LIST OF APPENDICES



Appendix 1. 1 Observation Sheet

No.	Aspect PCK				Resp	onse	
	(Shulman 1987)	Dimension	Indicators	Items	Yes	No	Comments
1	Content Knowledge 1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language b. Teacher assists students to give correction on their grammar errors on the spoken language				
			2. Understanding the importance of do correction on pronunciation, spelling or	a. Teacher assists students to give correction on their English pronunciation in the classroom			

 1	T	1	 1
	lexicon errors in the classroom	b. Teacher assists the students to use accurate lexicon to the context used on the language	
2.Language Proficiency (Andrews, 2001)	1.Having fluent English - speaking mastery	a. Teacher showcases fluent English- speaking skill in the classroom	
		b. Teacher motivates students to speak English fluently	
	2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors	
		b. Teacher demonstrated no spelling errors when one writes in English	

	Ī			1	1	
2.	2. Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1.Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus b. Teacher applies learning targets that correspond to the curriculum to design the syllabus		
		2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed			
				b. Teacher comprehends the cause of the linked learning themes to the students' condition		

	3. Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom		
TAS.	ENDIDI	b. Teacher links the earlier material to the newest material in class		
Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning	A NAME OF	
57	DIKS	b. Teacher utilize diverse learning activities to aid the students to try something innovative		
	2. Teaching by building knowledge from working with	a. Teacher provides the students new idea to grow		

	real objects or ideas.	and make the students think innovatively in the learning process by ask them to work on specific object to study with	
A STANSITIANS	ENDIDI)	b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge	
	3.Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions	
		b. Teacher lets the students to do a contextual, real world learning trough specific task or activity.	

	4.Teaching students to learn by listening and repeating.	a. Teacher ensures the students are nod distracted in class	
43811148	ENDIDIA	b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class	
	5.Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson	
	DIKST	b. Teacher presents the proper activities in class to ensure that students enjoy studying English	
	6. Presenting activity that motivates	a. Teacher does fun activities to	

students to learn and involve their physique	make students energized in the learning process.	
RNDIDI,	b. Teacher does the singing activities in class to make students always feel joy and not get bored	
7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials	
DIKS	b. Teacher often relates the material with the student's ability to ensure they easily understand the material	
8. Asking students to study through the their	a. Teacher utilize the classroom environment and teaches	

Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	the students about the objects that related to English word they can find in class b. Teacher utilize the surroundings to evoke the students' creativity and make the students to applies it when studying English in class a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets b. Teacher participates the student to engaged and active when doing the	
		active when	

	2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process b. Teacher	
A DE LITAS	RNDIDI	can ensure that the students follow the learning activities in the class.	
	3. Teaching with student-centered activities	a. Teacher can produce and interactive presentation	
	DIKS	b. Teacher showcases a good classroom management to make the students conducive	
	4. Applying media and technology in the learning	a. Teacher can present a creative presentation such as using	

		activity	ppt presentation or canvas presentation b. Teacher can motivate students by applying the media technology in the learning process	
	The usage of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching. b. Teacher uses printable pictures in one's teaching.	
	No.	2.Teaching with supporting media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to tries specific online source platform in one's teaching.	
			b. Teacher can do the learning process the latest media	

		technology as the student can practice their English in class	
A B B I I A S	3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson b. Teacher presents the problembased task to motivate students	
		resolve the it using their ideas.	
	4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives	
DA	DIKST	b. Teacher uses a real- world object to teach	
	5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson	

	6. Motivating students' active participation in the classroom	b. Teacher asks students to sing songs together a. Teacher motivates students with task in a form of quizzes	
A SUBSTILLA S	RENDIDI.	b. Teacher does ice breaking activity to refresh the learning atmosphere	
	7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach	
	DIKST	b. Teacher maximizes online game in one's teaching	
	8.Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching	
		b. Teacher applies songs	

	9. Selecting	in one's teaching a. Teacher	
	learning media that can enhance the four language skills in English	use a presentation media to enhance students' 4 English language skills	
A LIBERTIAN S	PRIDIDIA PRIDIDIA	b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom	
	11.Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class	
		b. Teacher gives a fun ice breaking to awakes students' self- confidence in studying English	

a c s ii	12.Selecting activities that can enhance student's attemption of the skill	a. Teacher places students into number of groups to work on specific topics		
ALBEITTAR ?	RNDIDI.	b. Teacher can delivers an effective teamwork game to awakes students' social interpersonal skill with each other	7	



Appendix 1. 2 Document Analysis Sheet

Unit	Topic	Learning Objectives	Vocabulary and Grammar	Language Expression
			Focus	Needed
		A		

Appendix 1. 3Content Expert Judgement Sheet

Component PCK (Shulman (1987)	Dimensions	Scale				let.	Comments
\ \bar{\bar{\bar{\bar{\bar{\bar{\bar{\b		1	2	3	4	5	E 1
Content Knowledge	Language awareness (Andrews, 2001)					300	
	Language Proficiency (Andrews, 2001)	N K	, S		A STATE OF THE PARTY OF THE PAR		
Pedagogy Knowledge	Learning objectives	1			.3		
	Connecting previous material						

Innovative activities Constructing knowledge from working with objects or ideas. Teaching					
hands-on experience Teaching students to learn by listening and repeating Teaching by involving activities that) }	4	7	
can make students motivated in learning Doing fun learning activities by inviting students to move their bodies	SYLV X	S			
Teaching by associating with previous knowledge					

	I	l			l	
Inviting students to learn through the environment around them						
Making a lesson plan that corresponds with the learning objectives to be achieved) I	0)				
Designing effective learning activities		3	200	4		E A A A A A A A A A A A A A A A A A A A
Teaching with student-centred activities						
Teaching with media and technology in the learning activity					No. of the last	
Teaching using visual media that students can observe such as videos and pictures						
Teaching using media that can be explored by						

	students (for example BC kids, Quizizz, etc) Giving the context/situation to the students Doing a contextual activity					
	that are motivating and interesting		3	100		THE PARTY OF THE P
\	Stimulating students' active participation	3	Min or		3	
	Giving or applying a game in the learning process	K	5		18 1	
	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			1			
Using activities that can develop student's social skill)I	1)	150	100	T.	

Appendix 1. 4 Media Expert Judgement Sheet

Component PCK			S	Scal	e	į	Comments
(<mark>Shulman</mark> (1987)	Dimensions	1	2	3	4	5	1
Content Knowledge	Language awareness (Andrews, 2001)	1					
	Language Proficiency (Andrews, 2001)		9				
Pedagogy Knowledge	Learning objectives						
	Connecting previous material						

Innovative activities					
Constructing knowledge from working with objects or ideas.					
Teaching students with hands-on experience	3	3		6	
Teaching students to learn by listening and repeating	D)		8.4	ì	
Teaching by involving activities that can make students motivated in learning	3			100000	MSTA.
Doing fun learning activities by inviting students to move their bodies				/ K	
Teaching by associating with previous knowledge	2		THE PARTY NAMED IN	72 1	
Inviting students to learn through the environment around them					
Making a lesson plan that corresponds with					

	the learning objectives to be achieved						
	Designing effective learning activities						
	Teaching with student-centred activities	100	100				
	Teaching with media and technology in the learning activity		D	Į.	185	1	
	Teaching using visual media that students can observe such as videos and pictures		3	?	1		THE SHAPE OF THE S
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)		が使って			2 ×	
	Giving the context/situation to the students	N ISS	/ 92		A STATE OF		
	Doing a contextual activity			-	, S	8-	
	Doing activities that are motivating and interesting						

Stimulating students' active participation						
Giving or applying a game in the learning process		80.				
Creating a fun learning environment (by using a joke or song)	1700	D				
Using learning media that can improve the four language skills		3	7	4		MAN
Using activities that can encourage students' self-confidence in learning English						
Using activities that can develop student's social skill		5	15		V/ // 3	

Appendix 1. 5 Media Expert Judgement Sheet

	Name of				Sco	re		Total
No	Instrument	Criteria	1	2	3	4	5	
1.	Media	a. Interactive Design						
	Expert	b. Communicative media						
	evaluation	c. Design creativity						
	sheet	d. The effectiveness of						
		media use						
		e. Can be maintained and						
		managed easily	S.	-				
		f. Easy to use and operate			M			
		g. Can be used on various existing hardware and software	ł,		1/2			
		h. Appropriate selection of application or software or tool types for development	34		8		1	

Appendix 1. 6 User Judgement Sheet

NI-	C4-44-		9	Score		Note(a)	
No.	Statements	1	2	3 4	5	Note(s)	
1.	The module is suitable for the students' requirements						
	The module content is stimulating for the students' level			4			
	The module is authentic and does not violate any copyright	4	15 W				
	The module content in match with the school learning time	ÝW,				(San	
2.	The module allows students with different abilities and skills to be facilitated						
	The module presents comprehensive explanations, examples, and illustrations related to the content/lessons.						

	The module gives						
	suitable learning						
	experiences for the students						
	on their present and future						
	needs						
3.	The module is designed						
	with an easy language						
	for students to understand						
	the lessons/content						
	The book shows						
	stimulating visual designs						
		-					
	The module provides	L	E	-			
	encouraging learning			700			
	activities and strategies						
	- SENIO		29.		0 6		
1	The material uses	11	100	20			3/2
A.	appropriate language for		History I	: 37			
	the students with different	9			1/2		
11 11	levels	1			200	43	100
	The module has non-					15	
A C.		2);				19	4
10. 1	discriminatory elements	33 N	7/00	12.70		- 4	



	T						
4.	The module gives various learning methods The lesson/content offers exercises in different learning circumstances The module gives clear instructions The module provides learning objectives						
	SPEN	DI	ונו	R		100	
	The material encourages engagement through everyday activities		7		MA	0.00	
	The module presents challenging exercises yet comprehensive to stimulate students' curiosity	No of the					
5.	The module helps the non- English teacher to implement the current English curriculum in the classroom.	3	が		ì	1	7
	The module mixes theory with correlative practices	Ž	3///	37	1	1000	
	The module provides assessment activities	EX N	5				4
Pedagogica	l Content Knowledge	1					
	The module helps the teacher to correct the students on their grammar mistakes on the written text						
	The module helps the teacher to correct students' grammar						

Language Profficiency	mistakes on the oral context			
(Andrews,				
	The module assists the teacher to demonstrates fluent English- speaking skill in the learning			
	process			



	The module helps the						
	teacher to encourages						
	students to speak English						
	fluently						
	,						
	The module helps the						
	teacher writes in English						
	on the board or on a						
	document with appropriate						
	English grammar						
	The module helps the	b					
	teacher writes in English	-	-				
	the board or on a				-		
	document with proper						
	spelling					8	
	7711	10	To	5		100	No.
	S. P. VIII.		EF.	0	15		
100		4		200	10		
	- The Control of the	2		10.1		34-	
At All	110	77				30	The second second
	7 2	51					
1		\overline{A}	77.0	U.S			3 CM 18
		37)	V AR				
			3		40		
	A Company						
				100	1.3		
	The module helps the						
1. V	teacher to give chances		184	/A_			9.1
18.	for students to explore	35			ارر)		93
	and try new things in the	777	AV.	17			N. C
2	classroom by giving						
	learning activities beyond	ور تر					
2 77	what is done in the	11					Y 37
2.Knowledge	classroom						
About the	The module helps the			24			100
Characteristicof	teacher to use different	77	15	. 18			The same of the sa
Young Learners	learning activities to	. 8	- 31.				15
(Ratminingsih,	support the students to						. 8
2020)	try something new				20.00		
	The module helps the						
	teacher to give the						
	students new idea to						
	develop and make the						
	students think creatively						
	in the learning process						
	by giving them certain						
	object to study with						
	object to study with						

	The module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge. The module helps the teacher to makes the students to collect information and try to ask questions					
	The module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities. The module helps the	7	1 X		2000	
	teacher to make sure the students pay attention in class The module helps the teacher to make the	1		3		
	students stay focused in class by listening to the material given in class The module helps the	- V7 Y	1	V M		
•	teacher to always support and help students in class to understand the English material	. R.	100	200		
	The module helps the teacher to gives the good activities in class to make students enjoy learning English					

•						
	Teacher often conduct fun activities to make students always energized during the learning process					
	Teacher uses the singing activities in class to make students always feel happy and not easily get bored					
	The module helps the teacher pays attention to the students lack of knowledge and give them the exact materials	III.)II			
	The module helps the teacher to connect the material with the student's ability to make them easily understand the material		7		S.	MISHA
	The module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class	ツグラ	S 12 17	× (
	The module helps the teacher to use the environment to conduct the students' creativity and					
	make the students use it when learning English in class					
3. The use of learning	The module helps the teacher to use power point					

strategies for young learners (Ratminingsih, 2020	to teach						
	The module helps the teacher to use printable images to teach						
	The module helps the teacher to ask students to use certain online learning platform to teach	ll ll	77		FA E		
	The module helps the teacher to able to conduct the learning process using the newest media technology so the student can practice English in class					(a) 337	2 A SHA
1	The module helps the teacher to gives apperception in the beginning of the lesson	東で	をマー		3	9	
	The module helps the teacher to gives the problem assignment to make students solve the problem using their creativity.	4 100) ; \	A PERMIT			
	The module helps the teacher to relate the topic being taught with students' daily lives						
	The module helps the teacher to use real tools to						

teach						
The module helps the teacher to apply learning games						
The module helps the teacher to invite students to sing songs						
The module helps the teacher to encourage students with quiz					100	u.
The module helps the teacher to use ice breaking to refresh the learning atmosphere		4	4	r.	0.88	
The module helps the teacher to use traditional games to teach	1	7				
The module helps the teacher to use online game to teach		Si.			j	
The module helps the teacher to use certain jokes to teach		7		1 /2		
The module helps the teacher to use songs to teach	100			100		
The module helps the teacher to use the presentation media to improve students' 4 language skills						

teacher to to improve the 4 language skills during the use of the learning media in the class The module helps the						
teacher to assign students to do simple oral presentation before the class						
The module helps the teacher to to deliver the fun ice breaking / games to gain students' self-confidence in learning English	II	11	\ \S\'	7		
The module helps the teacher to arranges students into several groups to work certain topics			6			SIMA
The module helps the teacher to to deliver an effective game collaboration to gain students' social skills with each other	アグラス)	

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Appendix 1. 7 Instrument Validation of Observation Sheet from 1^{st} Expert

No.	Aspect PCK (Shulman	Dimension	Indicators	Items	Resp	onse	Relevant	Irrelevant	Comment
	1987)				Yes	No			
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language b. Teacher		20	**		
		PAINA		ssists students to give correction on their grammar errors on the spoken language			>		
			2. Understanding the importance of do correction on pronunciation, spelling or lexicon errors in	a. Teacher assists students to give correction on their English pronunciation in the classroom			V		
			the classroom	b. Teacher assists the students to use accurate lexicon to the context used on the language			✓		

		2.Language Proficiency (Andrews, 2001)	1.Having fluent English - speaking mastery	a. Teacher showcases fluent English- speaking skill in the classroom			√ ✓		
			2. Having	students to speak English fluently a. Teacher					
		THE STATE	adequate English writing skill without errors	showcases good mastery over writing skill in English without errors	BA	16	, MARIE	\	,
				b. Teacher demonstrated no spelling errors when one writes in English			✓		
2.	Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1.Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus	T		7		
				b. Teacher applies learning targets that correspond to the curriculum to design the			✓		

			syllabus			
	DIMPRE DE	2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed	24.0	✓	
		TASPE	b. Teacher comprehends the cause of the linked learning themes to the students' condition	7 E		
		3.Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom		>	
		No.	b. Teacher links the earlier material to the newest material in class		>	
	Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning		√	

 	-1	_			1	
	b. Teacher utilize diverse learning activities to aid the students to try something innovative			✓		
2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with		76			
	conducts question and answer activity to the students to improve their ideas to the knowledge) } }		✓ 		
3.Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions			V		
	b. Teacher lets the students to do a contextual,			✓		

s	4.Teaching students to learn by listening and repeating.	real world learning trough specific task or activity. a. Teacher ensures the students are nod distracted in class			✓	
THE PARTY OF THE P	AS PE	b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class	1 37 4	100		
d t n s	5.Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson			>	
	D _{N D}	b. Teacher presents the proper activities in class to ensure that students enjoy studying English			>	
a n s a	5. Presenting activity that motivates students to learn and involve their physique	a. Teacher does fun activities to make students energized in the learning			✓	

<u> </u>						
		process.				
		b. Teacher		_		
		does the		V		
		singing activities in				
		class to make				
		students a <mark>lw</mark> ays feel				
	-4	joy and not get bored				
	A STATE OF THE PARTY OF THE PAR	get boled	Philips .			
				No.		
	7. Teaching by	a. Teacher		1		
	relating with earlier	focuses to the students who	30	A -		
	knowledge.	lack of	. 1	2		
	34	knowledge and give	- W.C	6	N.	
# A.Y	5	them the			100	
	A	right materials	ije.			
	SA				1/8	
		1	10	0.55		
	Red into	b. Teacher often relates	DX.	✓		
		the material) il d			
	1 %	with the student's	VA.		. 7 . <i>j</i>	
- A		ability to	3		1	
		ensure they easily	W 1	9	T	
		understand the material	122	6	1	
		the material			10	
	700			- Ja	F	
	8. Asking	a. Teacher	41.3	√		
	students to study through	utilize the classroom				
	the their surroundings	environment and teaches		-		
	surroundings	the students	135			
		about the objects that				
		related to				
		English word they can find				
		in class				
		b. Teacher				
		utilize the				
		surroundings to evoke the				
		students' creativity and				
		creativity and				

		make the students to applies it when studying English in class				
Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets	27	>		
TANIA SEPT.		b. Teacher participates the student to engaged and active when doing the new lesson plan in class		✓	7	
	2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process		✓		
		b. Teacher can ensure that the students follow the learning activities in the class.	14.378	√		
	3. Teaching with student-	a. Teacher can produce		✓		

Ι		ı			<u> </u>	
		centered activities	and interactive presentation			
			b. Teacher showcases a good classroom management to make the students conducive		✓ ————————————————————————————————————	
	ALLE	4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation	13		
	IMa -		b. Teacher can motivate students by applying the media technology in the learning process		✓	
	The usage of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.		✓	
			b. Teacher uses printable pictures in one's teaching.	14.37		
		2.Teaching with supporting media that can be explored by students (for example BC	a. Teacher asks students to tries specific online source platform in		✓	

kids, Quizizz, etc)	one's teaching.				
	b. Teacher can do the learning process the latest media technology as the student can practice their English in class			✓	
3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson	1.53	5		
	b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.			>	
4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives			✓	
N D	b. Teacher uses a real- world object to teach			1	
5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson			✓	

Ι								
			b. Teacher asks students to sing songs together			✓		
		6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes			✓		
	30	TASPE	b. Teacher does ice breaking activity to refresh the learning atmosphere		76	1		
	DANTE	7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach			✓		
			b. Teacher maximizes online game in one's teaching			>	7	
		8.Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching	1 20		V	<i>P</i>	
			b. Teacher applies songs in one's teaching			✓		

	9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills		✓	
	TAS PE	b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom		1	
The state of the s	11.Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
		b. Teacher gives a fun ice breaking to awakes students' self- confidence in studying English		✓	
	12.Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics		✓	
		b. Teacher can delivers an effective teamwork		✓	

	game to awakes students' social interpersonal skill with each other
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Expert 1,

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



Appendix 1. 8 Instrument Validation of Observation Sheet from 2^{nd} Expert

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Resp	onse	Relevant	Irrelevant	Comment
					Yes	No			
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language	3.0		✓		
		A A A A A A A A A A A A A A A A A A A		b. Teacher assists students to give correction on their grammar errors on the spoken language	and a	S. C.	S SMA		
			2. Understanding the importance of do correction on pronunciation, spelling or lexicon errors in	a. Teacher assists students to give correction on their English pronunciation in the classroom					
			the classroom	b. Teacher assists the students to use accurate lexicon to the context used on the language	87.5		✓		

		2.Language Proficiency (Andrews, 2001)	1.Having fluent English - speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom b. Teacher motivates students to speak English fluently			✓ ✓		
		MILERIA	2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors	4	- CV			
		a —		b. Teacher demonstrated no spelling errors when one writes in English		1	✓		
2.	Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1.Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus				<i>Y</i>	
				b. Teacher applies learning targets that correspond to the curriculum to design the			✓		

		syllabus				
.al	2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed			✓	
N. W. D. B.	AS PEN	b. Teacher comprehends the cause of the linked learning themes to the students' condition		CST	7 (4.8)	
5	3.Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom		1	√	
		b. Teacher links the earlier material to the newest material in class	$ Y \triangleq $	No year of		
Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning	STOR		✓	

		b. Teacher utilize diverse learning activities to aid the students to try something innovative		✓	
WINE BY	2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with	C. C.		
		b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge		✓	
	3.Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions		1	
		b. Teacher lets the students to do a contextual,		✓	

	4.Teaching students to learn by listening and repeating.	real world learning trough specific task or activity. a. Teacher ensures the students are nod distracted in class			✓	
A STATE OF THE PARTY OF THE PAR	AS PEN	b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class	1 35 1	150		
Ma	5.Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson		1	✓	
		b. Teacher presents the proper activities in class to ensure that students enjoy studying English			V	
	6. Presenting activity that motivates students to learn and involve their physique	a. Teacher does fun activities to make students energized in the learning			✓	

					i		
		process.					
		b. Teacher			✓		
		does the singing					
		activities in class to make					
		students					
		always feel joy and not					
		get bored					
			-				
	7. Teaching by	a. Teacher		1	,		
	relating with	focuses to the	200	8	1		
	earlier knowledge.	students who lack of	. J.	3			
	W. 1	knowledge and give	100	0			
	A	them the				Mar.	
		right materials		12	TANK THE	1	
	St Till		Δ			1/18	
		AU C	8		1	1	
	The state of	b. Teacher often relates	X		\checkmark		
		the material	100				
		with the student's	4			7.8	
		ability to ensure they	\Rightarrow		- 2	A STATE OF THE STA	
		easily		9	- 22	N.	
1		understand the material		V.			
				V.	, y	У	
	8. Asking students to	a. Teacher utilize the			√		
	study through	classroom		ì			
	the their surroundings	environment and teaches					
	and the second	the students about the	10000				
		objects that					
		related to English word					
		they can find in class					
		b. Teacher utilize the					
		surroundings to evoke the					
		students'					
		creativity and					

		make the students to applies it when studying English in class				
Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets			\	
A SECTION AND ADDRESS OF THE PERSON AD		b. Teacher participates the student to engaged and active when doing the new lesson plan in class		6		
	2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process				
		b. Teacher can ensure that the students follow the learning activities in the class.	875		✓	
	3. Teaching with student-	a. Teacher can produce			✓	

	centered activities	and interactive presentation				
		b. Teacher showcases a good classroom management to make the students conducive		~	,	
A BRAIN	4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation	135			
IMa -		b. Teacher can motivate students by applying the media technology in the learning process				
The usage of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.		V		
		b. Teacher uses printable pictures in one's teaching.	STE	1	,	
	2.Teaching with supporting media that can be explored by students (for example BC	a. Teacher asks students to tries specific online source platform in		✓	,	

							1
		kids, Quizizz, etc)	one's teaching.				
			b. Teacher can do the learning process the latest media technology as the student can practice their English in class	<u> </u>		✓	
	Test View	3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson		C		
	SALWA .		b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.			>	
		4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives	$\mathbb{C} \mathbb{V} \cap \mathbb{V}$		>	
			b. Teacher uses a real- world object to teach			√ √	
		5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson			✓	

Г	<u> </u>							
			b. Teacher asks students to sing songs together			✓		
		6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes			√		
	al'	AS PEN	b. Teacher does ice breaking activity to refresh the learning atmosphere		5 -	>		
	DAINE	7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach			✓		
			b. Teacher maximizes online game in one's teaching		1	✓		
		8.Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching				7	
			b. Teacher applies songs in one's teaching	350		✓		

	9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills			✓	
	AS PEN	b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom			\	
Take Man	11.Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class		3.0	V	
		b. Teacher gives a fun ice breaking to awakes students' self- confidence in studying English		1	✓	
	12.Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics	875		✓ ✓	
		b. Teacher can delivers an effective teamwork			✓	

	game to awakes students' social interpersonal skill with each other		
--	---	--	--



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

Instrument: Content Expert Judgement

Component PCK	Dimensions			Scale	:		Res	ponse	Comments
(Shulman (1987)		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						V		
	Language Proficiency (Andrews, 2001)		كعس	À			V		
Pedagogy knowledge	Learning objectives	1) h	1		
	Connecting previous material		-010				√	b.	
	Innovative activities	3	M	VI.	10] [√	The state of the s	
	constructing knowledge from working with objects or ideas.			Ś	5	200	V		
	Teaching students with hands-on experience		17				√	1	100
	Teaching students to learn by listening and repeating.	V.	T.	3	9)	7.	V	1	18
	Teaching by involving activities that can make students motivated in learning		IS.				1		
	Doing fun learning activities by inviting students to move their bodies		2		Ų		√	10	
	Teaching by associating with previous knowledge						1		
	Inviting students to learn through the environment around them	4			Í		V		199
	Making a lesson plan that corresponds with the learning objectives to be achieved	N	j,		· V		√		
	Designing effective learning activities Teaching with student-						√ √		
	centered activities Teaching with media and technology in the learning						\ √		
	activity Teaching using visual media that students can observe such as videos and pictures						V		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						V		

Giving the context/situation to the students			V	
Doing a contextual activity			V	

Instrument: Media Expert Judgment Sheet

	Name of		S	cor	e			Tatal	Res	ponse	Comments
No	Instrument	Criteria	1	2	3	4	5	Total	Relev ant	Irreleva nt	Comments
1.	Media Expert	a) Interactive Design	il.			18	201		√		
	Evaluation Sheet	b) Communicative media							1		
		c) Design creativity	7	X	Ì	7	n)	10	V		
		d) The effectiveness of media use		5 m		112		1	1		
		e) Can be maintained and managed easily	٩				}	1	V		
	E	f) Easy to use and operate	100	ř	ì			7	V		
		g) Can be used on various existing hardware and software				100000			1		
		h) Appropriate selection of application or software or						ď	√		

	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,



Appendix 1. 10 Instrument Validation for Expert Judgement Sheet from 2^{nd} Expert

Instrument: Content Expert Judgement

Component PCK	Dimensions			Scale			Res	ponse	Comments
(Shulman (1987)		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						√		
	Language Proficiency (Andrews, 2001)			À			√		
Pedagogy knowledge	Learning objectives	أحدى .		Ä	8	Day.	√		
	Connecting previous material						1		
	Innovative activities		2101	7-5			V		
	constructing knowledge from working with objects or ideas.		M	!!!		M	V		
	Teaching students with hands-on experience		1				V		
	Teaching students to learn by listening and repeating.	8	1		Ş		V		
	Teaching by involving activities that can make students motivated in learning			To the second		127	1		
	Doing fun learning activities by inviting students to move their bodies						V		<i>y)</i>
1	Teaching by associating with previous knowledge Inviting students to learn through the environment						√ √		1
	around them Making a lesson plan that corresponds with the learning objectives to be achieved	1		V	1		V		W.
	Designing effective learning activities	P		67	8		√		
	Teaching with student- centered activities					103	V		
	Teaching with media and technology in the learning activity	7	- 60	4		1	V		
	Teaching using visual media that students can observe such as videos and pictures						√		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						V		
	Giving the context/situation to the students						√		

Doing a contextual activity			V	
3				1

Instrument: Media Expert Judgment Sheet

	Name of		S	cor	e			Total	Res	ponse	Comments
No	Instrument	Criteria	1	2	3	4	5	Total	Relev ant	Irreleva nt	Comments
1.	Media Expert	a) Interactive Design							√		
	Evaluation Sheet	b) Communicative media				18	A		V		
		c) Design creativity					1		1		
		d) The effectiveness of media use	7	195	(99)	ij	D)	i i	V		
		e) Can be maintained and managed easily			14	3			V		
		f) Easy to use and operate	Ę	F		į	4	205	V	4	
	24	g) Can be used on various existing hardware and software					3,00	$\phi > 1$	1		AIW.
		h) Appropriate selection of application or software or	7	X					√		

	tool types for development					

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

Singaraja, 20 February 2024

Expert 2,



Appendix 1. 11 Instrument Validation for User Judgement Sheet from $\it 1^{st}$ Expert

N.T	G			Score	•		Note		
No.	Statements	1	2	3	4	5	(s)		
Princ	ciples for Developing Materials, Bota ((2005))					Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							√	
2.	The e-module content is stimulating for the students' level							V	
3.	The e-module is authentic and does not violate any copyright			À				√	
4.	The e-module content in match with the school learning time	200			1	1	ht.	V	
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	2	15			11	Ap.	√	
7.	The e-module gives suitable learning experiences for the students on their present and future needs		1		į. V	7	S	V	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content	>	D)		Ė			V	
9.	The e-module shows stimulating visual designs	4	47				d to	√	
10.	The e-module provides encouraging learning activities and strategies		3			9/16		V	
11.	The material uses appropriate language for the students with different levels							V	
12.	The e-module has non-discriminatory elements	á			L			√	7 9
13.	The e-module gives various learning methods						× 16	√	Contract of the Contract of th
14.	The lesson/content offers exercises in different learning circumstances	10	1	Ó	4:	Ł	SAN	√ √	
15.	The e-module gives clear instructions							→	
16.	The e-module provides learning objectives		1 50	100		-		√	
17.	The material encourages engagement through everyday activities							V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							$\sqrt{}$	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							$\sqrt{}$	

	The constal of the co		1	ı	1		l	l	
20.	The e-module mixes theory with correlative practices							$\sqrt{}$	
	The e-module provides assessment								
21.	activities							$\sqrt{}$	
Pedag	gogical Content Knowledge (Shulman	1987)			I				
	9-8	-, -,							
1	Language Awareness and Langua	ge Pro	officie	ncy (A	Andre	ws, 20	01)		
				•			<u> </u>		
	The e-module helps the teacher to								
22.	correct the students on their							V	
22.	grammar mistakes on the written							ľ	
	text								
	The e-module helps the teacher to			30				,	
23.	correct students' grammar		-	A.	Bo.			√	
	mistakes on the oral context					100			
	The e-module assists the teacher						1000		
24.	to demonstrate fluent English-						10	\checkmark	
	speaking skill in the learning							8.	
	The e-module helps the teacher to			111	0.77			Charles and the control of the contr	
25.	encourage students to speak	0.4	Y23	LL	111	11/1	P/154	7	
23.	English fluently	25-0					1811	,	The same of the sa
	The e-module helps the teacher							17	170
	writes in English on the board or						15		
26.	on a document with appropriate		20	83				V	1950
- 45	English grammar		17:					100	
1	The e-module helps the teacher							100	17
27.	writes in English the board or on a	- N	15		F/H)	1		$\sqrt{}$	1.8
	document with proper spelling	MA.				10.7	20	N	1 /
2	2. Knowledge About the Characteris	tic of	Youn	g Lea	rners (Ratmi	ningsih,		
	2	2020)					A.	1,000	
	5.77			- 15-2			753		
	The e-module helps the teacher to	25.51				300			
	give chances for students to		48		HIL				0 8
28.	explore and try new things in the							\checkmark	37
	classroom by giving learning							V.	100
	activities beyond what is done in the classroom	-37	77.1		100	V		J	100
	The e-module helps the teacher to								
	use different learning activities to								- B
29.	support the students to try							\checkmark	7 17
	something new					100		100	
	The e-module helps the teacher to							100	19
	give the students new idea to	44					1.34	1.0	7
30.	develop and make the students	1.05		27			2,341	al e	
30.	think creatively in the learning		10		92			V	
	process by giving them certain								
	object to study with			المران	-				
	The e-module helps the teacher to	-30	100	-			-		
31.	often give question and answer							$\sqrt{}$	
	section to the students to improve								
	their ideas and knowledge				-	-			
	The e-module helps the teacher to								
32.	makes the students to collect							$\sqrt{}$	
	information and try to ask questions								
	The e-module helps the teacher to								
								,	
									•
33.	gives opportunity for the students to do a hands-on experience							\checkmark	
33.	to do a hands-on experience learning trough certain activities.							√	

34.	The e-module helps the teacher to make sure the students pay attention in class							V	
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material given in class							V	
36.	The e-module helps the teacher to always support and help students in class to understand the English material							$\sqrt{}$	
37.	The e-module helps the teacher to gives the good activities in class to make students enjoy learning English			A	100			\checkmark	
38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process		*1CX					V	
39.	Teacher uses the singing activities in class to make students always feel happy and not easily get bored					110	47	√	
40.	The e-module helps the teacher pays attention to the students lack of knowledge and give them the exact materials	ų.			8	No.		7	
41.	The e-module helps the teacher to connect the material with the student's ability to make them easily understand the material	1			35/	87		√	
42.	The e-module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class		3		7 E 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	Y					\langle	V	
	3. The use of learning strategies for	youn	g leari	ners (I	Ratmii	ningsi	h, 2020	- 7	A. C.
44.	The e-module helps the teacher to use power point to teach	76	þ	N.	3	3	1	V	
45.	The e-module helps the teacher to use printable images to teach			H				1	
46.	The e-module helps the teacher to ask students to use certain online learning platform to teach	37	20					√	
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							V	
48.	The e-module helps the teacher to give apperception in the beginning of the lesson							\checkmark	
49.	The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.							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 The e-module helps the teacher to							1	
53.	invite students to sing songs							V	
54.	The e-module helps the teacher to encourage students with quiz							$\sqrt{}$	
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							$\sqrt{}$	
57.	The e-module helps the teacher to use online game to teach							√	
58.	The e-module helps the teacher to use certain jokes to teach		À					√	
59.	The e-module helps the teacher to use songs to teach		5	8	1	4.4		\checkmark	
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills	erc			8 11	11		√	
61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class	5	3 (**	e	~	
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class	1		47		S		√	
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English			1	Con The			V	
64.	The e-module helps the teacher to arranges students into several groups to work certain topics	Ŋ,	7			\bigcap	garego.	√	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other	3		344	30			√	

Expert 1,

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

NIP. 198304022006042001

Appendix 1. 12 Instrument Validation for User Judgement Sheet from 2^{nd} Expert

NT.	C4-4			Score	;		Note		
No.	Statements	1	2	3	4	5	(s)		
Princ	ciples for Developing Materials, Bota ((2005)						Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							\checkmark	
2.	The e-module content is stimulating for the students' level							V	
3.	The e-module is authentic and does not violate any copyright							V	
4.	The e-module content in match with the school learning time		Barrier States	-				V	
5.	The e-module allows students with different abilities and skills to be facilitated		11	1		io		V	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons) j		r,	3		V	
7.	The e-module gives suitable learning experiences for the students on their present and future needs			e de S		X	A	1	The state of the s
8.	The e-module is designed with an easy language for teacher to understand the lessons/content	4	4				E	V	
9.	The e-module shows stimulating visual designs	6	Q.	W	ю			√	
10.	The e-module provides encouraging learning activities and strategies	N.U	(S)	\$				V	
11.	The material uses appropriate language for the students with different levels		Y	Y		1		V	
12.	The e-module has non- discriminatory elements				V			√ √	
13.	The e-module gives various learning methods			201			7/	1	
14.	The lesson/content offers exercises in different learning circumstances	70)		13	M		1	√	
15.	The e-module gives clear instructions	T.						V	
16.	The e-module provides learning objectives	de		, I, S				√	
17.	The material encourages engagement through everyday activities							V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							$\sqrt{}$	
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
21	Correlative practices The e-module provides assessment
21.	activities
Pedag	gogical Content Knowledge (Shulman 1987)
]	Language Awareness and Language Profficiency (Andrews, 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
24.	to demonstrate fluent English-
24.	speaking skill in the learning
	The e-module helps the teacher to
25.	encourage students to speak
1	English fluently
	The e-module helps the teacher
26.	writes in English on the board or on a document with appropriate
	English grammar
	The e-module helps the teacher
27.	writes in English the board or on a
7	document with proper spelling 2. Knowledge About the Characteristic of Young Learners (Ratminingsih,
-	2020)
	The e-module helps the teacher to
	give chances for students to
28	give chances for students to explore and try new things in the
28.	give chances for students to explore and try new things in the classroom by giving learning
28.	give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in
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
	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
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 support the students to try
	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
	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
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
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
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	34.	The e-module helps the teacher to							,	
		make sure the students pay								
		attention in class								
		The e-module helps the teacher to								
	35.	make the students stay focused in							$\sqrt{}$	
	33.	class by listening to the material							V	
		given in class								
		The e-module helps the teacher to								
	36.	always support and help students							-1	
		in class to understand the English							V	
		material								
		The e-module helps the teacher to								
	37.	gives the good activities in class to							$\sqrt{}$	
		make students enjoy learning	la.						V	
		English	B.							
		The e-module helps teacher to		8						
	38.	conduct fun activities to make			the				V	
		students always energized during				-			V	
		the learning process					N			
		Teacher uses the singing activities					18			
	39.	in class to make students always	177	18		. 1	1	The same	V	
	3).	feel happy and not easily get	1,0	11/11/1	100	100		100	٧	
ļ	A	bored		Titte.		St. 1		100		
	1	The e-module helps the teacher	1			24	27		1	
	40.	pays attention to the students lack	2			225	30	100	V	
4	40.	of knowledge and give them the	183	-			20	5.0	100	
-		exact materials						200	100	No.
5	41.	The e-module helps the teacher to	50)	15	5.50			1		- 181
10.		connect the material with the		DV.	991			1000	V	18
1	71.	student's ability to make them			133	51		0 1	,	18
7		easily understand the material		7.50	517			THE SPECIAL		Œ.
		The e-module helps the teacher to	5		L BL					
	42.	use the class environment and	-	5//		λa			,	
		teaches the students about	-) W	10			V	
		vocabulary that they can find in		100	- ,, , ,					
100		class		LLin	AA				- 9	
100	V.	The e-module helps the teacher to			-5				1	
4	40	use the environment to conduct	45		17.79	18	-11		p. r	
	43.	the students' creativity and make		7 A Y					V	
	7	the students use it when learning							13.	
-		English in class		1	(F			2020		
	1	3. The use of learning strategies for	youn	g learr	iers (F	Catmin	ııngsıı	n, 2020	139	
}		The e-module helps the teacher to								
	44.	use power point to teach	1					17/	√	
ŀ	1	The e-module helps the teacher to			7.4	7.4		1		
	45.	use printable images to teach	TO	-4	13	200		10	$\sqrt{}$	
ŀ	46.	The e-module helps the teacher to	-					100		
		ask students to use certain online	70					- 13	$\sqrt{}$	
	-1 0.	learning platform to teach	244						٧	
}		The e-module helps the teacher to	-							
		be able to conduct the learning								
	47.	process using the newest media							$\sqrt{}$	
	47.	technology so the student can							•	
		practice English in class								
	48.	The e-module helps the teacher to								
		give apperception in the beginning							$\sqrt{}$	
		of the lesson							,	
		The e-module helps the teacher to								
	49.	give the problem assignment to							,	
		make students solve the problem							V	
		using their creativity.								
		,								

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	•				•		$\sqrt{}$	
52.	The e-module helps the teacher to apply learning games							$\sqrt{}$	
53.	The e-module helps the teacher to invite students to sing songs							√	
54.	The e-module helps the teacher to encourage students with quiz							√	
55.	The e-module helps the teacher to use ice breaking to refresh the learning atmosphere	4.						$\sqrt{}$	
56.	The e-module helps the teacher to use traditional games to teach	9	Á					$\sqrt{}$	
57.	The e-module helps the teacher to use online game to teach			No.				\checkmark	
58.	The e-module helps the teacher to use certain jokes to teach							$\sqrt{}$	
59.	The e-module helps the teacher to use songs to teach	1)	11)		M.,	2	1	√	
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills			100	41	Ç		V	
61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class		5				33	V	
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class	1		7			100	√	[
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self- confidence in learning English		ine					V	
64.	The e-module helps the teacher to arranges students into several groups to work certain topics	H	rT.					1	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other	5			S	1,45		V	

Expert 2,

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

NIP. 198812012015042003

Appendix 1. 13 $Judgement\ Result\ of\ the\ E-Module\ from\ the\ I^{st}\ Expert$

Component PCK	Dimensions			Sca	ıle		Comments
(Shulman (1987)	2 1110110110	1	2	3	4	5	
Content	Language awareness (Andrews, 2001)					√	
Knowledge	Language Proficiency (Andrews, 2001)					√	
	Learning objectives					V	
	Connecting previous material				$\sqrt{}$		
	Innovative activities	3 1	1	100		$\sqrt{}$	
	Constructing knowledge from working with objects or ideas.				1	·	
	Teaching students with hands-on experience		9		1		
	Teaching students to learn by listening and repeating			M.	Ų	$\sqrt{}$	
1	Teaching by involving activities that can make students motivated in learning	2	ú	N		V	â 7
	Doing fun learning activities by inviting students to move their bodies	8	V	Š	V		
	Teaching by associating with previous knowledge			À	1		
Pe <mark>da</mark> gogy	Inviting students to learn through the environment around them		4		1	\checkmark	7/
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved	V				V	
10	Designing effective learning activities			3			N.B
	Teaching with student-centred activities						77
	Teaching with media and technology in the learning activity		4	3		$\sqrt{}$	
	Teaching using visual media that students can observe such as videos and pictures				$\sqrt{}$		J.
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	-	8,0			$\sqrt{}$	
	Giving the context/situation to the students				$\sqrt{}$		
	Doing a contextual activity						
	Doing activities that are motivating and interesting					V	
	Stimulating students' active participation					√	

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

Media Expert Judgement Sheet

No	Name of	Criteria	701-	N	Scale	Total		
	Instrument		1	2	3	4	5	The same of the sa
1.	Media	a) Interactive Design	<u></u>		120		$\sqrt{}$	
1	Expert Evaluation	b) Communicative media	M			1	4	1/8
	Sheet	c) D <mark>esign</mark> creativity		0	1			
		d) The effectiveness of media use	1	V	Š	√		
		e) Can be maintained and managed easily	100	4			√	7/
		f) Easy to use and operate	J.V.	\Rightarrow	6		$\sqrt{}$	and the second
		g) Can be used on various existing hardware and software		X			√ 	
		h) Appropriate selection of application or software or tool types for development	7	11		J	1	

Singaraja, 2 juni 2024

Expert 1,

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

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

Component PCK	Dimensions			Sca	ale		Comments
(Shulman (1987)		1	2	3	4	5	
Content	Language awareness (Andrews, 2001)					V	
Knowledge	Language Proficiency (Andrews, 2001)					V	
	Learning objectives					V	
	Connecting previous material				V		
	Innovative activities	4				V	
	Constructing knowledge from working with objects or ideas.	6	19/1	.00	V		
	Teaching students with hands-on experience				V	30	le.
	Teaching students to learn by listening and repeating	ž	Ų	2	V		
3	Teaching by involving activities that can make students motivated in learning	N		h		V	
5	Doing fun learning activities by inviting students to move their bodies	8			V		8
	Teaching by associating with previous knowledge	K.			V		
Pedagogy	Inviting students to learn through the environment around them				V		3)
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved	A		-		V	1
1.1	Designing effective learning activities				V		7.8
1	Teaching with student-centred activities					V	100
	Teaching with media and technology in the learning activity	10			W	V	7
	Teaching using visual media that students can observe such as videos and pictures		- A -		V	300	
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)					V	
	Giving the context/situation to the students				V		
	Doing a contextual activity				V		
	Doing activities that are motivating and interesting					V	
	Stimulating students' active participation					V	

Giving or applying a game in the learning process		•	V		
Creating a fun learning environment (by using a joke or song)		1	V		
Using learning media that can improve the four language skills			V		
Using activities that can encourage students' self-confidence in learning English				V	
Using activities that can develop student's social skill				V	

Media Expert Judgement

No	Name of Criteria				Scale					
200	Instrument	7 CALL	1	2	3	4	5	Sec.		
1.	Media	a) Interactive Design	3.50		The second	7	V	1		
1	Expert Evaluation	b) Communicative media	ď,		1	V		18		
	Sheet	c) Design creativity	TO!	1	13.5	1	V			
		d) The effectiveness of media use	V	Į.		V				
		e) Can be maintained and managed easily	M		7		V			
4	7	f) Easy to use and operate	1	N.			V			
		g) Can be used on various existing hardware and software		\leq			V			
		h) Appropriate selection of application or software or tool types for development	7	X	y		V			

Singaraja, 3 Juni 2024

Expert 2,

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

NIP. 198812012015042003

Appendix 1. 15 $Judgement\ Result\ of\ the\ E-Module\ from\ User$

	G			Scor	e		Note
No.	Statements	1	2	3	4	5	(s)
Prii	nciples for Developing Materials, Bota (2005)						
	The e-module is suitable for					V	
1.	the students' requirements						
2.	The e-module content is stimulating for the students' level				V		
3.	The e-module is authentic and does not violate any copyright					V	
4.	The e-module content in match with the school learning time				V		
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					\mathbf{V}	
7.	The e-module gives suitable learning experiences for the students on their present and future needs					V	
	The e-module is designed with an easy language for teacher to	8					
8.	understand the lessons/content	164		1		V	
9.	The e-module shows stimulating visual designs				V.		
10.	The e-module provides encouraging learning activities and strategies				V		
11.	The material uses appropriate language for the students with different levels	30			v	9	
12.	The e-module has non-discriminatory elements	N	8	3		\mathbf{v}	September 1
13.	The e-module gives various learning methods					V	7.10
14.	The lesson/content offers exercises in different learning circumstances		à	1		V	
7	The e-module gives						
15.	clear instructions			d		V	
16.	The e-module provides learning objectives					V	
17.	The material encourages engagement through everyday activities					V	
18.	The e-module presents challenging exercises yet comprehensive to					V	
10.	stimulate students' curiosity					V	11
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom	Ŋ.			ď	V	9
20.	The e-module mixes theory with correlative practices					V	
21.	The e-module provides assessment activities					v	
	Pedagogical Content Knowledge (Shulman 198	37)			W	W	
	4. Language Awareness and Language Proficiency (Andrews, 200)	1)			7	N.	
					- Single		
1	1000		N	3/2		\mathbf{V}	
22.	The e-module helps the teacher to correct the students on their		7	10			
	grammar mistakes on the written text			Y			
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context		٠,	Z.		V	
24.	The e-module assists the teacher to demonstrate fluent English- speaking skill in the learning process					v	
25.	The e-module helps the teacher to encourage students to speak					V	
۷۵.	English fluently						
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar					V	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling					V	
	5. Knowledge About the Characteristic of Young Learners (l	Ratm	inin	gsih	, 202	20)	<u>I</u>
				-			

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 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 31. The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge 32. The e-module helps the teacher to make the students to collect information and try to ask questions 33. The e-module helps the teacher to give opportunity for the students to do a hands-on experience learning trough certain activities 34. The e-module helps the teacher to make the students pay attention in class 35. The e-module helps the teacher to make the students pay attention in class to understand the English material 36. The e-module helps the teacher to make students to give the emodule helps the teacher to always support and help students in class to understand the English material 37. The e-module helps the teacher to give the good activities in class to make students always energized during the learning process 39. Teacher uses the singing activities in class to make students always energized during the learning process 40. The e-module helps the teacher to give the good activities to make students always energized during the learning process 41. The e-module helps the teacher to give the good activities to make students always energized during the learning process 42. V 43. The e-module helps the teacher to give the good activities to make students always energized during the learning process 44. The e-module helps the teacher to use the class environment and teacher to endule helps the teacher to use the students of the learning platform to teach 44. The e-module helps the teacher to use printa	
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51. The e-module helps the teacher to use real tools to teach	
52. The e-module helps the teacher to apply learning games V	
53. The e-module helps the teacher to invite students to sing songs	
54. The e-module helps the teacher to encourage students with quiz	
The e-module helps the teacher to use ice breaking to refresh the	
learning atmosphere	
56. The e-module helps the teacher to use traditional games to teach	
57. The e-module helps the teacher to use online game to teach	
58. The e-module helps the teacher to use certain jokes to teach	
59. The e-module helps the teacher to use songs to teach	
59. The e-module helps the teacher to use songs to teach V 60. The e-module helps the teacher to use the presentation media to V	1

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

Singaraja, 1 July 2024

Teacher,

Ni Luh Widiani, S.Pd.SD NIP. 197004301993082001

Appendix 1. 16 Result of Teaching Observation

No.	Aspect PCK (Shulman	Dimension	Indicators	Items	Response	7	Comments
	1987)	Differsion	mucators	ICHS	Yes	No	
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language		1	
				b. Teacher assists students to give correction on their grammar errors on the spoken language		√	

	2.Understanding the importance of do correction on pronunciation, spelling or lexicon errors in the	a. Teacher assists students to give correction on their English pronunciation in the classroom	✓	
	classroom	b. Teacher assists the students to use accurate lexicon to the context used on the language		
2.Language Proficiency (Andrews, 2001)	1.Having fluent English -speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom	✓	
		b. Teacher motivates students to speak English fluently	,	
	2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors	<i>\</i>	
		b. Teacher demonstrated no spelling errors when one writes in English	V	

Pedagogical Knowledge	Mastery over the Development of Curriculum	1.Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus			
	(Ratminingsih, 2020)	A S P I	b. Teacher applies learning targets that correspond to the curriculum to design the syllabus			
	A A A A A A A A A A A A A A A A A A A	2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed	N. C. M. M.	AMA	
			b. Teacher comprehends the cause of the linked learning themes to the students' condition			
		3.Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom		1	
			b. Teacher links the earlier material to the newest material in class		√	

Adequa of recog the trait young I (Ratmin 2020)	innovative s of teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning		✓	
		b. Teacher utilize diverse learning activities to aid the students to try something innovative		√	
	2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with	GANAMA		
	V _N _D	b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge			
	3.Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions	✓		

b. Teacher lets the students to do a contextual, real world learning trough specific task or activity.
4. Teaching a. Teacher ensures students to learn by listening and repeating.
b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class
5.Teaching by doing activities that can motivate students in learning a. Teacher lends support and assists students in class to understand the English lesson
b. Teacher presents the proper activities in class to ensure that students enjoy studying English
6. Presenting activity that fun activities to motivates students to learn and involve their physique a. Teacher does fun activities to make students energized in the learning process.
b. Teacher does the singing activities in class to make students always feel joy

	, , , , , ,
	and not get bored
7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials
A BATTAS P.	b. Teacher often relates the material with the student's ability to ensure they easily understand the material
8. Asking students to study through the their surroundings	a. Teacher utilize the classroom environment and teaches the students about the objects that related to English word they can find in class b. Teacher utilize the surroundings to evoke the students' creativity and make the students to applies it when studying English in class

	SALUTAS P.	NDIDIZ.	SAN	A MASS	
Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets		√	

	b. Teacher participates the student to engaged and active when doing the new lesson plan in class
2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process b. Teacher can ensure that the students follow the learning activities in the class.
3. Teaching with student-centered activities	a. Teacher can produce and interactive presentation b. Teacher showcases a good classroom management to make the students conducive
4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation

		b. Teacher can motivate students by applying the media technology in the learning process
	g visual elements	a. Teacher applies power point in one's teaching.
2020)	SPI	b. Teacher uses printable pictures in one's teaching.
	2.Teaching with supporting media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to tries specific online source platform in one's teaching.
		b. Teacher can do the learning process the latest media technology as the student can practice their English in class
	3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson
		b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.

4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives
	b. Teacher uses a real-world object to teach
5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson
SITASPE	b. Teacher asks students to sing songs together
6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes
	b. Teacher does ice breaking activity to refresh the learning atmosphere
7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach
	b. Teacher maximizes online game in one's teaching
8.Presenting a fun learning atmosphere (by	a. Teacher tells specific jokes in one's teaching

	telling a joke or song)	b. Teacher applies songs in one's teaching
	9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills
	STILS P	b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom
A Mila	11.Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class
	DN.	b. Teacher gives a fun ice breaking to awakes students' self-confidence in studying English
	12.Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics
		b. Teacher can delivers an effective teamwork game to awakes students' social

		interpersonal skill with each other		

 ${\it Appendix 1.17} \ Result \ of \ Document \ Analysis$

Unit	Торіс	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
Unit 6	Parts of Our Body that Work Together	Students are able to: 1. Tell different body parts and their function. 2. Express functions of body parts in daily activities. 3. Write a short text about the use of different body parts.	Vocabulary: 1. Parts of the body: head, hair, eyes, nose, ear, mouth, chin, cheek, shoulder, chest, hand, stomach, knees, legs, foot, toes, a body. 2. Subject Pronoun: I, you, they, we, he, she, and it. 3. Basic Verbs: eat, smell, listen, take, look, see, use, kick, walk, talk, climb, etc. Grammar: 1. Simple present tense (Verba): use to tell the function of each body part.	"I with my" e.g I see with my eyes "This is my" e.g This is my nose "These are my" e.g These are my ears

Unit 7	How Tall are You?	Students are able to: 1. Identify features of animal, people and common everyday objects. 2. Use adjectives to describe animal, people, and common everyday objects.	Vocabulary: 1. Adjectives: tall, short, big, small, old, young, fast, slow, new, old, expensive, cheap. 2. Subject Pronoun: I, you, they, we, he, she, and it. Grammar:	"Is?" e.g: Is it big? Is the pencil small?
		A SITIAS I	1. Simple Present Tense (Nomina): to describe features of animal, people and common everyday objects.	AT CALL
Unit 8	The Giraffe is Taller than the Deer	Students are able to: 1. Use comparative adjective to talk about people, animals and things.	Vocabulary: 1. Comparative Adjective: taller, shorter, bigger, smaller, longer, shorter, older, younger, newer, fatter, thinner, faster, slower, cheaper, more expensive. 2. Interrogative Word: which, how Grammar: Simple Present Tense (Nomina): to compare features of animal, people and things.	"Which one is?" e.g Which one is taller? The giraffe or the elephant?
Unit 9	The Elephant is the Biggest	Students are able to: 1. Use superlative adjectives to talk about people, animals, and things.	Vocabulary: 1. Superlative Adjective: tallest, shortest, biggest, smallest, longest, shortest, oldest,	"Please, tell me which one is?" e.g "Please tell me which one is the biggest animal?

	1	T	T	<u> </u>
			youngest, newest, fattest, thinnest, fastest, slowest, cheapest, most expensive.	
			Grammar:	
			1. Simple Present Tense (Nomina): to tell superlative adjectives of animal, people and things.	
				au au
Unit 10	I Like Playing "Balap Karung"	1. Mention dates and months 2. Respond questions using the word "when" 3. make sentences about dates and months.	Vocabulary: 1. Ordinal Numbers: first, second, third, fourth, fifth 2. Interrogative Word: when 3. Name of the Months: January. February, March, April, May, June, July, August, September, October, November, December. 4. Preposition of time: on/in. 5. Time signal: today, tomorrow, ago Grammar: 1. Simple Present Tense (Nomina): to mention dates and month, respond questions with "when" and make sentences about dates and month	"When is?" e.g "My birthday is on January 4th " "What day tomorrow?" "What day/month after day/month?" e.g "What day after Monday?" "What month after January?"
			and the same and the	

Appendix 1. 18 Study Documentation





Appendix 1. 19 Link and Barcode Access to the Product

https://bit.ly/E-Module_Product

