

Appendix 1. 1 Observation Sheet

No.	Aspect PCK	Dimension	Indicators	Items	Res	ponse	Comments
	(Shulman 1987)	Dimension	indicators	items	Yes	No	Comments
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			
			that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			
		O.P.	Realizing the importance of correcting pronunciation, spelling or word	a. Teacher helps students to correct their English pronunciation in the classroom			
		RAITAD.	choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used	P		
	Prof	2.Language Proficiency (Andrews, 2001)	Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			
		W.		b. Teacher encourages students to speak English fluently			
		O _{N1}	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			
				b. Teacher writes in English the board or on a document with proper spelling			
2.	Knowledge about Curriculu analysis of Development learning	learning objectives in the curriculum to	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus				
			develop a syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			

	2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created		
		b. Teacher understands the impact of the connected learning topics to the students situation		
	3.Aligning the relationship between one topic and the next topic	a. Teacher update the previous material to the new one in the class		
	contained in the curriculum	b. Teacher connect the previous material to the new given material in class		
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	,	
		b. Teacher uses different learning activities to support the students to try something new		
ON.	2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with		
		b. Teacher often give question and answer section to the students to improve their ideas knowledge		
	3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions		
		b. Teacher gives opportunity for the students to do a hands- on experience learning trough certain activities.		

П				<u> </u>	
		4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class		
			b. Teacher makes the students stay focused in class by listening to the material given in class		
	inv ac ma	5.Teaching by involving activities that can make students motivated in	a. Teacher always support and help students in class to understand the English material		
		learning	b. Teacher gives the good activities in class to make students enjoy learning English		
	ng IT	6.Doing fun learning activities by inviting students to move their bodies (physical	a. Teacher often conduct fun activities to make students always energized during the learning process.		
А		movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored	,	
	4	7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		
		NDIKSE	b. Teacher often connect the material with the student's ability to make them easily understand the material		
		8. Inviting students to learn through the environment around them	a. Teacher uses the class environment 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		

Knowledge about lesson plan (Ratminingsih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives
		b. Teacher makes 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 in learning process
STAS P	ENDIDIKA,	b. Teacher can make the students follow the learning activities in the class.
1 S	3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive
		b. Teacher is able to manage the class to become conducive
W.	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
V _{N1}	IKSH	b. Teacher is able to encourage students by using the media technology in the learning process
The use of learning strategies for	1.Teaching using visual media that students can	a. Teacher uses power point to teach
young learners (Ratminingsih, 2020)	observe such as videos and pictures	b. Teacher uses printable images to teach
	2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach

	example BC kids,	b. Teacher is able to
	Quizizz, etc)	conduct the learning process using the newest media technology so 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
		b. Teacher gives 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 students' daily lives
TAS P	ENDIDIRA	b. Teacher uses real tools to teach
Str.	that are motivating and interesting	a. Teacher applies learning games
		b.Teacher invites students to sing songs
	6. Stimulating students' active participation	a. Teacher encourage students with quiz
7		b. Teacher use ice breaking to refresh the learning atmosphere
ON.	7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach
	process	b. Teacher uses online game to teach
	8.Creating a fun learning environment (by	a. Teacher uses certain jokes to teach
	using a joke or song)	b. Teacher uses 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

		b. Teacher is 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	
	learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English	
	12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics	
RAITASP	ENDIDIKA A	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other	

Appendix 1. 2 Content Analysis Sheet

Chapter/ Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
		O.V.) A	

Appendix 1. 3 Content Expert Judgment Sheet

Component				Scal	e		
PCK (Shulman (1987)	Dimensions	1	2	3	4	5	Comments
Content	Language awareness						
Knowledge	(Andrews, 2001)						
Knowledge	Language Proficiency						
	(Andrews, 2001)						
	Learning objectives			in.			
	Connecting previous	-		N.			
	material	11)	RA				
	Innovative activities	3		G.	4		
1/1	constructing knowledge		(3)		1		
	from working with	-4	()		10.5		
4	objects or ideas.					11	8
	Teaching students with		W	10			
	hands-on experience						
Pedagogy	Teaching students to learn	1	//	1		y A	
knowledge	by listening and repeating.		. 1		7		
	Teaching by involving	95			1		
	activities that can make		CONTRACTOR OF THE PARTY OF THE				
	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-	No. of Concession, Name of Street, or other Persons, Name of Street, or ot	No.				
	centered activities						
	Teaching with media and	m	ь.	13			
	technology in the learning		A.A.	,			
	activity	D-	***	100			
	Teaching using visual		, V		7		77
1	media that students can	41	4	ú		e de la companya de l	1
	observe such as videos	3	$\Lambda_{\mathcal{I}}$	3			
1	and pictures	(III)				J	
100	Teaching using media that	MA	\nearrow			T gill	*
	can be explored by		14	/			
	students (for example BC						
	kids, Quizizz, etc)		a !	5		A. C.	
	Giving the						
	context/situation to the	30	CONTRACTOR OF THE PARTY OF THE				
	students						
	Doing a contextual						
	activity						
	Doing activities that are						
	motivating and interesting						
	Stimulating students'						
	active participation						
		l					

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	No. of Lot	No.			
encourage students' self-					
confidence in learning	lin.		1/2		
English		14			
Using activities that can	7		1		
develop student's social		× 1		1	77
skill	Ų.	9		F	1

Appendix 1. 4 Media Expert Judgment Sheet

Criteria	1	2	3	4	5	Total
a) Interactive Design						
b) Communicative media						
c) Design creativity						
d) The effectiveness of media use						
e) Can be maintained and	A					
managed easily		No.				
f) Easy to use and operate						
g) Can be used on various existing	1)11	IP.	1/2			
hardware and software	3		No			
h) Appropriate selection of	$m_{\rm c}$		1	4		
application or software or tool		7.0		5	7	and the second
types for development		Y	Ų.	Ne		

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.



Appendix 1. 5 User Judgment Sheet

NI.	o Statements		5	Scor	e		Note (a)
No.	Statements	1	2	3	4	5	Note (s)
	Principles for Developing	g Ma	teria	ls, B	ota ((2005))
1.	The e-module is suitable for the students' requirements						
2.	The e-module content is stimulating for the students' level						
3.	The e-module is authentic and does not violate any copyright						
4.	The e-module content in match with the school learning time						
5.	The e-module allows students with different abilities and skills to be facilitated						
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	N.	CANA	e SH			,
7.	The e-module gives suitable learning experiences for the students on their present and future needs	Š,		3			
8.	The e-module is designed with an easy language for teacher to understand the lessons/content	2)		1		
9.	The e-module shows stimulating visual designs			7	St. Mar.		
10.	The e-module provides encouraging learning activities and strategies						
11.	The material uses appropriate language for the students with different levels						
12.	The e-module has non-discriminatory elements						
13.	The e-module gives various learning methods						
14.	The lesson/content offers exercises in different learning circumstances						
15.	The e-module gives clear instructions						

		1	1	1	1		Т
16.	The e-module provides learning						
10.	objectives						
	The material encourages						
17.	engagement through everyday						
	activities						
	The e-module presents						
	challenging exercises yet						
18.	comprehensive to stimulate						
	students' curiosity						
	The e-module helps the non-						
	English teacher to implement						
19.							
	the current English curriculum in						
	the classroom						
20.	The e-module mixes theory						
	with correlative practices						
21.	The e-module provides		b.				
	assessment activities		W				
Peda	gogical Content Knowledge (Shuli	man	1987	7)			
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10			N.		
1	. Language Awareness and Langu	ıage	Prof	ficie	ency	(And	drews, $2\overline{001}$
18	5((6))7		19	ă,			
4			- 17	30		3	7
111	The e-module helps the teacher						
22.	to correct the students on their	3		1.			
	grammar mistakes on the	\mathcal{M}					
y.	written text						
V.V	The e-module helps the teacher					18	
23.	to correct students' grammar	\mathcal{N}	A		1	ALC:	
23.	mistakes on the oral context		/		N.		
	The e-module assists the teacher						
- 7	to demonstrate fluent English-				18		
24.				1			
	speaking skill in the learning	1		7.3			
	process	1,275		1			
25	The e-module helps the teacher	100		1			
25.	to encourage students to speak	e De					
	English fluently						
	The e-module helps the teacher						
26.	writes in English on the board						
20.	or on a document with						
	appropriate English grammar						
	The e-module helps the teacher						
27.	writes in English the board or						
21.	on a document with proper						
	spelling						
	2. Knowledge About the Ch	aract	erist	ic of	You	ıng I	Learners
	(Ratmin					_	
	(=	<i>0</i> ~-	, _	-/			

		1		1	1		
	The e-module helps the teacher						
	to give chances for students to						
	explore and try new things in						
28.	-						
	the classroom by giving						
	learning activities beyond what						
	is done in the classroom						
	The e-module helps the teacher						
	=						
29.	to use different learning						
27.	activities to support the students						
	to try something new						
	The e-module helps the teacher						
	=						
	to give the students new idea to						
30.	develop and make the students						
30.	think creatively in the learning						
	process by giving them certain						
		District.					
	object to study with						
	The e-module helps the teacher		A				
	to often give question and		123	Sept.			
31.	answer section to the students to	10.3			A		
31.	V A 10 10 10 10 10 10 10 10 10 10 10 10 10	330					
1	improve their ideas and		200				
11.	knowledge		10			and the same	
-	The e-module helps the teacher		100	200		- "	P.
100	to makes the students to collect			1		1/1	
32.		8		0.00		1.0	
	information and try to ask	17		1			
	questions (%)	200					
	The e-module helps the teacher					1 15	
7. 1	to gives opportunity for the		-				
33.	students to do a hands-on	No.	A			ALC:	
33.			7)		N. C	,	
- 4	experience learning trough		/				
	certain activities.	3					
	The e-module helps the teacher				18		
34.	to make sure the students pay				9		
	attention in class	100		7.8			
		1,200		100			
	The e-module helps the teacher			1			
35.	to make the students stay	-50,000					
35.	focused in class by listening to						
	the material given in class						
	The e-module helps the teacher						
	±						
36.	to always support and help						
	students in class to understand						
	the English material						
	The e-module helps the teacher						
	-						
37.	to gives the good activities in						
- / .	class to make students enjoy						
	learning English						
	The e-module helps teacher to						
38.	conduct fun activities to make						
	conduct full activities to make	<u> </u>		<u> </u>			

	students always energized								
	during the learning process								
	Teacher uses the singing								
20	activities in class to make								
39.	students always feel happy and								
	not easily get bored								
	The e-module helps the teacher								
40	pays attention to the students								
40.	lack of knowledge and give								
	them the exact materials								
	The e-module helps the teacher								
41.	to connect the material with the								
41.	student's ability to make them								
	easily understand the material								
	The e-module helps the teacher								
	to use the class environment and								
42.	teaches the students about		A.						
	vocabulary that they can find in	2							
	class	119	М		8				
	The e-module helps the teacher	sseq.	200		7.0				
1	to use the environment to		N	2		San			
43.	conduct the students' creativity			10		7.8			
	and make the students use it	9							
41									
1	when learning English in class	0		100		(T)			••
	3. The use of learning strategies			g lea	rner	s (Ra	atmi	nings	sih,
	3. The use of learning strategies	for y 2020		g lea	rner	s (Ra	l atmi	nings	sih,
	3. The use of learning strategies			g lea	rner	s (Ra	atmi	nings	sih,
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	T .						r
	The e-module helps the teacher						
50.	to relate the topic being taught						
	with students' daily lives						
~ 1	The e-module helps the teacher						
51.	to use real tools to teach						
	The e-module helps the teacher						
52.	to apply learning games						
50	The e-module helps the teacher						
53.	to invite students to sing songs						
<i>E</i> 1	The e-module helps the teacher						
54.	to encourage students with quiz						
	The e-module helps the teacher						
55.	to use ice breaking to refresh						
	the learning atmosphere						
	The e-module helps the teacher						
56.	to use traditional games to teach						
	The e-module helps the teacher		N.				
57.	to use online game to teach		1000	-			
7 0	The e-module helps the teacher	110			%		
58.	to use certain jokes to teach		32		1		
1	The e-module helps the teacher		19	Δ.		9	
59.	to use songs to teach		100	9			7
1	The e-module helps the teacher	8)				1/8	
10	to use the presentation media to	3					
60.	improve students' 4 language	1					
	skills						
7.7	The e-module helps the teacher	0.7				1	
1	to improve the 4 language skills		4			Ser. Contract of the Contract	
61.	during the use of the learning		/				
	media in the class	\leq			7 /		
- 10	The e-module helps the teacher				10		
	to assign students to do simple			7.	500		
62.	oral presentation before the	152					
	class	85		W.			
	The e-module helps the teacher	e50.44					
	to deliver the fun ice breaking /						
63.	games to gain students' self-						
	confidence in learning English						
	The e-module helps the teacher						
64.	to arranges students into several						
	groups to work certain topics						
	The e-module helps the teacher						
	to deliver an effective game						
65.	collaboration to gain students'						
	social skills with each other						
	Social Skills with cutil Other	L			l		

Appendix 1. 6 Instrument Validation of Observation Sheet from $\mathbf{1}^{st}$ Expert

No.	Aspect PCK	Dimensio	Indicators	Items	Res	ponse	Releva	Irrel evan	Comm			
	(Shulman 1987)	n	11141641618	200111	Yes	No	nt	t	ents			
1	Content Knowledge	1.Languag e Awareness (Andrews,	1.Realizing the importance of correcting	a. Teacher helps students to correct their grammar mistakes on the written text			√					
		2001)	grammar mistakes that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			√					
		A LAS	2.Realizing the importance of correcting pronunciation,	a. Teacher helps students to correct their English pronunciation in the classroom			V					
		e Proficie y	Ma	spelling or word choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used			V				
							Proficienc y	1.Using/speakin g English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			V
		(Andrews, 2001)	NDII	b. Teacher encourages students to speak English fluently	da,		$\sqrt{}$					
			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			V					
				b. Teacher writes in English the board or on a document with proper spelling			V					
2.	Pedagogical Knowledge	Knowledg e about Curriculu Developm ent	1.Conducting an analysis of learning objectives in the curriculum to	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			V					

(Ratminin gsih, 2020)	develop a syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus		√	
	2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created		V	
	acmeved	b. Teacher understands the impact of the connected learning topics to the students situation		V	
A	3.Aligning the relationship between one topic and the	a. Teacher update the previous material to the new one in the class		V	
S.	next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class		V	
Knowledg e about the characteris tics of young learners (Ratminin	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		√	
gsih, 2020)		b. Teacher uses different learning activities to support the students to try something new	7	V	
	2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with		√	
		b. Teacher often give question and answer section to the students to improve their ideas knowledge		V	
	3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions		V	
		b. Teacher gives opportunity for the students to do a hands- on experience learning		√	

		I			I				
			trough certain activities.						
		4.Teaching students to learn by listening and	a. Teacher often to make sure the students pay attention in class			V			
		repeating.	b. Teacher makes the students stay focused in class by listening to the material given in class			√			
	involution active can restude motive learn active invite to me bodie move. 7. Te associate asso			5.Teaching by involving activities that can make students motivated in	a. Teacher always support and help students in class to understand the English material			V	
					learning	b. Teacher gives the good activities in class to make students enjoy learning English			V
		6.Doing fun learning activities by inviting students to move their bodies (physical	a. Teacher often conduct fun activities to make students always energized during the learning process.			V			
		movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored	*3 Vo		V			
		7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials			V			
	_	OND II	b. Teacher often connect the material with the student's ability to make them easily understand the material			√			
	t e	8. Inviting students to learn through the environment around them	a. Teacher uses the class environment 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			V			

		I			Ι	1	
	Knowledg e about lesson plan (Ratminin gsih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives		V		
		acmeved	b. Teacher makes the student engaged and active when conducting the new lesson plan in class		V		
			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process		V	
		LAS PEND	b. Teacher can make the students follow the learning activities in the class.		V		
	100	3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive		√		
	M		b. Teacher is able to manage the class to become conducive	28 V.O	V		
	(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		V		
		DNDII	b. Teacher is able to encourage students by using the media technology in the learning process		V		
	The use of learning	1.Teaching using visual	a. Teacher uses power point to teach		√		
	strategies for young learners (Ratminin gsih, 2020)	media that students can observe such as videos and pictures	b. Teacher uses printable images to teach		V		
		2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach		٧		

								1
		example BC kids, Quizizz, etc)	b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class			V		
		3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson			$\sqrt{}$		
			b. Teacher gives the problem assignment to make students solve the problem using their creativity.			V		
		4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives			V		
		o PEND	b. Teacher uses real tools to teach			√		
	08	5. Doing activities that are motivating	a. Teacher applies learning games			√		
\prec		and interesting	b.Teacher invites students to sing songs			√ √		
		6. Stimulating students' active	a. Teacher encourage students with quiz	V C		√		
		participation	b. Teacher use ice breaking to refresh the learning atmosphere			$\sqrt{}$		
		7. Giving or applying a game in the learning	a. Teacher uses traditional games to teach			V		
		process	b. Teacher uses online game to teach	S. C.		√		
	The state of	8.Creating a fun learning environment (by	a. Teacher uses certain jokes to teach			√		
		using a joke or song)	b. Teacher uses songs to teach			$\sqrt{}$		
		learning media that can improve the four language skills	a. Teacher is able to use the presentation media to improve students' 4 language skills			V		
			b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			V		
			kids, Quizizz, etc) 3. Giving the context/situation to the students 4. Doing a contextual activity 5. Doing activities that are motivating and interesting 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the four	kids, Quizizz, etc) conduct the learning process using the newest media technology so the student can practice English in class 3. Giving the context/situation to the students 3. Giving the context/situation to the students b. Teacher gives the problem assignment to make students solve the problem using their creativity. 4. Doing a contextual activity 4. Doing a contextual topic being taught with students' daily lives b. Teacher uses real tools to teach 5. Doing activities that are motivating and interesting 6. Stimulating students active participation 6. Stimulating students with quiz b. Teacher use ice breaking to refresh the learning atmosphere 7. Giving or applying a game in the learning process 7. Giving or applying a game in the learning environment (by using a joke or song) 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 during the use of the learning media in in the student in the beginning of the learning armosphere a. Teacher uses certain jokes to teach b. Teacher uses songs to teach contextual activity a. Teacher encourage students with quiz a. Teacher uses certain jokes to teach b. Teacher uses online game to teach cache is 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	kids, Quizizz, etc) states and the context/situation to the students 3. Giving the context/situation to the students b. Teacher gives the problem assignment to make students solve the problem using their creativity. 4. Doing a contextual activity 4. Doing a contextual activity 5. Doing activities that are motivating and interesting students' active participation 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 7. Giving or applying a game in the learning environment (by using a joke or song) 9. Using learning media that can improve the four language skills b. Teacher invites students with quiz b. Teacher uses real tools to teach a. Teacher encourage students with quiz b. Teacher uses creating to refresh the learning atmosphere a. Teacher uses online game to teach b. Teacher uses online game to teach a. Teacher uses certain jokes to teach b. Teacher uses certain jokes to teach a. Teacher uses certain jokes to teach a. Teacher uses certain jokes to teach b. Teacher is able to use the presentation media to the four language skills b. Teacher is able to improve the 4 language skills during the use of the learning media in the learning the use of the learning media in the learning media in the learning the use of the learning the use of the learning the use of the learning media in the learning the use of th	conduct the learning process using the newest media technology so the student can practice English in class 3. Giving the context/situation to the students b. Teacher gives the problem assignment to make students solve the problem using their creativity. 4. Doing a contextual activity 4. Doing a contextual activity 5. Doing activities that are motivating and interesting students 'active participation 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 7. Giving or applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the four language skills b. Teacher is able to use the presentation media to improve the 4 language skills during the use of the learning in the use of the learning media in the students' along the students' 4 language skills during the use of the learning media in	kids, Quizizz, etc.) Conduct the learning process using the newst media technology so the student can practice English in class Context/situation to the students	kids, Quizizz, etc.) conduct the learning process using the newest media technology so the student can practice English in class 3. Giving the context/situation to the students b. Teacher gives apperception in the beginning of the lesson b. Teacher gives the problem assignment to make students solve the problem assignment to make students vity. 4. Doing a contextual activity. 4. Doing a contextual activity. 5. Doing activities that are motivating and interesting and interesting students' active participation 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 7. Giving or applying a game in the learning process 8. Creating a fun learning process 9. Using learning media that can improve the four language skills 1. Teacher uses cortain jokes to teach 9. Using a joke or song) 9. Using a learning media that can improve the four language skills 1. Teacher is able to use the presentation media to improve students' 4 language skills 1. Teacher is able to use of the learning media in the learning the learning media in the learning

11.Using activities that can encourage students' self-confidence in	a. Teacher assigns students to do simple oral presentation before the class		V	
learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English		√	
12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics		√	
SKIII	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other		$\sqrt{}$	

Singaraja, 20 February 2024 Expert 1,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd NIP. 198304022006042001

Appendix 1. 7 Instrument Validation of Observation Sheet from 2nd Expert

No.	Aspect PCK	Dimensio	Indicators	Items	Resp	onse	Rele	Irre leva	Comme	
	(Shulman 1987)	n	indicators	Teens)	Yes	No	vant	nt	nts	
1	Content Knowledg e	1.Languag e Awareness (Andrews, 2001)	1.Realizing the importance	a. Teacher helps students to correct their grammar mistakes on the written text			V			
	200	of correcting grammar b. Teacher helps students to correct their grammar mistakes on the oral context	students to correct their grammar mistakes on			V				
		1								
		25	2.Realizing the importance of correcting	a. Teacher helps students to correct their English pronunciation in the classroom			√			
		Mana	pronunciatio n, spelling or word choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used	STA		V			
		2.Languag e Proficienc y (Andrews,	1.Using/spe aking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			√			
		2001)		b. Teacher encourages students to speak English fluently			V			
			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			V			
					EHOIS	b. Teacher writes in English the board or on a document with proper spelling			√	

	I		I	Ι				1																
2.	Pedagogic al Knowledg e	Knowledg e about Curriculu Developm ent (Ratminin	1.Conductin g an analysis of learning objectives in the curriculum	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			V																	
		gsih, 2020)	to develop a syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			√																	
			2.Directing learning topics with learning objectives to	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			V																	
												be achieved	b. Teacher understands the impact of the connected learning topics to the students situation			√								
		00	3.Aligning the relationship between one	a. Teacher update the previous material to the new one in the class			V																	
		Knowledg e about the characteris tics of young learners (Ratminin gsih, 2020)	topic and the next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class	S S MA		1																	
			e about the characteris tics of young learners (Ratminin gsih,	e about the characteris tics of young learners (Ratminin gsih,	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		5	V															
					gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	gsih,	(Ratminin gsih,	gsih,	gsih,	OND	b. Teacher uses different learning activities to support the students to try something new		
		39	2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with			V																	
		b. Teacher o question and section to the		b. Teacher often give question and answer section to the students to improve their ideas knowledge			$\sqrt{}$																	

3.Teaching students with hands- on	a. Teacher makes the students to collect information and try to ask questions		√	
experience	b. Teacher gives opportunity for the students to do a hands- on experience learning trough certain activities.		V	
4.Teaching students to learn by	a. Teacher often to make sure the students pay attention in class		V	
listening and repeating.	b. Teacher makes the students stay focused in class by listening to the material given in class		V	
5.Teaching by involving activities that can make students	a. Teacher always support and help students in class to understand the English material		V	
motivated in learning	b. Teacher gives the good activities in class to make students enjoy learning English	ASSE	√	
6.Doing fun learning activities by inviting students to	a. Teacher often conduct fun activities to make students always energized during the learning process.		√ √	
move their bodies (physical movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		V	
7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		√	
knowieuge.	b. Teacher often connect the material with the student's ability to make them easily understand the material		V	
8. Inviting students to learn through the environment	a. Teacher uses the class environment and teaches the students about vocabulary that they can find in class		V	

	around them	b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			V	
Knowledg e about lesson plan (Ratminin gsih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives			V	
	be achieved	b. Teacher makes the student engaged and active when conducting the new lesson plan in class			V	
	2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process			V	
MMA		b. Teacher can make the students follow the learning activities in the class.	SMA		1	
	3. Teaching with student-centered	a. Teacher is able to make the presentations interactive			1	
	activities	b. Teacher is able to manage the class to become conducive)	√	
	4. Teaching with media and technology in the learning	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation			V	
	activity	b. Teacher is able to encourage students by using the media technology in the learning process			V	
The use of learning strategies	1.Teaching using visual media that	a. Teacher uses power point to teach			V	
for young learners (Ratminin gsih, 2020)	students can observe such as videos and pictures	b. Teacher uses printable images to teach			V	

	2. Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach			V	
	example BC kids, Quizizz, etc)	b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class			V	
	3. Giving the context/situa tion to the	a. Teacher gives apperception in the beginning of the lesson			√	
4	students	b. Teacher gives 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 students' daily lives			V	
	1	b. Teacher uses real tools to teach			1	
M	5. Doing activities	a. Teacher applies learning games	, MA		1	
	that are motivating and interesting	b.Teacher invites students to sing songs			1	
	6. Stimulating students'	a. Teacher encourage students with quiz		1	V	
	active participation	b. Teacher use ice breaking to refresh the learning atmosphere	1		√	
	7. Giving or applying a game in the learning	a. Teacher uses traditional games to teach			V	
	process	b. Teacher uses online game to teach			√	
	8.Creating a fun learning	a. Teacher uses certain jokes to teach			V	
	environment (by using a joke or song)	b. Teacher uses songs to teach			√	
	9. Using learning media that can improve	a. Teacher is able to use the presentation media to improve students' 4 language skills			√	

the four language skills	b. Teacher is able to improve the 4 language skills during the use of the learning media in the class		1	
11.Using activities that can encourage students'	a. Teacher assigns students to do simple oral presentation before the class		\checkmark	
self- confidence in learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English		√	
12.Using activities that can develop student's	a. Teacher arranges students into several groups to work certain topics		V	
social skill	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other		V	

Singaraja, 20 February 2024 Expert 2,

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

Appendix 1. 8 Instrument Validation of Expert Judgement Sheet from $\mathbf{1}^{st}$ Expert

Instrument: Content Expert Judgment

Component PCK	Dimensions	Scale			Res	ponse	Comments		
(Shulman (1987)		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						$\sqrt{}$		
	Language Proficiency (Andrews, 2001)						√		
Pedagogy knowledge	Learning objectives						√		
	Connecting previous material						$\sqrt{}$		
	Innovative activities	and the same					$\sqrt{}$		
	constructing knowledge from working with objects or ideas.						V		
	Teaching students with hands-on experience		U	11)	P.		$\sqrt{}$		
	Teaching students to learn by listening and repeating.	1			-	6	1		
	Teaching by involving activities that can make students motivated in learning	T.	V.		ST.		V	7	
	Doing fun learning activities by inviting students to move their bodies						V		
1	Teaching by associating with previous knowledge				W	10	√	SHIP OF THE PARTY	
	Inviting students to learn through the environment around them			4	4	<	V)	
	Making a lesson plan that corresponds with the learning objectives to be achieved	D	V K	S	3		V		
	Designing effective learning activities	0.00				1,000	√		
	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 BC kids, Quizizz, etc)						V		
	Giving the context/situation to the students						V		
	Doing a contextual activity						√		

Doing activities that are motivating and interesting					V	
Stimulating students' active participation					V	
Giving or applying a game in the learning process					\checkmark	
Creating a fun learning environment (by using a joke or song)					√	
Using learning media that can improve the four language skills		<u> </u>			V	
Using activities that can encourage students' self-confidence in learning English	STEELS.				V	
Using activities that can develop student's social skill	B)	D	D	r _a	V	

Instrument: Media Expert Judgment Sheet

	Name of		S	cor	e	4	9	- Total	Res	ponse	Comments
No	Instrument	Criteria	1	2	3	4	5	Total	Relev ant	Irrelev <mark>a</mark> nt	Comments
1.	Me <mark>di</mark> a	a) Interactive	4		K	(13	6		√	20	
	Expert	Design	M	N		T	7		٧		
	Evaluation Sheet	b) Communicative media				M	1		√		
		c) Design creativity	À	K	37	. 11.			V		
	1	d) The effectiveness of	Ž		3	h		g 	1		
		media use		ė,			45	Jan - 1			
		e) Can be maintained and managed easily			1				√		
		f) Easy to use and operate							√		
		g) Can be used on various existing hardware and							√		
		software									
		h) Appropriate selection of application or software or							√		

tool types for development					

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 20 February 2024 Expert 1,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd NIP. 198304022006042001



Appendix 1. 9 Instrument Validation of Expert Judgement Sheet from 2^{nd} Expert

Instrument: Content Expert Judgment

Component	Instrument: Content Expert Judgment											
PCK (Shulman	Dimensions		5	Scale			Res	ponse	Comments			
(1987)		1	2	3	4	5	Relevant	Irrelevant				
Content Knowledge	Language awareness (Andrews, 2001)						V					
	Language Proficiency (Andrews, 2001)						√					
Pedagogy knowledge	Learning objectives						√					
	Connecting previous material						√					
	Innovative activities		À				√					
	constructing knowledge from working with objects or ideas.	NAME OF THE OWNER, OWNE					V					
	Teaching students with hands-on experience	3	aND	m	1 e		1					
	Teaching students to learn by listening and repeating.		ŕ		B	14	√					
	Teaching by involving activities that can make students motivated in learning	ิ์ง		3	7 _e		1	7				
	Doing fun learning activities by inviting students to move their bodies	J.				X	√					
	Teaching by associating with previous knowledge					N.	1					
	Inviting students to learn through the environment around them	1	Y		1/5	5	1)				
	Making a lesson plan that corresponds with the learning objectives to be achieved	Va	Ų	38	1	b	1	7				
	Designing effective learning activities		- Aller		البر		√					
	Teaching with student- centered activities						√					
	Teaching with media and technology in the learning activity						V					
	Teaching using visual media that students can observe such as videos and pictures						V					
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						V					
	Giving the context/situation to the students						$\sqrt{}$					

Doing a contextual activity			√	
Doing activities that motivating and interesting	nre		√	
Stimulating students' active participation			\checkmark	
Giving or applying a game in the learning process			V	
Creating a fun learning environment (by using joke or song)			√	
Using learning media that can improve the four language skills			V	
Using activities that of encourage students' self-confidence in learning English	an		V	
Using activities that of develop student's soo skill		This	1	

Instrument: Media Expert Judgment Sheet

		Instrument: Media l	expe	rt J	udg	men	it S	heet	10		1
			So	core	8 6		N.	Total	Resp	Comments	
No	N <mark>am</mark> e of Instrument	Criteria	1	2	3	4	5	17.	Relevant	Irrelev ant	
1.	Medi <mark>a</mark>	a) Interactive Design		N	W	Ø,			V		
	Expe <mark>rt</mark> Evaluati	b) Communicative media	e (i)	188	W.				V	ļ	
	on	c) Design creativity				N			1		
	Sheet	d) The effectiveness of media use							V		
	*	e) Can be maintained and managed easily	1	ᆜ			4	y	V		
		f) Easy to use and operate	3	J.	N	26			√		
		g) Can be used on various existing hardware and software	8		100	50.0	77		V		
		h) Appropriate selection of application orsoftware or tool types for development							V		

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 20 February 2024 Expert 2,

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

Appendix 1. 10 Instrument Validation of User Judgment Sheet from $\mathbf{1}^{st}$ Expert

NT -	C4-4			Score	<u>, </u>		Note		
No.	Statements	1	2	3	4	5	(s)		
Princ	ciples for Developing Materials, Bota ((2005))					Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							\checkmark	
2.	The e-module content is stimulating for the students' level							\checkmark	
3.	The e-module is authentic and does not violate any copyright							$\sqrt{}$	
4.	The e-module content in match with the school learning time							$\sqrt{}$	
5.	The e-module allows students with different abilities and skills to be facilitated	SERVICE STREET		100	Name of Street	64.		V	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	Ţ	ND	ID)	K,	1		V	
7.	The e-module gives suitable learning experiences for the students on their present and future needs		IA	\$	> ,		1	V	P
8.	The e-module is designed with an easy language for teacher to understand the lessons/content			7			T.	V	
9.	The e-module shows stimulating visual designs	1						1	
10.	The e-module provides encouraging learning activities and strategies	Á	in the			Y)	V	
11.	The material uses appropriate language for the students with different levels							1	
12.	The e-module has non- discriminatory elements	5 TV		, a	Ø.			V	
13.	The e-module gives various learning methods					jini		$\sqrt{}$	
14.	The lesson/content offers exercises in different learning circumstances		September 1	No.	1000	100		$\sqrt{}$	
15.	The e-module gives clear instructions							$\sqrt{}$	
16.	The e-module provides learning objectives							V	
17.	The material encourages engagement through everyday activities							V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							V	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							√	

The e-module mixes theory with content to the cont
21. The e-module provides assessment
Pedagogical Content Knowledge (Shulman 1987) 1. Language Awareness and Language Profficiency (Andrews, 2001) The e-module helps the teacher to correct the students on their grammar mistakes on the written text The e-module helps the teacher to correct students' grammar mistakes on the oral context The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process The e-module helps the teacher to encourage students to speak English fluently The e-module helps the teacher writes in English on the board or on a document with proper spelling 2. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020) The e-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 e-module helps the teacher to give the students now identify the e-module helps the teacher to give the students to try something new The e-module helps the teacher to give the students to try something new The e-module helps the teacher to give the students now idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to give the students on the students to improve their ideas and knowledge The e-module helps the teacher to make students to improve their ideas and knowledge The e-module helps the teacher to makes the students to collect information and try to ask
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31. often give question and answer section to the students to improve their ideas and knowledge The e-module helps the teacher to makes the students to collect information and try to ask
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The e-module helps the teacher to makes the students to collect information and try to ask The e-module helps the teacher to makes the students to collect information and try to ask
32. makes the students to collect information and try to ask
32. makes the students to collect information and try to ask
information and try to ask
questions
The e-module helps the teacher to
gives opportunity for the students
33. grves opportunity for the students to do a hands-on experience
l learning trough certain activities.
learning trough certain activities. The e-module helps the teacher to
The e-module helps the teacher to

	1						1	1	1
	The e-module helps the teacher to								
35.	make the students stay focused in							V	
33.	class by listening to the material							V	
	given in class								
	The e-module helps the teacher to								
_	always support and help students							,	
36.	in class to understand the English							V	
	material								
	The e-module helps the teacher to								
37.	gives the good activities in class to							\checkmark	
27.	make students enjoy learning								
	English								
	The e-module helps teacher to								
20	conduct fun activities to make							-1	
38.	students always energized during							V	
	the learning process								
	Teacher uses the singing activities								
	in class to make students always		A.						
39.	feel happy and not easily get		11/1	No.				$\sqrt{}$	
		-100		-					
-	bored				China.	80			
	The e-module helps the teacher								
40.	pays attention to the students lack						k.	$\sqrt{}$	
40.	of knowledge and give them the	24	10.07	700			Barrier.	· ·	
	exact materials	11			10		100		
	The e-module helps the teacher to	-7-5			J.V.	4.5		%	
	connect the material with the		200			3.0	7		
41.	student's ability to make them			4			Service Control	V	
	easily understand the material	74	(A)	1)-			100	72	
	The e-module helps the teacher to								100
		500	-0.5	-165	2.5		7.00	5 F. 6	g.
42.	use the class environment and	AV U		750	100		100	* J 6	
42.	teaches the students about		1	San A		M	177, 440	V	
	vocabulary that they can find in		100	1.45		3			
	class	110				100			
	The e-module helps the teacher to	YUK!	787	-31		74			
	use the environment to conduct	- 77		1111	6.5			11 11	
43.	the students' creativity and make	3//			100			$\sqrt{}$	
	the students use it when learning					No	V	1	
	English in class	VAN.	V.	ATA	rat		1	N 8"	
	3. The use of learning strategies for	voun	σ lear	ners (I	Ratmii	ningsil	h 2020		
	The e-module helps the teacher to							7.6	
44.				1				$\sqrt{}$	
-	use power point to teach						- 7		
45.	The e-module helps the teacher to	and the same	-		710	32	11.1	V	
	use printable images to teach	2.1.	67	4	1 1 3	-577	1.8		
	The e-module helps the teacher to		- To					را	
46.	ask students to use certain online			-		-	100	$\sqrt{}$	
	learning platform to teach		12 19	36					
	The e-module helps the teacher to								
	be able to conduct the learning								
47.	process using the newest media							$\sqrt{}$	
'''	technology so the student can							,	
-	practice English in class								
40	The e-module helps the teacher to							. 1	
48.	give apperception in the beginning							$\sqrt{}$	
	of the lesson								
	The e-module helps the teacher to								
49.	give the problem assignment to							2/	
	make students solve the problem							$\sqrt{}$	
	using their creativity.								
	The e-module helps the teacher to								
50.	relate the topic being taught with							$\sqrt{}$	
50.		l	l		1			·	
	students' daily lives								

	The constant halo the territoria	1			I				
51.	The e-module helps the teacher to use real tools to teach							\checkmark	
52.	The e-module helps the teacher to							V	
32.	apply learning games							,	
53.	The e-module helps the teacher to							$\sqrt{}$	
55.	invite students to sing songs							,	
54.	The e-module helps the teacher to							V	
54.	encourage students with quiz							,	
	The e-module helps the teacher to							,	
55.	use ice breaking to refresh the							V	
	learning atmosphere								
56.	The e-module helps the teacher to							V	
50.	use traditional games to teach							,	
57.	The e-module helps the teacher to							$\sqrt{}$	
37.	use online game to teach							,	
58.	The e-module helps the teacher to							$\sqrt{}$	
50.	use certain jokes to teach							,	
59.	The e-module helps the teacher to							$\sqrt{}$	
37.	use songs to teach		- A	Park.				,	
	The e-module helps the teacher to				Children of the Control	S.			
60.	use the presentation media to							$\sqrt{}$	
00.	improve students' 4 language						A.	,	
	skills	571	181	410		- 0	The same of		
	The e-module helps the teacher to	4	وسقط	11/	10	100		to.	
61.	improve the 4 language skills							V	
01.	during the use of the learning					366	361		
	media in the class			\\- <u>-</u>			10		
	The e-module helps the teacher to	- 17	= 3 :	30			1	1	TO:
62.	assign students to do simple oral	901	-32	368			70	V	g.
	presentation before the class			533	4				
	The e-module helps the teacher to		377	97.4		N/I	10.50		
63.	deliver the fun ice breaking /	200	7.00		20.00	1		V	
	games to gain students' self-	100	17.7		W	(33)			
	confidence in learning English			100.3					
	The e-module helps the teacher to			illi	100			1	
64.	arranges students into several					Sus	W	V	
<u> </u>	groups to work certain topics		1			18	1		
	The e-module helps the teacher to					1.9			
65.	deliver an effective game					-31			
	collaboration to gain students'			1, 7				73	
	social skills with each other			1	The same			1 10	

Singaraja, 20 February 2024 Expert 1,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd NIP. 198304022006042001

Appendix 1. 11 Instrument Validation of User Judgment Sheet from 2^{st} Expert

NT.	S4-4			Scor	e		Note		
No.	Statements	1	2	3	4	5	(s)		
Prin	ciples for Developing Materials, Bota ((200	5)					Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							$\sqrt{}$	
2.	The e-module content is stimulating for the students' level							$\sqrt{}$	
3.	The e-module is authentic and does not violate any copyright							$\sqrt{}$	
4.	The e-module content in match with the school learning time							$\sqrt{}$	
5.	The e-module allows students with different abilities and skills to be facilitated	W.			J.			V	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	1	K)10	IA	1		1	
7.	The e-module gives suitable learning experiences for the students on their present and future needs	o de			>		TA	1	and the second
8.	The e-module is designed with an easy language for teacher to understand the lessons/content				7		A.	√	
9.	The e-module shows stimulating visual designs				r.			1	
10.	The e-module provides encouraging learning activities and strategies		Y		7	7)	V	
11.	The material uses appropriate language for the students with different levels		Z	5	11/5	5	<u> </u>	V	
12.	The e-module has non-discriminatory elements	é T		12	T.	Þ	-/	1	
13.	The e-module gives various learning methods			1	8	33		V	
14.	The lesson/content offers exercises in different learning circumstances	141	and the same	No.	اليو	SERVE		V	
15.	The e-module gives clear instructions							$\sqrt{}$	
16.	The e-module provides learning objectives							√	
17.	The material encourages engagement through everyday activities							V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							V	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							$\sqrt{}$	

		1		ı	1			1	
20.	The e-module mixes theory with							\checkmark	
	correlative practices								
21.	The e-module provides assessment							\checkmark	
	activities		<u> </u>					·	
Pedag	gogical Content Knowledge (Shulman	1987	7)						
			. cc		/ A 1		2001)		
I	1. Language Awareness and Langua	ge P	roffic	iency	(Andı	rews, 2	2001)		
				1	1	1	ı		
	The e-module helps the teacher to								
22.	correct the students on their							\checkmark	
	grammar mistakes on the written								
	text			ļ	ļ				
22	The e-module helps the teacher to							V	
23.	correct students' grammar							V	
	mistakes on the oral context								
	The e-module assists the teacher								
24.	to demonstrate fluent English-							\checkmark	
	speaking skill in the learning		1	1					
<u> </u>	The a module helps the teacher to			-	The same	<u> </u>			
25.	The e-module helps the teacher to		A		100	The same		V	
23.	encourage students to speak English fluently						No.	, v	
	The e-module helps the teacher		1.00	Name of the			A TO		
	writes in English on the board or	1	4.18	111	1712		1	Dec. 1	
26.	on a document with appropriate	×.	خلف	65	681	100		$\sqrt{}$	
	English grammar					334	(3)	1	
	The e-module helps the teacher						Carlo Inc.		
27.	writes in English the board or on a		(AR)				100	1	
21.	document with proper spelling	\mathcal{A}						'	Stage .
	2. Knowledge About the Char	noto	rictic	of Vo	una I	oorno	re	7	(A)
	The second secon				ung L	zearne.	18		7
	(Ratminin	igsin	1, 202	0)	37				
	The e-module helps the teacher to	.111				2			
	give chances for students to	900	150						
	explore and try new things in the		1994		200			,	
28.	classroom by giving learning	33	92		559			V	
	activities beyond what is done in		3;=	-3.0			21		
	the classroom	(4)	ΔV	70	17/2			100	
	The e-module helps the teacher to		100		7.7.37		1	7	
20	use different learning activities to		2.74			-31			
29.	support the students to try							V	
	something new								
	The e-module helps the teacher to				1,34	1792	,	18	
	give the students new idea to	97	8	12	100	91,249	1/.	F	
20	develop and make the students		7.1	1.20	Al-es			_1	
30.	think creatively in the learning		1200	1			and the same of	$\sqrt{}$	
	process by giving them certain		100	Seattle .		-			
	object to study with			L			<u></u>	<u> </u>	
	The e-module helps the teacher to								
21	often give question and answer							V	
31.	section to the students to improve							V	
	their ideas and knowledge	L	L	L	L			<u> </u>	
	The e-module helps the teacher to								
32.	makes the students to collect							V	
32.	information and try to ask							, v	
	miormation and try to ask	1	İ	İ	1	İ	1		
	questions								
	questions The e-module helps the teacher to								
33	questions The e-module helps the teacher to gives opportunity for the students							V	
33.	questions The e-module helps the teacher to gives opportunity for the students to do a hands-on experience							V	
33.	questions The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.							√	
	questions The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities. The e-module helps the teacher to								
33.	questions The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities. The e-module helps the teacher to make sure the students pay							√ √	
	questions The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities. The e-module helps the teacher to								

1	The e-module helps the teacher to								
35.	make the students stay focused in							V	
33.	class by listening to the material							v	
	given in class								
	The e-module helps the teacher to								
	always support and help students							,	
36.	in class to understand the English							V	
	material								
	The e-module helps the teacher to								
37.	gives the good activities in class							V	
	to make students enjoy learning							,	
	English								
	The e-module helps teacher to								
38.	conduct fun activities to make							V	
36.	students always energized during							V	
	the learning process								
	Teacher uses the singing activities								
	in class to make students always		1					,	
39.	feel happy and not easily get		1					V	
	bored	-		1	San .				
-			-		7000	100			
	The e-module helps the teacher						D.		
40.	pays attention to the students lack						30	V	
	of knowledge and give them the	57	6.78	100	774		A Bernard	·	
	exact materials	A.	31.8	111	1.0%	30			
	The e-module helps the teacher to	-				. 873		100	
41.	connect the material with the		17.			164.6	18.7	2/	
41.	student's ability to make them		1700	500			100 m	V	
	easily understand the material		CALL	-رىپ			1940		
	The e-module helps the teacher to				-		1000		CO. TO STATE OF THE PARTY OF TH
	use the class environment and	1			7/6			20 7	S. Carlotte
42.	teaches the students about	N.V.		-97 A	7,600		7.	2/	1
42.				200	400	90	111.5	V	
	vocabulary that they can find in			Table		M			
	class					100			
	The e-module helps the teacher to	1	78						
	use the environment to conduct	* y		1/111				, 77	
43.	the students' creativity and make	92		9.34				V	
	the students use it when learning					-23	Z-1		
	English in class		4.7		1		- 1	10.0	
2			1						
3	6. The use of learning strategies for	your	ig lea	rners (Ratm	inings	ih, 2020		
3	10	your	ig lea	rners (Ratm	inings	ih, 2020		
44.	The e-module helps the teacher to	your	ig lea	rners (Ratm	inings	ih, 2020	V	
	The e-module helps the teacher to use power point to teach	your	ig lea	rners (Ratm	inings	ih, 2020	V	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to	your	ng lea	rners (Ratm	inings	ih, 2020	V	
	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach	your	ng lear	rners (Ratm	inings	ih, 2020	N N	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to	your	ng lear	rners (Ratm	inings	ih, 2020	· .	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach	your	ig lear	rners (Ratm	inings	ih, 2020	√ √	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to	your	ig lea	rners (Ratm	inings	ih, 2020	· .	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach	your	ig lea	rners (Ratm	inings	ih, 2020	· .	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to	your	ig lea	rners (Ratm	inings	ih, 2020	· .	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media	youn	ig lea	rners (Ratm	inings	ih, 2020	· .	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson	your	ig lea	rners (Ratm	inings	ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to	your	g lea	rners	Ratm	inings s	ih, 2020	√ √	
44. 45. 46. 47.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to	your	g lea	rners (Ratm		ih, 2020	√ √	
44. 45. 46.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to make students solve the problem	your	g lea	rners (Ratm		ih, 2020	√ √	
44. 45. 46. 47.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.	your	g lea	rners (Ratm		ih, 2020	√ √	
44. 45. 46. 47.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity. The e-module helps the teacher to	your	g lea	rners (Ratm		ih, 2020	√ √	
44. 45. 46. 47.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity. The e-module helps the teacher to	your	g lea	rners (Ratm		ih, 2020	√ √	
44. 45. 46. 47. 48.	The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.	your	g lea	rners (Ratm		ih, 2020	\lambda \lambd	

	I	1	1		1				
51.	The e-module helps the teacher to use real tools to teach							\checkmark	
50	The e-module helps the teacher to							√	
52.	apply learning games							V	
53.	The e-module helps the teacher to							√	
33.	invite students to sing songs							V	
54.	The e-module helps the teacher to							V	
34.	encourage students with quiz							٧	
	The e-module helps the teacher to							,	
55.	use ice breaking to refresh the							$\sqrt{}$	
	learning atmosphere								
56.	The e-module helps the teacher to							$\sqrt{}$	
50.	use traditional games to teach							,	
57.	The e-module helps the teacher to							$\sqrt{}$	
57.	use online game to teach							,	
58.	The e-module helps the teacher to							$\sqrt{}$	
	use certain jokes to teach							,	
59.	The e-module helps the teacher to		di	Sec.				\checkmark	
	use songs to teach			1				,	
	The e-module helps the teacher to					The same			
60.	use the presentation media to						A	\checkmark	
	improve students' 4 language			Name and			N.		
	skills	3	81.6	30	777	200	A Desire	A	
	The e-module helps the teacher to	3.	طفف		41	100			
61.	improve the 4 language skills					100	-		
	during the use of the learning		75	2		2000	Carlotte Control		
	media in the class		(4)				19		
62.	The e-module helps the teacher to assign students to do simple oral	\mathcal{A}		31				$\sqrt{}$	ROSE .
62.	presentation before the class			\sim	7.6		- 3	V	187
	The e-module helps the teacher to			37.6			10.	e/30	
	deliver the fun ice breaking /			181	- 4	13	10.	7	
63.	games to gain students' self-	411.3	-23		whi	\sim		$\sqrt{}$	
	confidence in learning English	40			March 1				
	The e-module helps the teacher to		100	1111	110				
64.	arranges students into several			314	000	Les		1	
04.	groups to work certain topics		3,5-				21/		
	The e-module helps the teacher to			70.7			VA.	1	
	deliver an effective game						/	. 1	
65.	collaboration to gain students'			100				V	
	social skills with each other		4	16			Ų.	18	
	Social Skills with Cach Other								

Singaraja, 20 February 2024 Expert 2,

Luh Gede Eka Wahyuni, S.Pd., M.Pd NIP. 198812012015042003 Appendix 1. 12 Judgement Result of the E-Module from 1st Expert Content Expert Judgment Sheet

Content Expert Judgment Sheet										
Component PCK (Shulman	Dimensions			Sca	le		Comments			
(1987)		1	2	3	4	5				
Content Knowledge	Language awareness (Andrews, 2001)					√				
Kliowieuge	Language Proficiency (Andrews, 2001)					✓				
	Learning objectives					✓				
	Connecting previous material					✓				
	Innovative activities					✓				
	Constructing knowledge from working with objects or ideas.	200		100	✓					
	Teaching students with hands-on experience		2		V					
	Teaching students to learn by listening and repeating			Ž,		√				
	Teaching by involving activities that can make students motivated in learning	>	i.		X	>				
N N	Doing fun learning activities by inviting students to move their bodies	J	V ₀			\				
	Teaching by associating with previous knowledge		7	6	✓	3				
Pedagogy	Inviting students to learn through the environment around them		6	V.	✓					
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved	$\mathbf{S} \gg 7$			√					
	Designing effective learning activities	5				✓				
	Teaching with student-centred activities			d		√	9			
	Teaching with media and technology in the learning activity				√	4				
	Teaching using visual media that students can observe such as videos and pictures		i per			√				
	Teaching using media that can be explored by students (for example 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	Criteria				Total		
	Instrument		1	2	3	4	5	
1.	Media	a) Interactive Design	¥	1	1	✓		
	Expert Evaluation	b) Communicative media	4	11			√	
	Sheet	c) Design creativity			Sales In the last		\	
		d) The effectiveness of media use	6			√		7
		e) Can be maintained and managed easily	4		T		✓	
		f) Easy to use and operate	M	N			✓	
		g) Can be used on various existing hardware and software		*			1	
		h) Appropriate selection of application or software or tool types for development	7			1		

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 5 March 2024 Expert 1,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd NIP. 198304022006042001 Appendix 1. 13 Judgment Result of the E-Module from 2nd Expert

Content Expert Judgment Sheet

Component	Content Expert Judgment	Sneet		g :			
PCK (Shulman	Dimensions		<u> </u>	Scal	1	I	Comments
(1987)		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)					✓	
	Language Proficiency (Andrews, 2001)					√	
	Learning objectives					✓	
	Connecting previous material				✓		
	Innovative activities					✓	
	Constructing knowledge from working with objects or ideas.				√		
	Teaching students with hands-on experience					✓	
	Teaching students to learn by listening and repeating	Dī	۶.		1	0	
	Teaching by involving activities that can make students motivated in learning			6		✓	
	Doing fun learning activities by inviting students to move their bodies	1			(A)	√	77
N.	Teaching by associating with previous knowledge	4	9		✓	19 K	
	Inviting students to learn through the environment around them	J	Y	3	✓		
Pedagogy Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved		P	4		✓	
Tinowieage	Designing effective learning activities					✓	
	Teaching with student-centred activities			100	1	1	
	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 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					✓ ✓	
	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	f Criteria			Total			
	Instrument		1	2	3	4	5	
1.	Media	a) Interactive Design			1	✓		
	Expert Evaluation	b) Communicative media	11:	ðn.	12		√	
	Sheet	c) Design creativity		30			√ √	
		d) The effectiveness of media use		5354	5.4		1	
		e) Can be maintained and managed easily	7	4		2	✓	
		f) Easy to use and operate	166	R		X	✓	
		g) Can be used on various existing hardware and software			A		1	
		h) Appropriate selection of application or software or tool types for development	X	\leq	<i>)</i>		1	

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 5 March 2024 Expert 2,

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

Appendix 1. 14 Judgement Result of the E-Module from User

User Judgment Sheet

				Scor	P		Note
No.	Statements	1	2	3	4	5	(s)
		_					(5)
Prir	nciples for Developing Materials, Bota (2005)						
1.	The e-module is suitable for the students' requirements				1		
2.	The e-module content is stimulating for the students' level						
3.	The e-module is authentic and does not violate any copyright						
4.	The e-module content in match with the school learning time						
5.	The e-module allows students with different abilities and skills to be facilitated				√		
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons					√	Ī
7.	The e-module gives suitable learning experiences for the students on their present and future needs				√		
	The e-module is designed with an easy language for teacher to						
8.	understand the lessons/content	The last	Sa.			√	
9.	The e-module shows stimulating visual designs		1			√,	
10.	The e-module provides encouraging learning activities and strategies			Ö.		1	
11.	The material uses appropriate language for the students with different levels	4		1	V		
12.	The e-module has non-discriminatory elements	2	À.		718	1	l
13.	The e-module gives various learning methods	Ì.	5				
14.	The lesson/content offers exercises in different learning circumstances						·
15.	The e-module gives clear instructions					√	
16.	The e-module provides learning objectives					J	
17.	The material encourages engagement through everyday activities			7	1	V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity				,	√	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom		y			√	·
20.	The e-module mixes theory with correlative practices		76		1		
21.	The e-module provides assessment activities	7	1		'	V	
	gogical Content Knowledge (Shulman 1987)	18			I	<u> </u>	
	4. Language Awareness and Language Proficiency (Andrews, 2001)	7					
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text					√	
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context				√		İ
24.	The e-module assists the teacher to demonstrate fluent English- speaking skill in the learning process					√	
25.	The e-module helps the teacher to encourage students to speak English fluently				V		
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar					V	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling				V		
	5. Knowledge About the Characteristic of Young Learners (I	Ratm	inin	gsih	, 202	20)	
						-	

	The e-module helps the teacher to give chances for students to					١.	
28.	explore and try new things in the classroom by giving learning						
	activities beyond what is done in the classroom						
	The e-module helps the teacher to use different learning activities to				,		
29.	support the students to try something new						
	The e-module helps the teacher to give the students new idea to						
30.	develop and make the students think creatively in the learning					V	
30.						٧	
	process by giving them certain object to study with						
31.	The e-module helps the teacher to often give question and answer				V		
31.	section to the students to improve their ideas and knowledge				'		
22	The e-module helps the teacher to make the students to collect				.1		
32.	information and try to ask questions						
	The e-module helps the teacher to give opportunity for the students to					,	
33.	do a hands-on experience learning trough certain activities						
34.	The e-module helps the teacher to make sure the students pay						
	attention in class					,	
35.	The e-module helps the teacher to make the students stay focused in					V	
33.	class by listening to the material given in class					٧	
	The e-module helps the teacher to always support and help students					,	
36.	in class to understand the English material					V	
37.	The e-module helps the teacher to give the good activities in class to						
	make students enjoy learning English						
38.	The e-module helps teacher to conduct fun activities to make	State .					
30.	students always energized during the learning process		Dec.			٧	
20	Teacher uses the singing activities in class to make students always		1			1	
39.	feel happy and not easily get bored			la.			
	The e-module helps the teacher pays attention to the students lack of						
40.		6					
	knowledge and give them the exact materials					-	
41.	The e-module helps the teacher to connect the material with the	12			V	8	
71.	student's ability to make them easily understand the material		4		1/8		
10	The e-module helps the teacher to use the class environment and	Δ×			116	V	
42.	teaches the students about vocabulary that they can find in class					٧.	
	The e-module helps the teacher to use the environment to conduct the						
43.	students' creativity and make the students use it when learning				V		
ъ.	English in class						
		٠	٠,	20	20		
	6. The use of learning strategies for young learners (Rati	mınıı	ıgsır	1, 20	20		
	MAAAAAAA		- 13		1	,	
44.	The e-module helps the teacher to use power point to teach					√	
45.	The e-module helps the teacher to use printable images to teach						
	The e-module helps the teacher to ask students to use certain online		- IJ	10		,	
46.	learning platform to teach		7	8.			
	The e-module helps the teacher to be able to conduct the learning		- 87				
47		7	1				
47.	process using the newest media technology so the student can	7.3			V		
	practice English in class						
48.	The e-module helps the teacher to give apperception in the beginning						
40.	of the lesson	746				٧	
40	The e-module helps the teacher to give the problem assignment to				.1		
49.	make students solve the problem using their creativity.						
	The e-module helps the teacher to relate the topic being taught with	1			 		
50.							
	students' daily lives	 			 	- 1	
51.	The e-module helps the teacher to use real tools to teach	<u> </u>			ļ	V	
52.	The e-module helps the teacher to apply learning games	<u>L</u>		L	<u></u>	$\sqrt{}$	
53.	The e-module helps the teacher to invite students to sing songs					$\sqrt{}$	
54.	The e-module helps the teacher to encourage students with quiz						
	The e-module helps the teacher to use ice breaking to refresh the				<u> </u>		
55.							
	learning atmosphere	 			,		
56.	The e-module helps the teacher to use traditional games to teach	<u> </u>			√	,	
57.	The e-module helps the teacher to use online game to teach					√	
58.	The e-module helps the teacher to use certain jokes to teach						
59.	The e-module helps the teacher to use songs to teach						
	The e-module helps the teacher to use the presentation media to					,	
60.	improve students' 4 language skills				l		

61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class			\checkmark	
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class			√	
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English		√		
64.	The e-module helps the teacher to arranges students into several groups to work certain topics			√	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other			√	

Singaraja, 18 March 2024 Teacher

Luh Desi Sudiartini, S.Pd NIP. 19901211 202221 2 003



Appendix 1. 15 Result of Content Analysis of the Book

Chapter /Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
Unit 8	Be on time	Students are able to: 1. Identify the time 2. Talk about the time	Vocabulary: Noun: - Cardinal Numbers (1-60) - Unit of times (am, pm, o'clock, past, to) Grammar: Present tense: simple nominal sentence	Eg: - "What time is it?" - "It is seven o'clock" - "It is half past seven o'clock" / 'it is seven thirty" - "It is a quarter past ten o'clock" / "it is ten fifteen" - "It is a quarter to ten o'clock" - "I go to be at 9.pm"
Unit 9	I go to school after having breakfast	Students are able to: 1. Identify daily activities 2. Children are able to talk about daily activities connected to time	Vocabulary: Noun: - Cardinal Numbers (1-60) - Unit of times (am, pm, o'clock, past, to) Pronoun: I, she, he, you, they Preposition of time: at Basic verbs: go, eat, take a bath, Grammar: Present tense: simple verbal sentence	Eg: - "What time do you get up / go to school / go to bed?" - "I go to school at seven o'clock" - "She takes a bath at 5 pm" - "He has breakfast at half past six o'clock" - "I get up at 5.am"
Unit 10	He always gets up at 5 o'clock	Students are able to: 1.Use adverb of frequency 2. Make simple sentence using adverb of frequency	Vocabulary: Noun: Cardinal numbers (1-60) Unit of times (am, pm, o'clock, past, to) Pronoun: I, she, he, you, they Preposition of time: at Basic verbs: go, eat, take a bath, Adverb of frequency: Always, sometimes, usually, never. Noun: homework, bathroom, dinner, breakfast Grammar: Present tense: simple verbal sentence	Eg: "What time do you usually get up?" "What time does she usually go to school?" "I always get up at 5.30 am" "She usually goes to school at 7 o'clock" "He sometimes has breakfast at 6.30 o'clock"
Unit 11	How do you go to school?	Students are able to: 1. Identify kinds of vehicles 2. produce simple sentence about vehicles	Vocabulary: Noun: motorcycle, car, pedicab, bicycle, on foot Noun: school, market, Pronoun: I, she, he, you, they Basic verbs: go, drive Adverb of frequency: Always, sometimes,	Eg "it is a bike" - "There are motorcycle and car"

			usually, never. Grammar: Present tense: - simple nominal sentence - simple verbal sentence	
Unit 12	He goes to school by bike	Students are able to: 1.Identify daily activities with vehicles used 2.Tell how they go to public places	Vocabulary: Noun: - vehicles: motorcycle, car, pedicab, bicycle, on foot - public places: school, market, office, paddy field, Bali - Cardinal Numbers (1-60) - Unit of times (am, pm, o'clock, past, to) Pronoun: I, she, he, you, they Preposition of time: at Basic verbs: go, drive Adverb of frequency: Always, sometimes, usually, never. Grammar: Present tense: - simple verbal sentence	Eg. - "How do you usually go to school?" - "I go to school at 7 o'clock by bike" - "She goes to market at 6 o'clock on foot" - "He sometimes goes to office at 7.30 o'clock by motorcycle"



Appendix 1. 16 Result of Observation

	Aspect PCK	Dimension	Indicators	Items	Resp	onse	Comments
	(Shulman 1987)	Dimension	marcavors	Techno	Yes	No	Comments
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	Realizing the importance of correcting grammar mistakes	a. Teacher helps students to correct their grammar mistakes on the written text		V	Teacher did not correct students' grammar mistake when writing time (eg. It one o'clock)
		that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context		V	Teacher did not correct students' grammar mistake when talking about time.	
		A NEW AND A STATE OF THE PARTY	the importance of correcting pronunciati on, spelling or word choice mistakes that occur in class	a. Teacher helps students to correct their English pronunciation in the classroom	.081	1	Teacher did not correct students' pronunciation mistake when telling daily activities (eg. when saying get up)
		'n		b. Teacher assists students to use correct vocabulary according to the context used		V	Teacher did not correct students' vocabulary use when making simple sentences, eg. She goes to school at 7 pm
		2.Language Proficiency (Andrews, 2001)	1.Using/speakin g English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process		V	Teacher did not demonstrate fluent English speaking skill in the learning process instead using bahasa Indonesia most of the time.
				b. Teacher encourages students to speak English fluently		\checkmark	Teacher did not encourage students to speak English fluently as the teacher did not use English
			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		V	Some grammar use such as when using <i>is or are</i> is not appropriate.

				b. Teacher writes in English the board or on a document with proper spelling	√		Teacher correctly wrote in English on the board or on a document with proper spelling by looking at the book
2.	Pedagogical Knowledge	Anowledge about Curriculu Developmen t (Ratminings ih, 2020) 2.Directing learning topic with learning objectives to achieved 3.Aligning the relationship between one	about analysis of t Curriculu learning objectives in the t curriculum to develop a	a. Teacher examines the curriculum for learning objectives before start to creating the syllabus	V		The made use of handbook for creating lesson plan
			syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus	V		Teacher did it
			learning topics with learning objectives to be	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created		~	Teacher just gave book-based task to the students
				b. Teacher understands the impact of the connected learning topics to the students situation	AHS	7	Teacher did not really show it as the learning activity was full of book-based task
				a. Teacher update the previous material to the new one in the class	√	No.	Teacher did it
	a c c y le		next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class	V		Teacher did it
		Knowledge about the characteristi cs of	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom		~	Teacher did not use real object to interact with the students
		young learners (Ratminings ih, 2020)	b. Teacher uses different learning activities to support the students to try something new		V	Teacher used monotonous activity, such as asking students to work on handbook task	

			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with		V	Teacher did not use concrete object to study	
				b. Teacher often give question and answer section to the students to improve their ideas knowledge		V	Teacher did not show that activity	
			3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions		V	Teacher did not show that activity	
		AND	IAS PEND	b. Teacher gives opportunity for the students to do a hands-on experience learning trough certain activities	1	7	Teacher did not show that activity	
		IMA	Ma	4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class	7		Teacher did it
					b. Teacher makes the students stay focused in class by listening to the material given in class	~		Teacher did it
				5.Teaching by involving activities that can make students motivated in	a. Teacher always support and help students in class to understand the English material		7	English was rarely used to enhance students' comprehension toward the material
			learning	b. Teacher gives the good activities in class to make students enjoy learning English		V	They activity was monotonous	
			6.Doing fun learning activities by inviting students to move their bodies (physical	a. Teacher often conduct fun activities to make students always energized during the learning process.		√	They activity was monotonous	

	movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		V	Teacher did not implement song when teaching
	7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		V	Teacher did not notice students lack of knowledge by not giving certain activities
		b. Teacher often connect the material with the student's ability to make them easily understand the material		V	Teacher did not do it
A18.5	8. Inviting students to learn through the environment around them	a. Teacher uses the class environment and teaches the students about vocabulary that they can find in class		V	Teacher just used handbook to teach
		b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class		V	Teacher just used handbook to teach
Knowledge about lesson plan (Ratminings ih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives	V		Teacher did it
		b. Teacher makes the student engaged and active when conducting the new lesson plan in class		$\sqrt{}$	Students were passive as teacher did not use engaging activity
	2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process		V	Students were passive as teacher did not use engaging activity

			b. Teacher can make the students follow the learning activities in the class		V	Teacher did not conduct that
		3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive		V	Teacher did not do presentation
			b. Teacher is able to manage the class to become conducive	V		Teacher did it
		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 did not make use of power point presentation
	0.55	ias pend	b. Teacher is able to encourage students by using the media technology in the learning process		V	Teacher did not use any technology to teach
	strategies for young learners (Ratminings ih, 2020) 2. Teaching using media can be exple by students example BC kids, Quiziz etc) 3. Giving th context/situa	using visual	a. Teacher uses power point to teach	2	1	Teacher did not use it
		students can observe such as videos and	b. Teacher uses printable images to teach		V	Teacher did not use it
		using media that can be explored by students (for example BC	a. Teacher asks students to use certain online learning online platform to teach	Š	V	Teacher only used traditional method to teach
			b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class	and the second	\checkmark	Teacher only used traditional method to teach
		3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson	V		Yes, by asking students about what they know about related topic
			b. Teacher gives the problem assignment to make students solve the problem using their creativity		V	Teacher did not conduct it
		4. Doing a contextual	a. Teacher relates the topic being		√	Teacher did not do that

	T				1	1	<u> </u>	
			activity	taught with students' daily lives				
				b. Teacher uses real tools to teach		√	Book only	
			5. Doing activities that are motivating	a. Teacher applies learning games		$\sqrt{}$	Not at all	
			and interesting	b.Teacher invites students to sing songs		V	Not at all	
			6. Stimulating students' active participation	a. Teacher encourage students with quiz		√	Not at all	
		1113		ASPEND	b. Teacher use ice breaking to refresh the learning atmosphere		√	Not at all
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach		V	Not at all	
		IMa		b. Teacher uses online game to teach	MA	√	Not at all	
			8.Creating a fun learning environment (by using a joke or	a. Teacher uses certain jokes to teach		1	Not at all	
	1		song)	b. Teacher uses songs to teach		V	Not at all	
			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		V	Hardly ever using the media	
				b. Teacher is able to improve the 4 language skills during the use of the learning media in the class	7	V	Hardly ever using the media	
			11.Using activities that can encourage students' self-confidence in	a. Teacher assigns students to do simple oral presentation before the class		V	Only book-based task	

	learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self- confidence in learning English	V	Teacher did not do it
	12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics	√	Teacher just assigned students to work individually
	SKIII	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other	7	Not at all



Appendix 1. 17 Research Documentation





Appendix 1. 18 Link and Barcode of the Product

https://shorturl.at/fKQU5

