **saw** many fruits in the Supermarket. I **tasted** the apple and the watermelon. I **walked** home with my brother in the evening.

Inform them about the grammar emphasis as well by writing it on the whiteboard

1. I **went** to the Supermarket
2. I **saw** many fruits
3. I **tasted** the apple and the watermelon
4. I **walked** home

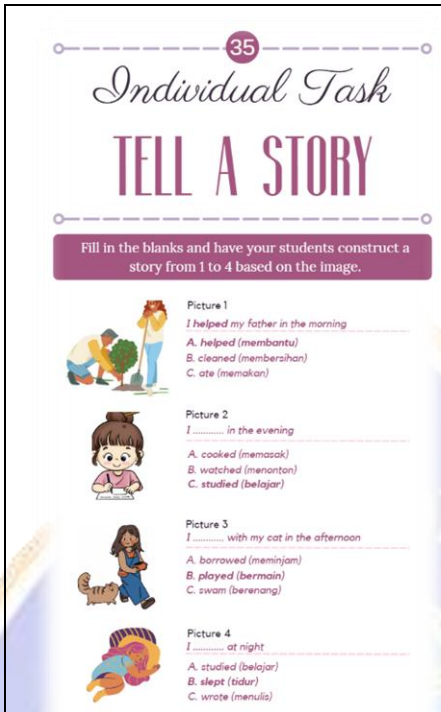
1. *Saya pergi ke supermarket*
2. *Saya melihat banyak buah*
3. *Saya mencicipi apel dan semangka*
4. *Saya berjalan ke rumah*

Now, ask your students to create their own story using those verbs.

Note:

All the sentences are always verb 2 because the time marker is **"yesterday"**.

Brainstorming Grammar Application of Lesson 2



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Individual Task

TELL A STORY

Fill in the blanks and have your students construct a story from 1 to 4 based on the image.

Picture 1

*I **helped** my father in the morning*

*A. **helped** (membantu)*
B. cleaned (membersihan)
C. ate (memakan)

Picture 2

I ..... in the evening

A. cooked (memasak)
B. watched (menonton)
*C. **studied** (**belajar**)*

Picture 3

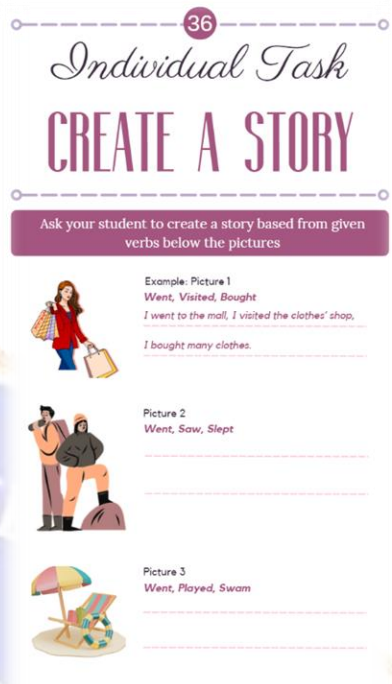
I ..... with my cat in the afternoon

A. borrowed (meminjam)
*B. **played** (**bermain**)*
C. swam (berenang)

Picture 4

I ..... at night

A. studied (belajar)
*B. **slept** (tidur)*
C. wrote (menulis)



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Individual Task

CREATE A STORY

Ask your student to create a story based from given verbs below the pictures

Example: Picture 1

Went, Visited, Bought

I went to the mall, I visited the clothes' shop,

I bought many clothes.

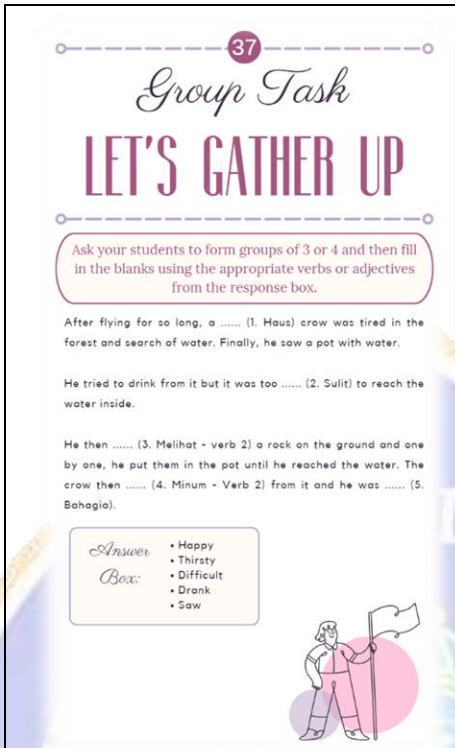
Picture 2

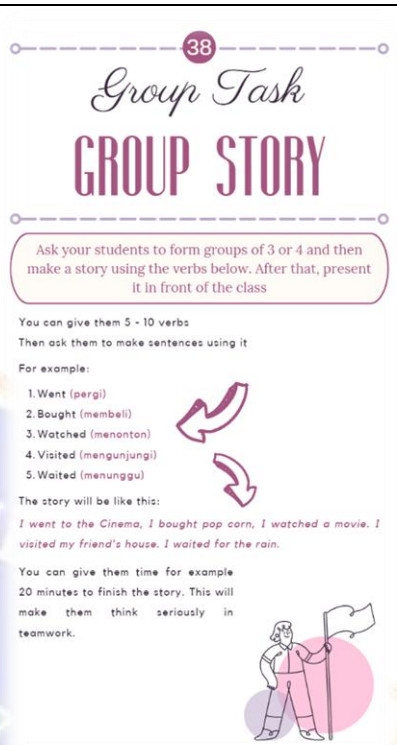
Went, Saw, Slept

Picture 3

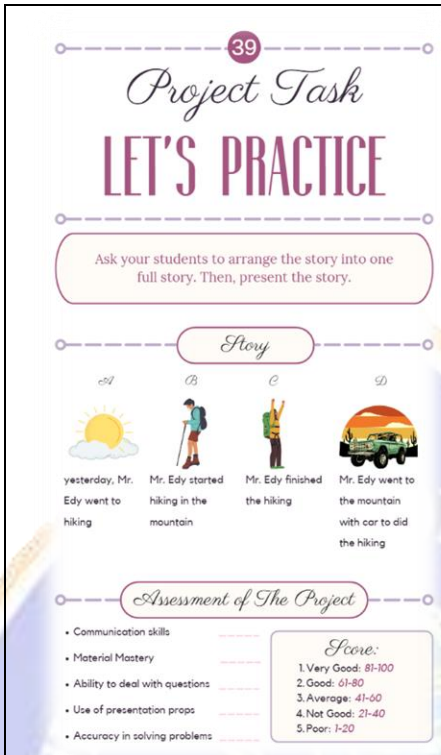
Went, Played, Swam

Individual Task 1 and Task 2 of Lesson 2





Group Task 1 and Task 2 of Lesson 2



39

Project Task

LET'S PRACTICE

Ask your students to arrange the story into one full story. Then, present the story.

Story

A

yesterday, Mr. Edy went to hiking

B

Mr. Edy started hiking in the mountain

C

Mr. Edy finished the hiking

D

Mr. Edy went to the mountain with car to did the hiking

Assessment of The Project

- Communication skills _____
- Material Mastery _____
- Ability to deal with questions _____
- Use of presentation props _____
- Accuracy in solving problems _____

Score:

1. Very Good: 81-100
2. Good: 61-80
3. Average: 41-60
4. Not Good: 21-40
5. Poor: 1-20

40

Project Task

LET'S PRACTICE 2

Please ask your students to use the pictures below. They can produce a free story based on their concept. They can only select four images.

Picture Series

A

Played

B

Woke up

C

Cooked

D

Watched TV

E

Studied

F

Listened Music

Assessment of The Project

- Communication skills _____
- Material Mastery _____
- Ability to deal with questions _____
- Use of presentation props _____
- Accuracy in solving problems _____

Score:

1. Very Good: 81-100
2. Good: 61-80
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Project Task 1 and Task 2 of Lesson 2

41

Assessment Criterio

INFORMATION ABOUT SCORES

These are the informations about the scores of the project task

Score:

1. Very Good: 81-100
2. Good: 61-80
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5. Poor: 1-20

- Very Good: *81 - 100*

Students have already managed this topic very well.

Murid sudah menguasai topic dengan sangat baik.

- Good: *61 - 80*

Students understand the topic and can answer the questions well.

Murid sudah paham dengan topic dan bisa menjawab dengan baik.

- Average: *41 - 60*

Students still find some obstacles with this topic.

Murid masih menemukan sejumlah kedala dalam topic ini.

- Not Good: *21 - 40*

Students find many obstacles and are confused about the topic.

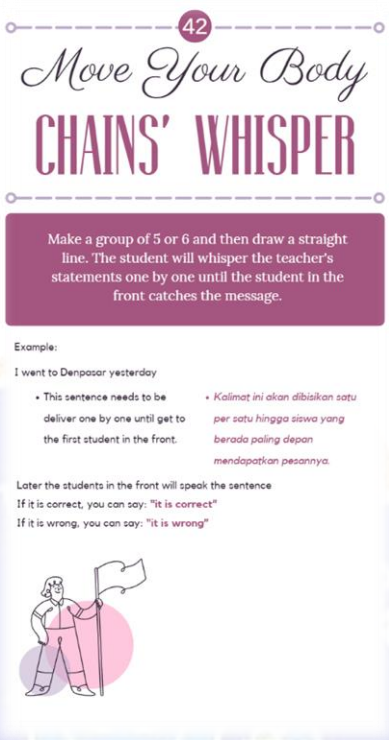
Murid menemukan banyak kendala dan bingung akan topic.

- Poor: *1 - 20*

Students don't understand at all about the topic.

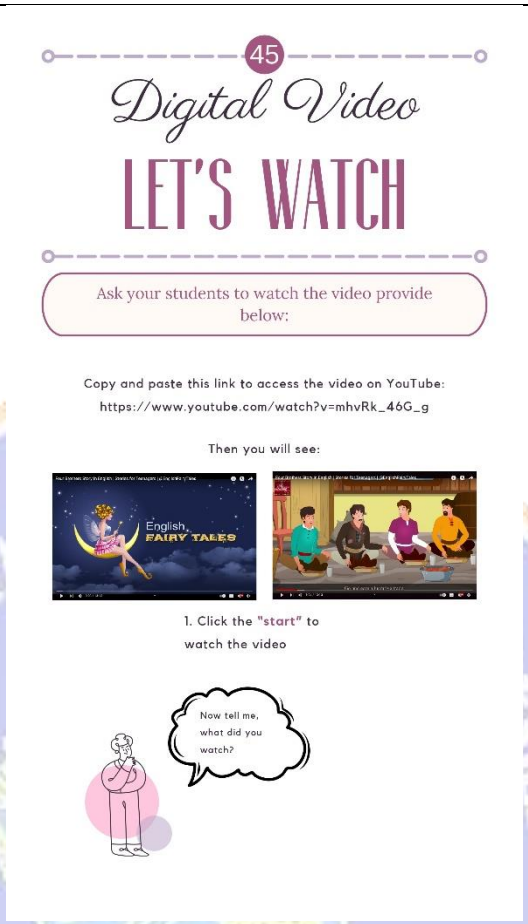
Murid samesekali belum memahami topic .

Assessment Criteria of Lesson 2



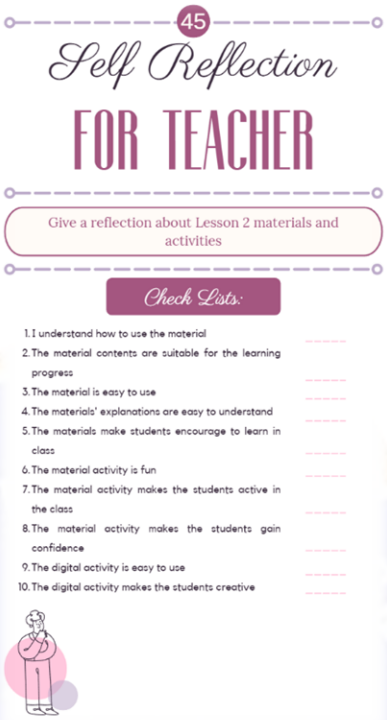
Chains' Whisper of Lesson 2

Digital Game of Lesson 2

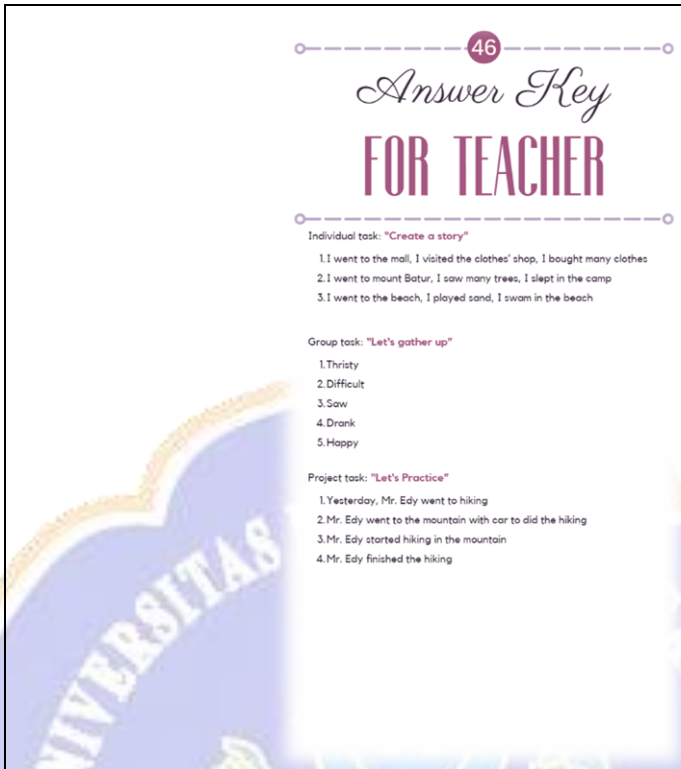


Digital Video of Lesson 2

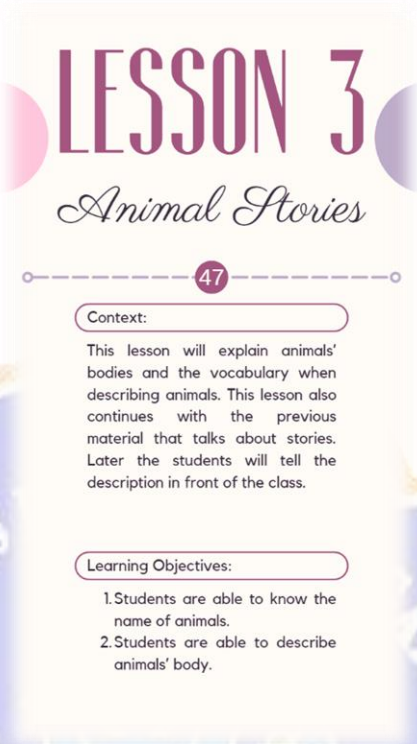
Last Exercises of Lesson 2



Self Reflection for Teacher of Lesson 2



Answer Key of Lesson 2



LESSON 3

Animal Stories

47

Context:

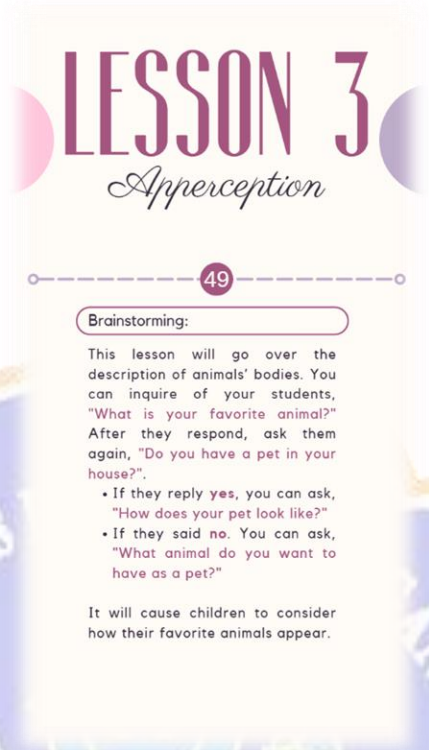
This lesson will explain animals' bodies and the vocabulary when describing animals. This lesson also continues with the previous material that talks about stories. Later the students will tell the description in front of the class.

Learning Objectives:

1. Students are able to know the name of animals.
2. Students are able to describe animals' body.

Context and Learning Objectives of Lesson 3

Language in Focus of Lesson 3



LESSON 3

Apperception

49

Brainstorming:

This lesson will go over the description of animals' bodies. You can inquire of your students, "What is your favorite animal?" After they respond, ask them again, "Do you have a pet in your house?".

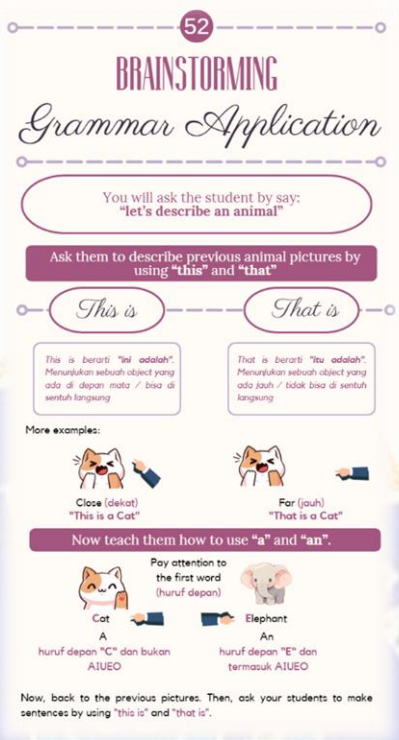
- If they reply **yes**, you can ask, "How does your pet look like?"
- If they said **no**. You can ask, "What animal do you want to have as a pet?"

It will cause children to consider how their favorite animals appear.

Apperception of Lesson 3

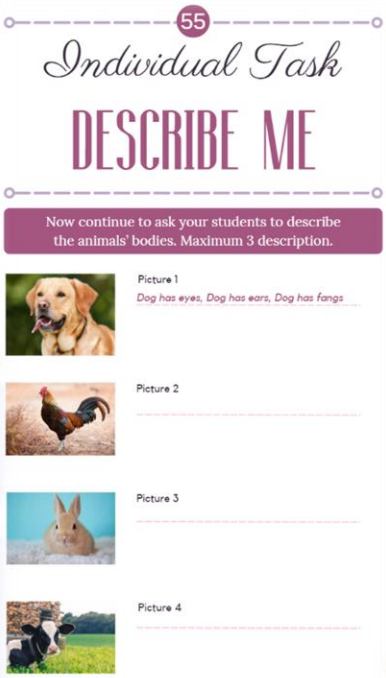
Brainstorming Vocabulary Building of Lesson 3

Brainstorming Vocabulary Building Names of Animals from Lesson 3

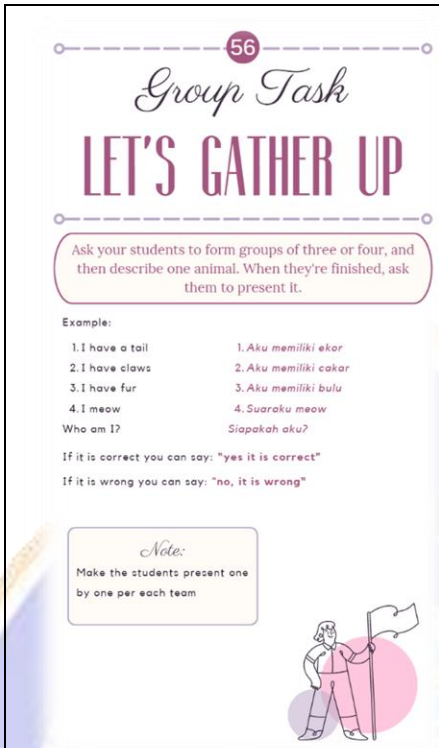


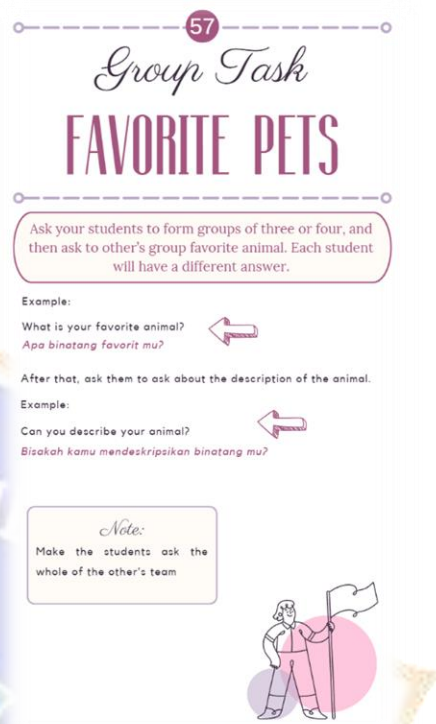
Brainstorming Grammar Application of Lesson 3

Brainstorming Important Expressions: Use This and That of Lesson 3

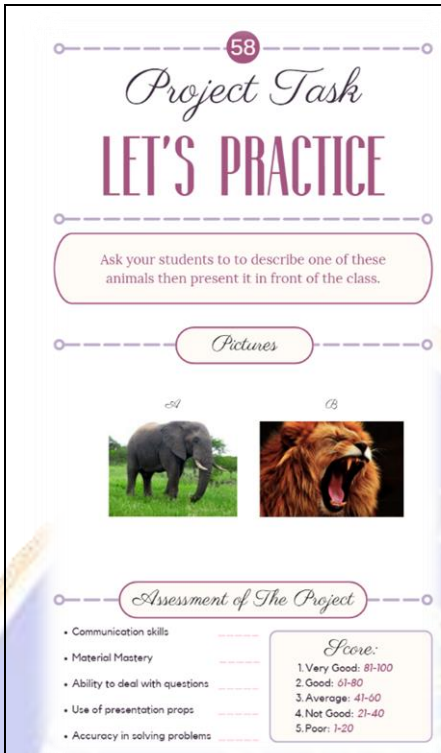


Individual Task 1 and Task 2 of Lesson 3





Group Task 1 and Task 2 of Lesson 3



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Project Task

LET'S PRACTICE

Ask your students to to describe one of these animals then present it in front of the class.

Pictures

A

B

Assessment of The Project

- Communication skills .....
- Material Mastery .....
- Ability to deal with questions .....
- Use of presentation props .....
- Accuracy in solving problems .....

Score:

1. Very Good: 81-100
2. Good: 61-80
3. Average: 41-60
4. Not Good: 21-40
5. Poor: 1-20

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Project Task

LET'S PRACTICE 2

Ask your students to describe one animal that they can find in the Zoo (kebun binatang). Next, present it in front of the class.

Examples

- This is a tiger
- Tiger has claws
- Tiger has fangs
- Tiger has eyes
- Tiger has ears
- Tiger has four legs

Assessment of The Project

- Communication skills .....
- Material Mastery .....
- Ability to deal with questions .....
- Use of presentation props .....
- Accuracy in solving problems .....

Score:

1. Very Good: 81-100
2. Good: 61-80
3. Average: 41-60
4. Not Good: 21-40
5. Poor: 1-20

Project Task 1 and Task 2 of Lesson 3

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Assessment Criterio

INFORMATION ABOUT SCORES

These are the informations about the scores of the project task

Score:

1. Very Good: 81-100
2. Good: 61-80
3. Average: 41-60
4. Not Good: 21-40
5. Poor: 1-20

- Very Good: 81 - 100

Students have already managed this topic very well.

Murid sudah menguasai topic dengan sangat baik.

- Good: 61 - 80

Students understand the topic and can answer the questions well.

Murid sudah paham dengan topic dan bisa menjawab dengan baik.

- Average: 41 - 60

Students still find some obstacles with this topic.

Murid masih menemukan sejumlah kedala dalam topic ini.

- Not Good: 21 - 40

Students find many obstacles and are confused about the topic.

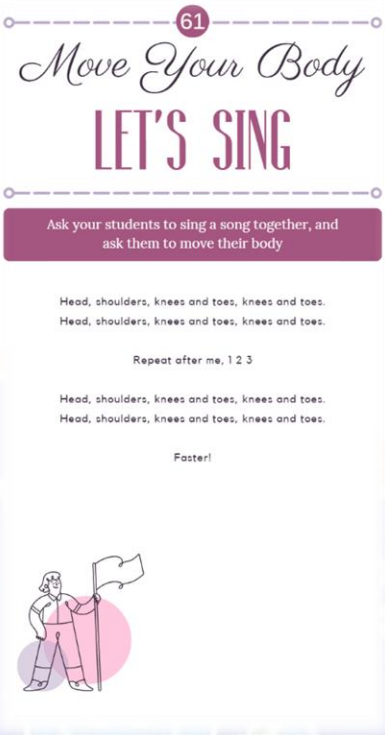
Murid menemukan banyak kendala dan bingung akan topic.

- Poor: 1 - 20

Students don't understand at all about the topic.

Murid samesekali belum memahami topic .

Assessment Criteria of Lesson 3



Let's Sing of Lesson 3

Digital Game of Lesson 3

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Digital Video

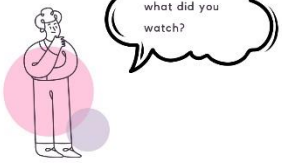
LET'S WATCH

Ask your students to watch the video provide below:

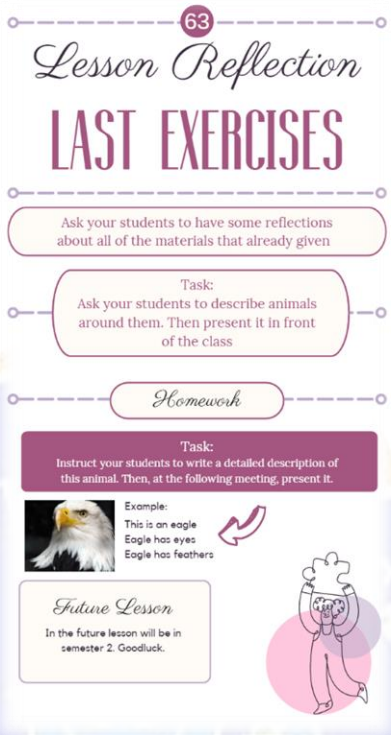
Copy and paste this link to access the video on YouTube:
https://www.youtube.com/watch?v=v5aVK0APPkU&t=181s

Then you will see:

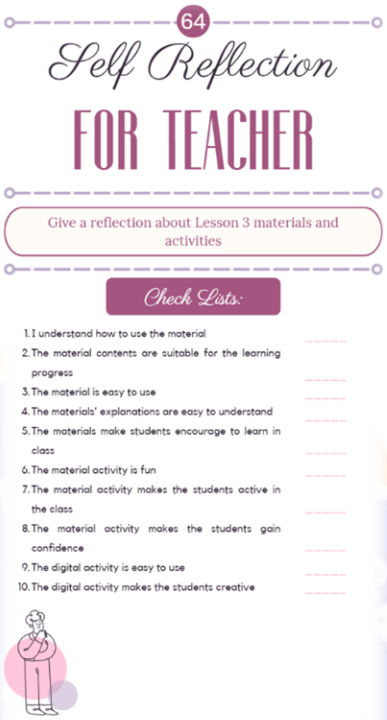
1. Click the "start" to watch the video



Digital Video of Lesson 3



Last Exercises of Lesson 3



Self Reflection For Teacher of Lesson 3

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Answer Key

FOR TEACHER

Individual task: **"Where is it?"**

1. This is a dog
2. That is a chicken
3. That is a rabbit
4. This is a cow

Individual task: **"Describe me"**

1. Dog has eyes, Dog has ears, Dog has fangs
2. Chicken has eyes, Chicken has a beak, Chicken has legs
3. Rabbit has ears, Rabbit has nose, Rabbit has legs
4. Cow has eyes, Cow has a horn, Cow has legs

Answer Key of Lesson 3

SOURCES

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Sources of the E-Module

About the Author 1 and Author 2

The first author named Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. She brings a wealth of experience to the realm of English education, highlighted by a prolific record of publications. In 2017, she received a scholarship from the Ministry of Research and Technology for an international publication mentorship program, which allowed her to engage in a brief academic program at Griffith University in Australia. Prof. Utami's remarkable journey underscores her commitment to advancing knowledge and making impactful contributions to the field of English education.

The second author is Luh Gede Eka Wahyuni, S.Pd., M.Pd. She is one of the lecturers who has published more than 20 journals. She is also a lecturer who is very creative and friendly in teaching her students. She has also provided training on using various instrument validation methods to improve the competence in conducting classroom-based research for English teachers in the Buleleng district.

About the Author 1 and Author 2

About the Author 3

Closing cover of the E-Module

BIOGRAPHY

Putu Hady Suryanatha is the man who behind this beautiful thesis. He was 24 years old when he finished this masterpiece. He was born in 2000 and lived with both of his parents. He is the only child in the family. He graduated from Diploma 3 English Department with an IPK 3.93 and continued his study into the bachelor's degree at the University of Education Ganesha. He was also the Runner Up 2 Bagus Buleleng 2019 and the First Winner of Mahasiswa Berprestasi 2020. Putu Hady Suryanatha always had the strong will and dedication to finish this project even though he was so late to finish it on time but he never gave up with all the obstacles so do the readers who read this biodata. The writer wanted to say that **"keep going, no matter how strong the wall is. Believe in yourself and be flow"**.