APPENDICES

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No.	Aspect PCK	Dimension	In No. 4 and	TA	Res	ponse	
	(Shulman 1987)	Dimension	Indicators	Items	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			
			that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			
		PI	Realizing the importance of correcting pronunciation, spelling or word	a. Teacher helps students to correct their English pronunciation in the classroom			
	134	Tas	choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used			Stee.
	tring.	2.Language Proficiency (Andrews, 2001)	Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process		1	
		V M	VA	b. Teacher encourages students to speak English fluently			-
7			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	1	//	
100			$\overline{\mathbb{O}}$	b. Teacher writes in English the board or on a document with proper spelling		1	
2.	Pedagogical Knowledge	Knowledge about Curriculu Development (Ratminingsih, 2020)	1.Conducting an analysis of learning objectives in the curriculum to develop a syllabus	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			
			develop a synabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			

Appendix 1. 1 Observation Sheet

		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	
134	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	Stee.
	DI	S Z	b. Teacher uses different learning activities to support the students to try something new	
		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	
	\geq	\mathbb{R}^{7}	b. Teacher often give question and answer section to the students to improve their ideas knowledge	
	UND	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.	

				4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in classb. Teacher makes the students stay focused in class by listening to the material given in class		
				5.Teaching by involving activities that can make students motivated in learning	a. Teacher always support and help students in class to understand the English material		
					b. Teacher gives the good activities in class to make students enjoy learning English		
				learning activities by inviting students to move their bodies (physical movement)	a. Teacher often conduct fun activities to make students always energized during the learning process.		
1		Willer			b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		7
		8		7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		
	7	(b. Teacher often connect the material with the student's ability to make them easily understand the material	1	
	and the second s			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		



	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
	3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson
	\wedge	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
- SPI	NDIDI	b. Teacher uses real tools to teach
and the	5. Doing activities that are motivating and interesting	a. Teacher applies learning games
8		b.Teacher invites students to sing songs
	6. Stimulating students' active	a. Teacher encourage students with quiz
N P	participation	b. Teacher use ice breaking to refresh the learning atmosphere
	7. Giving or applying a game in the learning	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
OND.	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	
		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	
OSTAS PE	NDIDI 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
	6		21	1
			UV.	

1

UNDIKS

Component				Scal	e		
PCK (Shulman (1987)	Dimensions		2	3	4	5	Comments
Content Knowledge	Language awareness (Andrews, 2001) Language Proficiency (Andrews, 2001)						
	Learning objectives Connecting previous material Innovative activities)/	Ŋ	2	1	2	
UNITE	constructing knowledge from working with objects or ideas. Teaching students with		2				
Pedagogy knowledge	hands-on experience Teaching students to learn by listening and repeating. Teaching by involving activities that can make students motivated in		語マノフ		アイイ		Ĵ
	learning Doing fun learning activities by inviting students to move their bodies		5				
	Teaching by associating with previous knowledge						

Appendix 1. 3 Content Expert Judgment Sheet

								_
	Inviting students to learn							
	through the environment							
	around them							
	Making a lesson							
	plan that corresponds with							
	the learning objectives to							
	be achieved							
	Designing effective	1						
	learning activities		100					
	Teaching with student-				22			
	centered activities					1		
	Teaching with media and	31	\mathbf{n}			-	12	
	technology in the learning		1	1	N	- 22		
	activity				10	3		
11	Teaching using visual	5				17		
1 12	media that students can		Ь				20	1
	observe such as videos	-7/		α.				
5	and pictures		-	T¥.			-	
	Teaching using media that			\overline{V}	k,			
	can be explored by		÷.,					
1.	students (for example BC		1165	4		-	1	5
1	kids, Quizizz, etc)		1	2	~			
	Giving the				1			
	context/situation to the			-				
	students	1	7		-			
	Doing a contextual			2	3		1.8	
	activity	1	5	2			1	
1	Doing activities that are						1	-
,	motivating and interesting	Carlos Carlos		17.20				
	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	1	12				
	Using activities that can				24		
	encourage students' self-			- 2			
	confidence in learning	11	177		-1		
	English		14	4	N		
	Using activities that can	2			10	3	
A. L.	develop student's social	80)-				1	-
	skill		5	-			

NDIKSHA

			Scor	e			
Criteria	1	2	3	4	5	Tota	
a) Interactive Design							
b) Communicative media							
c) Design creativity							
d) The effectiveness of media use	A						
e) Can be maintained and managed easily				1			
f) Easy to use and operate		-					
g) Can be used on various existing hardware and software	זע	Щ	R.	N.			
 h) Appropriate selection of application or software or tool types for development 	AN	3		0	SIL ST		

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Appendix 1. 4 Media Expert Judgment Sheet

No.	Statements			Scor	e		Note (g)	
190.	Statements	1	2	3	4	5	Note (s)	
	Principles for Developing	g Ma	teria	ls, B	ota (2005	5)	
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	Share.						
4.	The e-module content in match with the school learning time		2.1	19				
5.	The e-module allows students with different abilities and skills to be facilitated	R			-			
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons			6	N. Martin	20		
7.	The e-module gives suitable learning experiences for the students on their present and future needs	\$	CIC/S	ĺ		S IN F		
8.	The e-module is designed with an easy language for teacher to understand the lessons/content		ſ	9			1	
9.	The e-module shows stimulating visual designs			12	¥.			
10.	The e-module provides encouraging learning activities and strategies			2				
11.	The material uses appropriate language for the students with different levels					7		
12.	The e-module has non- discriminatory elements		92	đ		i de		
13.	The e-module gives various learning methods							
14.	The lesson/content offers exercises in different learning circumstances	30-0						
15.	The e-module gives clear instructions							

Appendix 1. 5 User Judgment Sheet

	16.	The e-module provides learning objectives						
	17.	The material encourages engagement through everyday activities						
	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						
	20.	The e-module mixes theory with correlative practices	81	1				
	21.	The e-module provides assessment activities				1		
	Peda	gogical Content Knowledge (Shulr	nan	1987)			Sec.
					£			2001)
	1	. Language Awareness and Langu	age I	roff	10161	ncy (And	rews, 2001)
	1				2	-	1	
	100	The e-module helps the teacher				V.	1	
	22.	to correct the students on their	1				20	
	22.	grammar mistakes on the written text	\$				S Mar	
	23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context		X				
	24.	The e-module assists the teacher to demonstrate fluent English- speaking skill in the learning process			1	X		1
	25.	The e-module helps the teacher to encourage students to speak English fluently	NV	X				
	26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar	1				1	
	27	The e-module helps the teacher writes in English the board or					1	
	27.	on a document with proper spelling	and a					
		2. Knowledge About the Cha	racte	eristi	c of	You	ng L	earners
		(Ratmin				- 00		
	L							

		The e-module helps the teacher							
		to give chances for students to							
	28.	explore and try new things in							
	20.	the classroom by giving							
		learning activities beyond what							
		is done in the classroom							
		The e-module helps the teacher							
	29.	to use different learning							
	29.	activities to support the students							
		to try something new							
		The e-module helps the teacher							
		to give the students new idea to							
	20	develop and make the students							
	30.	think creatively in the learning	and a	-					
		process by giving them certain	-						
		object to study with							
		The e-module helps the teacher			A	1	-		
	1100	to often give question and	13	301		-	100		
ja se	31.	answer section to the students to	210	. 11	7				
		improve their ideas and	15	14					
	1.1	knowledge			10	5-1			
	12	The e-module helps the teacher				1	1		200
and the second se	20	to makes the students to collect				1	1		100
	32.	information and try to ask	\geq				1		7
	-	questions	10	2			1		18
		The e-module helps the teacher	5	2	1		1	22	
		to gives opportunity for the	26	2					
	33.	students to do a hands-on		2λ					
		experience learning trough							
		certain activities.							1 1
		The e-module helps the teacher	100	-01					1.5
	34.	to make sure the students pay				1			1
		attention in class	1						
		The e-module helps the teacher							
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	25	to make the students stay	21	-					
	35.	focused in class by listening to	1						
		the material given in class		-					
	1	The e-module helps the teacher					1	1	
	24	to always support and help	-	10			1		
	36.	students in class to understand	18	200			1		
	2.1	the English material				_			
	Er.	The e-module helps the teacher	-						
	27	to gives the good activities in	-	200					
	37.	class to make students enjoy							
		learning English							
	00	The e-module helps teacher to							
	38.	conduct fun activities to make							
	L					I	1		

No.	Aspect PCK	Dimensio	Indicators	Items	Res	ponse	Releva	Irrel evan	Comm
	(Shulman 1987)	n	mulcators	itens	Yes	No	nt	t	ents
1	Content Knowledge	1.Languag e Awareness (Andrews, 2001)	1.Realizing the importance of correcting	a. Teacher helps students to correct their grammar mistakes on the written text			\checkmark		
			grammar mistakes that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context	A. C. C.		\checkmark		
		19111	2.Realizing the importance of correcting pronunciation,	a. Teacher helps students to correct their English pronunciation in the classroom	2	1	Ą		
Í	A A A A A A A A A A A A A A A A A A A	r Q	spelling or word choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used		(BSINA	V		
		2.Languag e Proficienc y (Andrews,	1.Using/speakin g English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			V		
	6	2001)	2	b. Teacher encourages students to speak English fluently)		\checkmark		
			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		1	V		
				b. Teacher writes in English the board or on a document with proper spelling		1	\checkmark		
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			\checkmark		

Appendix 1. 6 Instrument Validation of Observation Sheet from 1st Expert

(Ratminin gsih, 2020)	develop a syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			V		
	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			V		
	3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class			\checkmark		
- (1) - (1)		b. Teacher connect the previous material to the new given material in class	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		V		
Knowledg e about the characteris tics of young learners	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	N.Y.	A BSH	V	1	
(Ratminin gsih, 2020)		b. Teacher uses different learning activities to support the students to try something new			V		
5	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		
0	NDI	b. Teacher often give question and answer section to the students to improve their ideas knowledge			N		
	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			V		

			1				
		trough certain activities.					
	4. Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class			\checkmark		
	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 motivated in	a. Teacher always support and help students in class to understand the English material			V		
	learning 6.Doing fun learning activities by inviting students to move their bodies (physical movement)	b. Teacher gives the good activities in class to make students enjoy learning English	A. A.	20	V		
1161		a. Teacher often conduct fun activities to make students always energized during the learning process.	e de la	-	V		
		b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		C STUP	V	1	
	7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials			V		
		b. Teacher often connect the material with the student's ability to make them easily understand the material	J		V	S.C.	
	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		1	N		
		b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			\checkmark		

	Var 1 1		The test back it is t					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			\checkmark		
		achieved	b. Teacher makes the student engaged and active when conducting the new lesson plan in class			\checkmark		
		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			\checkmark		
	- - ~ b	8 PENI	b. Teacher can make the students follow the learning activities in the class.	A ST	26	\checkmark		
1	3	3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive	AN	-	\checkmark		
Un	Ś	10	b. Teacher is able to manage the class to become conducive		S S II	V	1	
1		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			\checkmark		
к. 	y		b. Teacher is able to encourage students by using the media technology in the learning process			\checkmark	Sanda	
	The use of learning	1.Teaching using visual	a. Teacher uses power point to teach			V		
	strategies for young learners (Ratminin gsih, 2020)	media that students can observe such as videos and pictures	b. Teacher uses printable images to teach			~		
Jacob Barris		2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach		7	\checkmark		

			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					
				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			\checkmark		
		46	. PENI	b. Teacher uses real tools to teach	Sec. 1	1	V		
		100	5. Doing activities that are motivating	a. Teacher applies learning games	1		V		
			and interesting	b.Teacher invites students to sing songs	2		\checkmark		line.
			 6. Stimulating students' active participation 7. Giving or applying a game in the learning 	a. Teacher encourage students with quiz		31	\checkmark	1	and the second s
	5			b. Teacher use ice breaking to refresh the learning atmosphere		14	V		
				a. Teacher uses traditional games to teach			V		
1	7	00	process	b. Teacher uses online game to teach			V	S.F.	
			8.Creating a fun learning environment (by	a. Teacher uses certain jokes to teach			V		
		0	using a joke or song)	b. Teacher uses songs to teach		7	V		
			9. Using learning media that can improve the four	a. Teacher is able to use the presentation media to improve students' 4 language skills		4	\checkmark		
			language skills	b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			\checkmark		

11.Using activities that can encourage students' self- confidence in	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			
t c g g	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other			

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Singaraja, 20 February 2024 Expert 1,

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Prof. Dr. IG A Lokita Purnamika Utami, S.Pd., M.Pd

NIP.1983040220

No.	Aspect PCK	Dimensio	Indicators	Items	Resp	oonse	Rele	Irre leva	Comme
	(Shulman 1987)	n	indicators		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		
		2001)	of correcting grammar mistakes that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			V		
			2.Realizing the importance	a. Teacher helps students to correct their English pronunciation in the classroom	~		V		
	INUT	A SAN	of correcting 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	S	(Harrison)	V		7
		2.Languag e Proficienc y	1.Using/spe aking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process	Z		\checkmark		
		(Andrews, 2001) 2.Writing in English on the board/on a document without errors	\geq	b. Teacher encourages students to speak English fluently			\checkmark	J	
			English on the board/on a document without	a. Teacher writes in English on the board or on a document with appropriate English grammar		1	V		
	and the second		b. Teacher writes in English the board or on a document with proper spelling	-		N			

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

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			\checkmark		
			2.Directing learning topics with learning objectives to	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			V		
		1	be achieved	b. Teacher understands the impact of the connected learning topics to the students situation			V		
		Knowledg e about the	3.Aligning the relationship between one	a. Teacher update the previous material to the new one in the class	2		V		
{			topic and the next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class		North	V		7
	III		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		
	7	gsih, 2020)		b. Teacher uses different learning activities to support the students to try something new	Z		V	Ń	
		0	2. Teaching by constructing knowledge from working with objects	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	1 20	17	N		
			or ideas.	b. Teacher often give question and answer section to the students to improve their ideas knowledge	in the second		V		

3.Teaching students with hands- on experience	a. Teacher makes the students to collect information and try to ask questions		\checkmark	
	b. Teacher gives opportunity for the students to do a hands- on experience learning trough certain activities.		\checkmark	
4. Teaching students to learn by listening and	a. Teacher often to make sure the students pay attention in class		\checkmark	
repeating.	b. Teacher makes the students stay focused in class by listening to the material given in class		\checkmark	
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	STATE OF	V	~
6.Doing fun learning activities by inviting students to move their	a. Teacher often conduct fun activities to make students always energized during the learning process.		V	1
bodies (physical movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		\checkmark	
7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		V	
Kilowieuge.	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			\checkmark		
	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			\checkmark		
		be achieved	b. Teacher makes the student engaged and active when conducting the new lesson plan in class			\checkmark		
	- 5171	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	20		V		
	, ,	12	b. Teacher can make the students follow the learning activities in the class.		No.	\checkmark		2
E		3. Teaching with student- centered	a. Teacher is able to make the presentations interactive			V		
		activities	b. Teacher is able to manage the class to become conducive			\checkmark	J	
	X	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			\checkmark	5	
	2	activity	b. Teacher is able to encourage students by using the media technology in the learning process		17	V		
	The use of learning	1.Teaching using visual	a. Teacher uses power point to teach	-		\checkmark		
	strategies for young learners (Ratminin gsih, 2020)	media that students can observe such as videos and pictures	b. Teacher uses printable images to teach			\checkmark		

		2. Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach			\checkmark		
		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			\checkmark		
		3. Giving the context/situa tion to the	a. Teacher gives apperception in the beginning of the lesson			\checkmark		
		students	b. Teacher gives the problem assignment to make students solve the problem using their creativity.	1		\checkmark		
1		4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives	ð.		V		
		2	b. Teacher uses real tools to teach	G	2	\checkmark		
	A.	5. Doing activities that are	a. Teacher applies learning games		10		1	77
		and interesting	b.Teacher invites students to sing songs		1	V		1
		6. Stimulating students'	a. Teacher encourage students with quiz	S.		\checkmark		
	1	active participation	b. Teacher use ice breaking to refresh the learning atmosphere	V		\checkmark		Carlo and a second
		7. Giving or applying a game in the learning	a. Teacher uses traditional games to teach			\checkmark		
		process	b. Teacher uses online game to teach			\checkmark	No.	
		8.Creating a fun learning environment	a. Teacher uses certain jokes to teach	3	17	\checkmark		
		(by using a joke or song)	b. Teacher uses songs to teach			V		
		9. Using learning media that can improve	a. Teacher is able to use the presentation media to improve students' 4 language skills			\checkmark		

	the four language skills	b. Teacher is able to improve the 4 language skills during the use of the learning media in the class		\checkmark	
	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		\checkmark	
	12.Using activities that can develop student's	a. Teacher arranges students into several groups to work certain topics		\checkmark	
511	social skill	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other	26	V	

Singaraja, 20 February 2024 Expert 2,

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Component PCK	Dimensions			Scale			Res	ponse	Comments
(Shulman (1987)		1	2	3	4	5	Relevant	Irrelevant	-
Content Knowledge	Language awareness (Andrews, 2001)						\checkmark		
	Language Proficiency (Andrews, 2001)						\checkmark		
Pedagogy knowledge	Learning objectives		4				\checkmark		
	Connecting previous material			1			\checkmark		
	Innovative activities					No.	\checkmark		
	constructing knowledge from working with objects or ideas.						√		
	Teaching students with hands-on experience		181	1	T	14		100	
	Teaching students to learn by listening and repeating.				1	Ň	\checkmark		
	Teaching by involving activities that can make students motivated in learning	1					V	1	
	Doing fun learning activities by inviting students to move their bodies	3	X	2	1	હ્યું	V	SHI	1
	Teaching by associating with previous knowledge Inviting students to learn through the environment					Y	< √ √		
	around them Making a lesson plan that corresponds with the	Ł	Ć	Ţ		2	J		
	learning objectives to be achieved Designing effective				1				
	learning activities Teaching with student- centered activities						√ √		
	Teaching with media and technology in the learning activity	1		10			\checkmark		/
	Teaching using visual media that students can observe such as videos and pictures	Dį	Ĩ,	3	3		V	1	
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)		all a	2 1		100	V		
	Giving the context/situation to the students						\checkmark		
	Doing a contextual activity								

Appendix 1. 8 Instrument Validation of Expert Judgement Sheet from 1stExpert Instrument: Content Expert Judgment

			-			 -	-	
	Doing activities that are motivating and interesting					\checkmark		
	Stimulating students' active participation					\checkmark		
	Giving or applying a game in the learning process					\checkmark		
e	Creating a fun learning environment (by using a joke or song)					\checkmark		
c	Using learning media that can improve the four language skills	and the second		N		\checkmark		
e	Using activities that can encourage students' self- confidence in learning English				h	\checkmark		
(Using activities that can develop student's social skill			11)	\checkmark		
1	2002		2			11-		

Instrument: Media Expert Judgment Sheet

			S	cor	e	9			Res	ponse	
No	Name of Instrument	Criteria	1	2	3	4	5	Total	Relev ant	Irreleva nt	Comments
1.	Media Expert	a) Interactive Design	2	5				\mathbb{N}	\checkmark		
	Evaluation Sheet	b) Communicative media									
100		c) Design creativity		-					V		
		d) The effectiveness of media use			Ĭ	J		22	V		
		e) Can be maintained and managed easily	3	2	2	2	Γ		\checkmark		
		f) Easy to use and operate		ř	14				\checkmark	12	
	1	g) Can be used on various existing			1			-	V	1	
		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,

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

	Inst	rume	nt: Co	nten	t Exp	ert J	udgment		
Component PCK (Shulman	Dimensions		-	Scale	-	-	Res	ponse	Comments
(1987)		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						\checkmark		
	Language Proficiency (Andrews, 2001)						\checkmark		
Pedagogy knowledge	Learning objectives						\checkmark		
	Connecting previous material						\checkmark		
	Innovative activities		A	3	P.A.L.		\checkmark		
	constructing knowledge from working with objects or ideas.		-				\checkmark		
	Teaching students with hands-on experience	-					\checkmark		
	Teaching students to learn by listening and repeating.	A.	N.	ŋ	Ŋ		V		
	Teaching by involving activities that can make students motivated in learning	2	á	25	6		√ (
1	Doing fun learning activities by inviting students to move their bodies	Ś		100		2	V	3.51	
	Teaching by associating with previous knowledge		1	6		7	V		
	Inviting students to learn through the environment around them		1				V		
	Making a lesson plan that corresponds with the learning objectives to be achieved	\sim	\sim			K			The second second
1.00	Designing effective learning activities						\checkmark		
	Teaching with student- centered activities	6	20	5			V		18
	Teaching with media and technology in the learning activity			1			\checkmark	1	Contraction of the second
	Teaching using visual media that students can observe such as videos			N.	3		V	_//	
	and pictures Teaching using media that can be explored by students (for example	14.5	11.53	14	2		V		
	BC kids, Quizizz, etc) Giving the context/situation to the students								

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

Doing activities that are motivating and interesting \checkmark Stimulating students' active participation \checkmark Giving or applying a game in the learning process \checkmark Creating a fun learning environment (by using a joke or song) \checkmark Using learning media that can improve the four language skills \checkmark Using activities that can encourage students' self-confidence in learning English \checkmark	Doing a contextual activity						\checkmark	
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 ✓							\checkmark	
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 √							\checkmark	
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 √	game in the learning						\checkmark	
that can improve the four language skills √ Using activities that can encourage students' self-confidence in learning English √ Using activities that can √	environment (by using a						\checkmark	
encourage students' self-confidence in learning English Using activities that can	that can improve the		d	1			\checkmark	
	encourage students' self-confidence in		2	1		1 2	\checkmark	
skill	develop student's social	s	N)T	ĥ	1	\checkmark	

Instrument: Media Expert Judgment Sheet

A			So	core	•				Resp	onse	
No	Name of Instrument	Criteria	1	2	3	4	5	Total	Relevant	Irrelev ant	Comment
1.	Media	a) Interactive Design	17		14	Ň	1.5	3.	\checkmark		
	Expert Evaluati	b) Communicative media	۰.	27				2		1	
	on	c) Design creativity	-					2	\checkmark		
	Sheet	d) The effectiveness of media use				č	5		\checkmark		
100		e) Can be maintained and managed easily					10	V	\checkmark		
		f) Easy to use and operate							\checkmark		
		g) Can be used on various existing hardware and software		3111				\leq	\checkmark		
		h) Appropriate selection of application orsoftware or tool types for development			3	1-1	100	X	V		

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

Singaraja, 20 February 2024 Expert 2,

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Appendix 1. 10 Instrument Validation of User Judgment Sheet from 1st Expert

No.	Statements			Score	9		Note		
1 NO.	Statements	1	2	3	4	5	(s)		
Prin	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								
3.	The e-module is authentic and does not violate any copyright		1						
4.	The e-module content in match with the school learning time	100			1	ALL.			
5.	The e-module allows students with different abilities and skills to be facilitated	-						V	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	1)7	D	R	1.v	V	
7.	The e-module gives suitable learning experiences for the students on their present and future needs	5	ĺ.	3	2		Sec.	V	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content	1			7	9		V	à
9.	The e-module shows stimulating visual designs		1		1	10	2		2
10.	The e-module provides encouraging learning activities and strategies	Þ,	1		2		~	\checkmark	
11.	The material uses appropriate language for the students with different levels	4		1	118	2	S	\checkmark	
12.	The e-module has non- discriminatory elements	V		ų,	1		\sim	\checkmark	1
13.	The e-module gives various learning methods				57	24	12	\checkmark	
14.	The lesson/content offers exercises in different learning circumstances					1		\checkmark	14
15.	The e-module gives clear instructions							\checkmark	13
16.	The e-module provides learning objectives	73	-2				2	\checkmark	
17.	The material encourages engagement through everyday activities				1		- 22	\checkmark	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity			COLUMN T		1207		\checkmark	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							\checkmark	

20.	The e-module mixes theory with correlative practices								\checkmark	
21.	The e-module provides assessment								\checkmark	
Pedag	activities gogical Content Knowledge (Shulman	1987)								
	1. Language Awareness and Langua	age Pr	officie	ncy (A	Andrey	ws, 20	01)			
	The e-module helps the teacher to									
22.	correct the students on their								\checkmark	
	grammar mistakes on the written text									
	The e-module helps the teacher to									
23.	correct students' grammar								\checkmark	
	mistakes on the oral context		1							
	The e-module assists the teacher		1	5						
24.	to demonstrate fluent English- speaking skill in the learning	1000			1000	have.			\checkmark	
	process	-			-	1000	The second			
	The e-module helps the teacher to									
25.	encourage students to speak								\checkmark	
	English fluently	12115		-				1		
	The e-module helps the teacher writes in English on the board or	1.1		11	M	10			1	100
26.	on a document with appropriate				1	10	10.3			100
	English grammar									21
	The e-module helps the teacher		1	5				195	1	0
27.	writes in English the board or on a	-1						100	V	100
1211	document with proper spelling	1.				D / '	,	0.00	1	
,	2 Knowledge About the Characteria	stic of	Youn	o lear	ners (Rafmi	ningsih			
	2. Knowledge About the Characteri	stic of 202 <mark>0</mark>)	Youn	g Lear	mers (Ratmi	ningsih,		9	5
1	The e-module helps the teacher to		Youn	g Lear	ners (Ratmi	ningsih,		87	1
	The e-module helps the teacher to give chances for students to		Youn	g Lear	ners (Ratmi			071	
28.	The e-module helps the teacher to give chances for students to explore and try new things in the		Youn	g Lear	ners (Ratmi			1	
	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning		Youn	g Lear		Ratmi			V	
	The e-module helps the teacher to give chances for students to explore and try new things in the		Youn	g Lear		Ratmi			√	Addy
	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		Youn	g Lear		Ratmi			V	
	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 use different learning activities to		Youn	g Lear		Ratmi			√ √	
28.	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 use different learning activities to support the students to try		Youn	g Lear		Ratmi	ningsih,		√ √	
28.	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 use different learning activities to		Youn	g Lear		Ratmi	ningsih,		√ √	
28.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to		Youn			Ratmi			√ √	
28.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students		Youn						√ √ √	
28. 29.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning		Youn						√ √ √	
28. 29.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain		Youn						√ √ √	
28. 29.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning		Youn						√ √ √	
28. 29. 30.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain 		Youn						√ √ √	
28. 29.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to 		Youn						√ √ √ √	
28. 29. 30.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study withThe e-module helps the teacher to give the students new idea to develop and make the students 		Youn						√ √ √	
28. 29. 30. 31.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study withThe e-module helps the teacher to give the students new idea to develop and make the students 		Youn						√ √ √	
28. 29. 30.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain 		Youn							
28. 29. 30. 31.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to 		Youn							
28. 29. 30. 31.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to 		Youn							
28. 29. 30. 31.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to 		Youn							
28. 29. 30. 31. 32.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain 		Youn						V	
28. 29. 30. 31. 32.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain 		Youn						V	
28. 29. 30. 31. 32.	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 classroomThe e-module helps the teacher to use different learning activities to support the students to try something newThe e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain 		Youn						V	

-								•			
	35.	The e-module helps the teacher to make the students stay focused in class by listening to the material									
		given in class									
	36.	The e-module helps the teacher to always support and help students in class to understand the English material							\checkmark		
	37.	The e-module helps the teacher to gives the good activities in class to make students enjoy learning English							\checkmark		
	38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process							\checkmark		
	39.	Teacher uses the singing activities in class to make students always feel happy and not easily get bored		2	8	1.6			\checkmark		
	40.	The e-module helps the teacher pays attention to the students lack of knowledge and give them the exact materials	8)	N)7	'n	R		V		
	41.	The e-module helps the teacher to connect the material with the student's ability to make them easily understand the material		4	1			N	V		
1	42.	The e-module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class	ł	21 12	3(()()	5			V	7	
	43.	The e-module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class			20		1	Š,	V	2	
		3. The use of learning strategies for young learners (Ratminingsih, 2020									
	101		14		1.1	1112				11	
	44.	The e-module helps the teacher to use power point to teach		2			12.5	See.	\checkmark		
-	45.	The e-module helps the teacher to use printable images to teach	V	7	ų,	-		27		T C	
	46.	The e-module helps the teacher to ask students to use certain online learning platform to teach					1	\sim	\checkmark		
	47.	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		1	1		1	1 1	V		
-	48.	The e-module helps the teacher to give apperception in the beginning of the lesson	2		2	9	-		V	· · · · ·	
	49.	The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.		- inter			1.00	and the second	V		
	50.	The e-module helps the teacher to relate the topic being taught with students' daily lives									

										_
51.	The e-module helps the teacher to use real tools to teach							\checkmark		
52.	The e-module helps the teacher to apply learning games							\checkmark		
53.	The e-module helps the teacher to invite students to sing songs							\checkmark		
54.	The e-module helps the teacher to encourage students with quiz							\checkmark		
55.	The e-module helps the teacher to use ice breaking to refresh the learning atmosphere									
56.	The e-module helps the teacher to use traditional games to teach							\checkmark		
57.	The e-module helps the teacher to use online game to teach							\checkmark		
58.	The e-module helps the teacher to use certain jokes to teach			N. N	A			\checkmark		
59.	The e-module helps the teacher to use songs to teach		5.47	1		32		\checkmark		
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills	•	N I	57				\checkmark		
61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class	2	4		2	1	1.1	V		
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class	5) j	2		1	V		
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self- confidence in learning English	J	101		1	্ৰন্থ	A			1
64.	The e-module helps the teacher to arranges students into several groups to work certain topics	1.	3				X			
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other	2			Ŕ)	

Singaraja, 20 February 2024 Expert 1,

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

NT				Scor	e		Note		
No.	Statements	1	2	3	4	5	(s)	-	
Princ	ciples for Developing Materials, Bota ((200:	5)					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								
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	000			100	1000		\checkmark	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	1	N	a i	n			V	
7.	The e-module gives suitable learning experiences for the students on their present and future needs					4	4.1	V	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content	Ĩ			3			V	
9.	The e-module shows stimulating visual designs					1.	2		2
10.	The e-module provides encouraging learning activities and strategies			6	NSC 1	1	<u> </u>	\checkmark	N.
11.	The material uses appropriate language for the students with different levels		1	6	2	L	~	\checkmark	
12.	The e-module has non- discriminatory elements	Ľ	2			5	4	\checkmark	
13.	The e-module gives various learning methods						\gg	\checkmark	
14.	The lesson/content offers exercises in different learning circumstances							\checkmark	
15.	The e-module gives clear instructions						-	\checkmark	14
16.	The e-module provides learning objectives	2	1		>>	1		\checkmark	
17.	The material encourages engagement through everyday activities	7		4	a	T	4	V	Ser.
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity			1			and the second	V	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							\checkmark	

20.	The e-module mixes theory with									
	correlative practices The e-module provides assessment								√	
21.	activities	1007							N	
Pedag	gogical Content Knowledge (Shulman	1987)							
1	1. Language Awareness and Langua	ige P	roffic	eiency	(Andı	rews, i	2001)			
	The e-module helps the teacher to									
22.	correct the students on their									
	grammar mistakes on the written text									
	The e-module helps the teacher to									
23.	correct students' grammar									
	mistakes on the oral context									
	The e-module assists the teacher to demonstrate fluent English-		P		Par.				1	
24.	speaking skill in the learning	1			_	1200	Part and			
	process						-	_		
25.	The e-module helps the teacher to encourage students to speak						200	10		
20.	English fluently				again a					
	The e-module helps the teacher	17	1,1		11		-		8-00	Sa.
26.	writes in English on the board or on a document with appropriate	12	191	de la	1	14	1 6	7	\checkmark	100
	English grammar			~			140	100		1
07	The e-module helps the teacher		ŝ	1	1			1	1	2
27.	writes in English the board or on a document with proper spelling	-	11	A.					N	
	2. Knowledge About the Cha	racte	ristic	of Yo	ung L	earne	rs		1	- N.
	(Ratmini	ngsih	n, 202	0)					19	
	The e-module helps the teacher to					13	Ŕ		N.	
	give chances for students to	L	5		Ļ	4	Q			
28.	give chances for students to explore and try new things in the classroom by giving learning			6		R	R	Į	V	
28.	give chances for students to explore and try new things in the			100	240	1			V	
28.	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	6		100	240				V	
28. 29.	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 use different learning activities to			1000					√ √	
	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 use different learning activities to support the students to try something new								V	
	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 use different learning activities to support the students to try something new The e-module helps the teacher to								1	MN .
29.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea 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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning								۲ ۲	
29.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain								√	
29.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with								√	
29. 30.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to often give question and answer								√ √ √	
29.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to often give question and answer section to the students to improve			ANA STA					√	
29. 30.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge								√ √ √	
29. 30. 31.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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								√ √ √	
29. 30.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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								↓ ↓ ↓	
29. 30. 31.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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								↓ ↓ ↓	
29. 30. 31.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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 questions The e-module helps the teacher to gives opportunity for the students								↓ ↓ ↓	
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29.30.31.32.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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 questions The e-module helps the teacher to gives opportunity for the students									
29.30.31.32.	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 use different learning activities to support the students to try something new The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with The e-module helps the teacher to 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 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]
35.	make the students stay focused in class by listening to the material given in class							\checkmark		
36.	The e-module helps the teacher to always support and help students in class to understand the English material							\checkmark		
37.	The e-module helps the teacher to gives the good activities in class to make students enjoy learning English							\checkmark		
38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process		2	and				\checkmark		
39.	Teacher uses the singing activities in class to make students always feel happy and not easily get bored		2			2				-
40.	The e-module helps the teacher pays attention to the students lack of knowledge and give them the exact materials	1	N	D)	D			V		
41.	The e-module helps the teacher to connect the material with the student's ability to make them easily understand the material		*	2			4.N	V		
42.	The e-module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class	1			3	2	2	V	2	77
43.	The e-module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class			200	UTSO	1	X	V		
3	The use of learning strategies for	youn	g lea	mers (Ratm	inings	ih, 2020			18
44.	The e-module helps the teacher to use power point to teach	Ľ			1	P	5	\checkmark	1	
45.	The e-module helps the teacher to use printable images to teach				÷.	~	YY	\checkmark	14	
4 <mark>6</mark> .	The e-module helps the teacher to ask students to use certain online learning platform to teach						\leq	V		
47.	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		1		A A			V		
48.	The e-module helps the teacher to give apperception in the beginning of the lesson	5.	4	15	2	100		\checkmark		
49.	The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.		1.13	14			1250 m	\checkmark		
50.	The e-module helps the teacher to relate the topic being taught with students' daily lives							\checkmark		

										_
51.	The e-module helps the teacher to use real tools to teach									
	The e-module helps the teacher to							,		-
52.	apply learning games							\checkmark		
										-
53.	The e-module helps the teacher to							\checkmark		
	invite students to sing songs									-
54.	The e-module helps the teacher to									
	encourage students with quiz									_
	The e-module helps the teacher to							1		
55.	use ice breaking to refresh the							\checkmark		
	learning atmosphere									
56.	The e-module helps the teacher to									
50.	use traditional games to teach							v		
57	The e-module helps the teacher to									1
57.	use online game to teach			5				N		
50	The e-module helps the teacher to		10	18				1		
58.	use certain jokes to teach		2	A. 7	Par.			\checkmark		
	The e-module helps the teacher to				_	200		1		
59.	use songs to teach	1			-					
	The e-module helps the teacher to							ba.		
	use the presentation media to									
60.	improve students' 4 language			_				\checkmark		
	skills		1.12	11	6.13	199		A Louisian		
-	The e-module helps the teacher to						201			
	improve the 4 language skills	1	1.00	100	-	211	7 657		100	
61.							2.872	\checkmark		
	during the use of the learning media in the class		8					11		
			5		_			A State of the second s		-
10	The e-module helps the teacher to		118	6.5.1	1				100	
62.	assign students to do simple oral	1.1		- 1. I.	100			V		5
	presentation before the class			·				and the second	12 N	100
	The e-module helps the teacher to	2			1.0	- 3	1	1		3
63.	deliver the fun ice breaking /					10			6-11 I	1.8
05.	games to gain students' self-				11	115	1.51			
	confidence in learning English	1	1		2-14		100		100	
	The e-module helps the teacher to			1.	120		122		1	
64.	arranges students into several							\checkmark		
	groups to work certain topics	1.1					100			
	The e-module helps the teacher to		-	1			(
67	deliver an effective game		1					.1		
65.	collaboration to gain students'				111	1.00		N		
1 1	social skills with each other				1777	112	100	1.1		15
		1								

Singaraja, 20 February 2024 Expert 2,

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

Component PCK	Dimensions			Sca	le		Comments		
(Shulman (1987)	DIRCESIONS	1	2	3	4	5	Comments		
Content	Language awareness (Andrews, 2001)					\checkmark			
Knowledge	Language Proficiency (Andrews, 2001)					\checkmark			
	Learning objectives					\checkmark			
	Connecting previous material								
	Innovative activities	0	-	A.		\checkmark			
	Constructing knowledge from working with objects or ideas.				\checkmark	100			
	Teaching students with hands-on experience	$i \in$			\checkmark	. ?			
	Teaching students to learn by listening and repeating	3	1	10		\checkmark			
	Teaching by involving activities that can make students motivated in learning					V			
1	Doing fun learning activities by inviting students to move their bodies			-			1		
	Teaching by associating with previous knowledge		6	50)	~		HI.		
Pedagogy	Inviting students to learn through the environment around them	210			\checkmark	10			
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved				1	V			
	Designing effective learning activities				97	\checkmark	N		
	Teaching with student-centred activities				2				
	Teaching with media and technology in the learning activity				~				
	Teaching using visual media that students can observe such as videos and pictures			10	1	\checkmark			
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	ē	ś			V			
	Giving the context/situation to the students								
	Doing a contextual activity				-	\checkmark			
	Doing activities that are motivating and interesting				V				
	Stimulating students' active participation				V				

Appendix 1. 13 Judgment Result of the E-Module from 1st Expert Content Expert Judgment Sheet

Giving or applying a game in the learning process				
Creating a fun learning environment (by using a joke or song)			\checkmark	
Using learning media that can improve the four language skills		\checkmark		
Using activities that can encourage students' self-confidence in learning English			\checkmark	
Using activities that can develop student's social skill			\checkmark	

Media Expert Judgment Sheet

No	Name of	1	Criteria			Scale			Total
	Instrument	2	0.	1	2	3	4	5	
1.	Media	a)	Interactive Design	10	Î a	23	1.5	V	and the second se
	Expert Evaluation	b)	Communicative media		14	1,3	V		
	Sheet	c)	Design creativity			21	A.		1
le.		d)	The effectiveness of media use				X	N	
<		e)	Can be maintained and managed easily	7	2			\checkmark	
		f)	Easy to use and operate		16	a.		\checkmark	1
	1	g)	Can be used on various existing hardware and software		1	X	V		
		h)	Appropriate selection of application or software or tool types for development	U		~		V	J

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

Component PCK	Dimensions			Sca	ıle		Comments
(Shulman (1987)		1	2	3	4	5	
Content	Language awareness (Andrews, 2001)						
Knowledge	Language Proficiency (Andrews, 2001)						
	Learning objectives					\checkmark	
	Connecting previous material				V		
	Innovative activities	22				\checkmark	
	Constructing knowledge from working with objects or ideas.	1	1.2	1 8	\checkmark	1	
	Teaching students with hands-on experience	Ţ.			\checkmark		
	Teaching students to learn by listening and repeating	5	1		\checkmark		
	Teaching by involving activities that can make students motivated in learning					V	ę. \
	Doing fun learning activities by inviting students to move their bodies	S					
	Teaching by associating with previous knowledge	1	7		\checkmark		21
Pedagogy	Inviting students to learn through the environment around them			C	\checkmark		
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved				1	\checkmark	
	Designing effective learning activities		5		-		
	Teaching with student-centred activities					\checkmark	N
	Teaching with media and technology in the learning activity	1			6	V	
	Teaching using visual media that students can observe such as videos and pictures			100		\checkmark	
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	~					
	Giving the context/situation to the students		12	3		\checkmark	
	Doing a contextual activity			-	\checkmark		
	Doing activities that are motivating and interesting			1	\checkmark		
	Stimulating students' active participation				V	<u> </u>	

Appendix 1. 14 Judgement Result of the E-Module from 2nd Expert Content Expert Judgment Sheet

Giving or applying a game in the learning process			\checkmark	
Creating a fun learning environment (by using a joke or song)			\checkmark	
Using learning media that can improve the four language skills		\checkmark		
Using activities that can encourage students' self-confidence in learning English				
Using activities that can develop student's social skill			\checkmark	

Media Expert Judgment Sheet

No	Name of	1	Criteria			Scale			Total
	Instrument	1		1	2	3	4	5	
1.	Media	a)	Interactive Design	11	12		12	\checkmark	
	Expert Evaluation	b)	Communicative media		11	1.3	V		
	Sheet	c)	Design creativity			21	A		
k		d)	The effectiveness of media use				X	N	
1	Ê	e)	Can be maintained and managed easily		2			\checkmark	
	2	f)	Easy to use and operate		10	a.		\checkmark	1
	0	g)	Can be used on various existing hardware and software	2	1	X	V		
		h)	Appropriate selection of application or software or tool types for development	U	\$?/	-		V	J

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

Singaraja, 27 Juni 2024 Expert 2,

thrawf.

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

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

User Judgment Sheet

No.	Statements			Scor		1	Note
	Statements	1	2	3	4	5	(s)
ъ.							
Prii	nciples for Developing Materials, Bota (2005)						
1.	The e-module is suitable for					\checkmark	
1.	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	-					
7.	The e-module gives suitable learning experiences for the students on their present and future needs		1		\checkmark		
0	The e-module is designed with an easy language for teacher to				-		
8.	understand the lessons/content					V	
9.	The e-module shows stimulating visual designs	17				V	
10.	The e-module provides encouraging learning activities and strategies	17				V	20.
	The material uses appropriate language for the students with	17	18				0
11.	different levels		2	2			
10	The e-module has non-			8	2		
12.	discriminatory elements			1.	100	\checkmark	
13.	The e-module gives various learning methods				-		
14.	The lesson/content offers exercises in different learning circumstances				1	V	
	The e-module gives				1		
15.	clear instructions					V	
16.	The e-module provides learning objectives					2	
17.	The material encourages engagement through everyday activities	-				v	
	The e-module presents challenging exercises yet comprehensive to	- 1			v	,	
18.	stimulate students' curiosity						
	The e-module helps the non- English teacher to implement the					,	
19.	current English curriculum in the classroom						
20.	The e-module mixes theory with correlative practices						
21.	The e-module provides assessment activities	1					
Peda	gogical Content Knowledge (Shulman 1987)	1.1					1. 1.
ł	4. Language Awareness and Language Proficiency (Andrews, 2001)	2					11
							1.15
22.	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				1		
23.	mistakes on the oral context	2			1	8	
24	The e-module assists the teacher to demonstrate fluent English-					· ,	
24.	speaking skill in the learning process	-			17		
25	The e-module helps the teacher to encourage students to speak			_	. /		
25.	English fluently	June	-	-	\checkmark		
\mathbf{r}	The e-module helps the teacher writes in English on the board or on a	1					
26.	document with appropriate English grammar	1				N	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling					\checkmark	
	5. Knowledge About the Characteristic of Young Learners (F	1	1	·		<u> </u>	

	The e-module helps the teacher to give chances for students to						
28.	explore and try new things in the classroom by giving learning						
	activities beyond what is done in the classroom						
29.	The e-module helps the teacher to use different learning 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 think creatively in the learning						
50.	process by giving them certain object to study with						
21	The e-module helps the teacher to often give question and answer						
31.	section to the students to improve their ideas and knowledge				N		
32.	The e-module helps the teacher to make the students to collect					\checkmark	
52.	information and try to ask questions				,		
33.	The e-module helps the teacher to give opportunity for the students to				V		
	do a hands-on experience learning trough certain activities The e-module helps the teacher to make sure the students pay						
34.	attention in class						
	The e-module helps the teacher to make the students stay focused in					1	
35.	class by listening to the material given in class						
36.	The e-module helps the teacher to always support and help students	1 m					
50.	in class to understand the English material					N	
37.	The e-module helps the teacher to give the good activities in class to		1				
0	make students enjoy learning English						
38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process			-			
	Teacher uses the singing activities in class to make students always	10					
39.	feel happy and not easily get bored						0.
40	The e-module helps the teacher pays attention to the students lack of	1	19		1		0.
40.	knowledge and give them the exact materials		2	1	\checkmark		
41.	The e-module helps the teacher to connect the material with the			1	£.,		
41.	student's ability to make them easily understand the material			6	÷.,		
42.	The e-module helps the teacher to use the class environment and				3		
	teaches the students about vocabulary that they can find in class				1		
43.	The e-module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning					-	
45.	English in class				Ň		
-	6. The use of learning strategies for young learners (Ratm	niniı	ngsił	ı. 20	20		
			-8	-,			
44.	The e-module helps the teacher to use power point to teach						
45.	The a module helps the teacher to use printable images to teach						
	The e-module helps the teacher to use printable images to teach						
46.	The e-module helps the teacher to ask students to use certain online				V		J
46.	The e-module helps the teacher to ask students to use certain online learning platform to teach				V		
2.	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						
46. 47.	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	2	0		√ √	√	<
47.	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	2	0				<
2.	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	2	9			√ √	1
47. 48.	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		0		√		1
47.	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.						5
47. 48. 49.	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 relate the topic being taught with		0		√		5
47. 48. 49. 50.	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 relate the topic being taught with students' daily lives		2		√	√ √	
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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			\checkmark	
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English		\checkmark		
64.	The e-module helps the teacher to arranges students into several groups to work certain topics			\checkmark	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other			\checkmark	

Singaraja, 27 Mei 2024Teacher,

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Luh Desi Sudiartini, S.Pd

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NIP. 19901211 202221 2 003

Chapter/ Unit	Торіс	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
Unit 1	What are you doing?	Students are ableto: 3. Express daily activity using present participle 4. Make sentences using present participle	Vocabulary: Noun: The canteen, books, Grammar: Present continuous tense: simple verbal sentence	Eg: What are you doing? What she is doing in classroom?
	190 - A	STILS PE	DIDIKAA	What is he doing in bathroom What is mother doing in kitchen? I am cleaning the table She is studying in the classroom He is taking bath in the bathroom
Unit 2	books	Students are ableto: 1. Students are able to identify numbers 50-100 in English. 2. Students can count objects using numbers 50-100 in English.	Vocabulary: Cardinal Numbers (50- 100) Pronoun: I, she, he, you, they Grammar: Present tense: simple nominal sentence	Eg: What number is it? (50) What number is it? (70) What number is it? (60) Fifty plus fifty is? Sixty plus fifty is? It is fifty. It is seventy It is sixty It is one hundred. It is ten

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Appendix 1. 15 Result of Content Analysis of the Book

Unit 3	Myliving	Students are ableto:	Vocabulary:	Eg:
	room is beside the kitchen	In learning unit 3 students are able to	- Cardinal numbers (1-	Where is the kitchen? How many bathrooms in
	Kitchen	identify prepositions in the context of the	60)	the house?
		rooms in the house and can make sentences using prepositions.	- Pronoun: I, she, he, you, they Preposition	How many table in the living room?
		using prepositions.	of place: besides, behind, in front of, between	How is the room?
			- Basic verbs: go, eat, take a bath,	The kitchen is beside living room
			Adjective: clean, dirty, tidy, big, large, empty.	There is 1 table in the living room
			- Noun: living room, garage, kitchen, bathroom, bedroom	There are 2 bathrooms in the house
			Grammar: Present tense: simple nominal sentence	The room is clean
	-	R see	ARCHINES.	
a contraction of the second se	Cici cooks in the kitchen	Students are ableto: 1. Students are able to use English to interact in		Eg. What do you do in <mark>dining</mark> room?
11	2	social and class situations.	Pronoun: I, she, he, you, they	What does ani doe in the canteen?
	È	2. Students can answer questions and talk about	cook,read, sleep,	What does cici do in the living room?
	S	their daily routine at home. Activities performed along with	buy, watch. Auxiliary verbs: Do,	What does she do in the library?
		time spent, for example: every morning, every	Grammar: Present tense:	I eat fried rice in dining room Ani eats and drinks in the
		night, everyday, etc.	-simple verbal sentence	canteen Cici watches Tv in the living
				room She reads some books in library
		777		
		Student able to:	Vocabulary	
Unit 5	Where is my pencil?	1. Mention the objects in	: Noun:	Eg. What picture is it? What are in the bedroom?
	12-	the room well and correctly.	Table, lamp, cupboard, picture, shelf, vas, television, sofa, clock,	What are in the living room? Where is the lamp?
		2. Students are able to	bed, pillow, bolster, mirror, wardrobe.	It is bedroom There are bed, pillow,
		write sentences related to objects in the room.	Pronoun: I, she, he, you, they Preposition of place:	bolster, mirror, wardrobe. There are Table, lamp, cupboard, picture, shelf, vas,
			n Grammar: Present tense: Simple	television, sofa, clock. The lamp is in the living

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Appendix 1. 16 Result of Observation

	Aspect PCK	Dimension	Indicators	Items	Resp	oonse	Comments
	(Shulman 1987)	Dimension	indicators	ittiis	Yes	No	Comments
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes	a. Teacher helps students to correct their grammar mistakes on the written text		\checkmark	Teacher did not correct students' grammar mistake when writing time (eg. <i>It one</i> 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.
	ININA STATUT	ASTIN	2. Realizing the importance of correcting pronunciati on, spelling or word	a. Teacher helps students to correct their English pronunciation in the classroom	18. C.	V	Teacher did not correct students' pronunciation mistake when telling daily activities (eg. when saying get up)
		Ś	choice mistakes that occur in class	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	2	V	Teacher did not demonstrate fluent English speaking skill in the learning process instead using bahasa Indonesia most of the time.	
	0	NDI	b. Teacher encourages students to speak English fluently		V	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		N	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	\checkmark	Teacher correctly wrote in English on the board or on a document with proper spelling by looking at the book	
2.	Pedagogical Knowledge	Knowledge about Curriculu Developmen t (Ratminings	1.Conducting an analysis of learning objectives in the curriculum to develop a	a. Teacher examines the curriculum for learning objectives before start to creating the syllabus		The made use of handbook for creating lesson plan	
		ih, 2020)	syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus	V	Teacher did it	
		.5111	2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created	5	√ Teacher just gave book-based task to the students	
	NIII.		()	A LAND	b. Teacher understands the impact of the connected learning topics to the students situation	1	Teacher did not really show it as the learning activity was full of book-based task
		6	3.Aligning the relationship between one topic and the	a. Teacher update the previous material to the new one in the class	\checkmark	Teacher did it	
1	7	V	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 young	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom	1	✓ Teacher did not use real object to interact with the students	
		learners (Ratminings ih, 2020)		b. Teacher uses different learning activities to support the students to try something new		✓ 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		\checkmark	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
STAS PENI	b. Teacher gives opportunity for the students to do a hands-on experience learning trough certain activities	1.07	V	Teacher did not show that activity
4. Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class	V	10.00	Teacher did it
	b. Teacher makes the students stay focused in class by listening to the material given in class	V		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	2	V	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		N	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.		Ń	They activity was monotonous

	movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored			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
25111	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	10 C	N	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
0	NDI	b. Teacher makes the student engaged and active when conducting the new lesson plan in class		V	Students were passive as teacher did not use engaging activity
2.Designing effective learning activities	effective learning	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		\checkmark	Teacher did not conduct that
	3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive			Teacher did not do presentation	
			b. Teacher is able to manage the class to become conducive			Teacher did it
	media and technology	technology in the learning	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation		V	Teacher did not make use of power point presentation
	- 	8 PENI	b. Teacher is able to encourage students by using the media technology in the learning process	3	V	Teacher did not use any technology to teach
	The use of learning strategies for young learners (Ratminings ih, 2020)	1.Teaching using visual media that	a. Teacher uses power point to teach	No.	V	Teacher did not use it
		for young learners (Ratminings ih, 2020) students can observe such as videos and pictures 2.Teaching using media that can be explored by students (for example BC	b. Teacher uses printable images to teach		\checkmark	Teacher did not use it
			a. Teacher asks students to use certain online learning online platform to teach		\checkmark	Teacher only used traditional method to teach
		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		\checkmark	Teacher only used traditional method to teach
	U	3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson	\checkmark	6	Yes, by asking students about what they know about related topic
	A DESCRIPTION OF		b. Teacher gives the problem assignment to make students solve the problem using their creativity		\checkmark	Teacher did not conduct it
		4. Doing a contextual	a. Teacher relates the topic being			Teacher did not do that

	activity	taught with students' daily lives
		b. Teacher uses real tools to teach $$ Book only
	5. Doing activities that are motivating	
	and interesting	
	6. Stimulating students' activ participation	
	PEN	b. Teacher use ice breaking to refresh the learning atmosphere \checkmark Not at all
	7. Giving or applying a gar in the learning	$\begin{array}{c c} a. \text{ Teacher uses} \\ traditional games to \\ teach \end{array} \qquad $
	process	b. Teacher uses online game to teach
Ē	8.Creating a f learning environment (by teach √
	using a joke o song)	b. Teacher uses songs to teach $$ Not at all
	9. Using learning medi that can impro- the four language skill	we media to improve $\sqrt{100}$ students'4 language
	OND.	b. Teacher is able to improve the 4 language skills during the use of the learning media in the class \checkmark Hardly ever using the media
	11.Using activities that can encourage students' self- confidence in	simple oral v presentation before

learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self- confidence in learning English	\checkmark	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	\checkmark	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	\checkmark	Not at all











Appendix 1. 18 Link and Barcode of the Product



<u>https://www.canva.com/design/DAF5mAcB7wk/MNCAP83ISr7z-</u> <u>SRJ4KKzqQ/edit?utm_content=DAF5mAcB7wk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</u>